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**Ministry of Higher Education and Scientific Research**  
**University Ibn Khaldoun of Tiaret**  
**Faculty of Letters and Languages**  
**English Section**



**THE EFFECTS OF FEEDBACK ON EFL LEARNERS'  
WRITING SKILLS**

**A Case Study of: Third Year Foreign Language Students at Al-ARBI  
BELKHIR Secondary School**

A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfillment of the Requirements for the Master's Degree in Didactics

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## Dedication

*This work is dedicated to:  
My friend “**Khadidja Bengoua** “*

*My brother “**Abdo**”*

*My little angel “**Mohammed** “*

*The closest person to my heart “**ALI**”*

*ALL those who prayed for me and besought God to help me.*

***Djedid Fatima Zohra***

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## Dedication

*I dedicate this work to my parents .To my brothers*

*“Faysal”, “Fathi”, “Houcine”*

*To my beloved daughter” Safaà”, and my son “Younes Abdililah”, may Allah*

*Protect you dearest flowers*

*To my close friend “Malika” ,you are the best friend I have ever met .Thank*

*You dear for your support and kindness, you deserve all the best*

*To all members of my big family: uncle, aunt, grandma,*

*To “Fatima Zahra “.Glad, you have made it finally, thanks a bunch for all  
your efforts to make this work successful*

***Baki Souheyr***

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## Abstract

The importance of teacher feedback in the development of adequate writing skills cannot be overstated. However, feedback that the students do not and/or cannot process is considered useless. The ultimate purpose of this study was to ensure the incorporation of feedback into the learners' written productions through the use of two separate research tools. The instructors' actual practices and patterns of teaching writing at AL- ARI BELKHIR secondary school are revealed through the use of teacher's questionnaire. The results of the second research instrument, a writing test, mirrored the efficacy of teacher comments proposed in this study: The participant students not only incorporated a significant proportion of their teachers' remarks, but they also made fewer errors. Moreover, there was an overall improvement in subsequent drafts. The findings of this study encourage teachers to integrate the multiple draft technique into classrooms, and more crucially, to provide comments on preliminary drafts rather than their final drafts.

**Keywords:** Feedback, multiple draft technique, preliminary drafts, final drafts.

## List of Abbreviations

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### List of Abbreviations

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**LLS:** Language Learning Strategy

**FLW:** Foreign Language Writing

**WS:** Writing Skills

**Q:** Question

**N:** Number of Teachers/ Students

**PhD:** Doctorate Degree

# GLOSSARY

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## Glossary

To provide the reader with ready and brief access to understand this work and to avoid ambiguity, key terms, and concepts appearing throughout this study are listed below.

**Pictogram:** Picture- writing

**Ideograms:** Idea- writing.

**Hygrographs:** The Cliff paintings

**Logograms:** word- writing

**Cuneiform:** Wedge- shaped

**To gauge:** To measure or determine, to measure the capacity of .

**Scaffold:** To sustain, to provide support for.

**Elude:** To evade, or escape from someone or something especially by using cunning or a skill.

**Daunting:** Appearing to be difficult or challenging

**Ditch:** To discard or abandon

**Activity:** sequence of actions associated with a particular task goal.

**Draft:** “a version of a text which the writer knows he or she will improve on “Brooks &Gundy 1990: 02).

**English as a Foreign Language (EFL):** is a term designed to assist individuals whose native or dominant language is other than English.

**Feedback focus:** refers to aspects of composition attended to (grammar, content, organization, vocabulary, and mechanics).

**Feedback type:** refers to the method or” modality” (Hedgock&Leftkowitz1994) employed to give feedback on writing (use of symbols, error correction, conferencing, written phases, peer review and revision).

**Global revision:** a complete recreation of piece of writing in which the focus is on issues of audience, purpose, content, and organization (Trimmer 1995) .

**Journal:** a personal text that records the thoughts, ideas, and reactions of students to circumstances ongoing around them.

**Peer review:** A process whereby the students use each other as sources of feedback ,“ in such a way that they assume roles and responsibilities normally taken by a formally trained

## GLOSSARY

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teacher in commenting on and criticizing each other's drafts in both written and oral formats in the process of writing " (Rollingston 2005:23).

**Process Writing:** an instructional model that focuses on the stages of planning, drafting, and revising, as a part of recursive, non-linear, sequence, rather than on the final product only. In this approach, students are expected to write multiple drafts of a paper and make changes in their paper based on the feedback they receive.

**Revision:** "a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing (Trimmer 1995:05) in planning and drafting .Revision is much more than a simple correction of errors; it is true rethinking of one's writing

Revision is a two-stage process; during the first stage, global revision, the writer uses various reading strategies to rethink, reorder, and rewrite substantial portions of the first draft .Satisfied with this stage , the writer focuses on the second stage ,local revision, and begins repairing individual sentences and words.

**Training:"** to drill and instruct in, or for, some particular practice, the targeted outcomes are very particular, training is clearly skill oriented "(Topping & Ehly, 1998:04)

**Writing quality:** based on the evaluation of the students 'writing, the higher is the earned score, the better is the quality of writing.

**Self-editing: refers** to a technique that allows students to identify and correct their own errors by reviewing them

**Self -correction:** indicates that the students correct their errors marked by teachers. It means that self-correction is part of a whole editing process.



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*General*  
*Introduction*

# **General Introduction**

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## **Introduction**

### **1-Background of the Study**

Writing is one of the most important skills that students of English as a second language (ESL) or a foreign language (EFL) need to develop. For many years, as many historical accounts demonstrate, writing drew less attention from students in comparison to other skills, particularly speaking. Learning to speak has always been considered a primary concern; learning to write has been viewed as means of practicing, sustaining, and reinforcing other skills. Foreign language proficiency, on the other hand, necessitates a balance of competency in various language skills. Thus, ESL / EFL students have realized the value of communication that they require for a variety of goals in a variety of contexts, both written and outside the classroom.

Teaching writing is not an easy task, only half of the job is done when it comes to deciding what to teach inside a given curriculum. The other part is figuring out how to teach such a complex skill. In fact, it is the teacher's responsibility to consider the various approaches to teaching ESL/EFL contexts gained from theories and researches, it is also the teachers' job to choose the strategy that best meets the needs of students and, as a result, to choose or even improvise what he or she believes to be effective teaching materials and procedures, etc. The writing teacher is also in charge of assisting the learning to write activity and creating an encouraging environment. The teacher can do so by expanding the areas of interaction between him and his students, thereby narrowing and closing any potential gaps. Insightful feedback, which has a dual effect of improving students' writing production and inspiring them to write more and better, may thus be the ideal medium for teacher-student engagement.

### **2-Rationale of the Study**

#### **Statement of the Problem**

The teachers' feedback to students' writing is undeniably a key component and a crucial part of the process of writing. It is the guide that students follow throughout the writing process, as well as the mechanism through which they can generate a readable final product. However, what makes teachers get increasingly worried is the fact that students tend to overlook the instructor's feedback on their writing.

Teachers make considerable efforts and spend a long time circling, underlying errors, rearranging ideas, trying to grasp what the student writer intends, and making suggestions

## General Introduction

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for improving the written piece. Yet, surprisingly, the students do not take their feedback into account.

Students, in fact, only occasionally reply to the teachers' input. They frequently just glance at the red monster: the marks, lines, symbols and other markings that their papers bear. They, then, fold the papers, put them somewhere in their bags and never offer them a second look. Even worse, they have a habit of crumpling and throwing papers that the teachers have spent nights considering. For these learners, the feedback was interpreted as criticism and an underestimating of their writing ability. They never looked at its lighter side, the one of improving their writing. They were not provided with acceptable or inspiring manners to use it because some teachers only gave feedback on final drafts and it took them a long time to return papers, so that students lost interest in whether criticism was made. As a result, many students ignored, and are continuing to ignore the feedback.

Teachers should provide information, educational, encouraging and thus effective feedback on students' writing on a regular basis. Teachers' responses to students' Writing should be reviewed as a tool for enhancing writing rather than a source of criticism. More importantly, teachers are deemed responsible for helping students grasp it and motivating them to think about it rather than dismiss it. The writing process can be compared to play in which:

- The classroom standard is the theatre.
- Both the teacher and the students stand for performers.
- The various stages of writing represent the various acts.
- The feedback is transitional event, so there's no need to delay its appearance to the last scene; the students' final drafts.

This is designed to imply that the researcher is aware of two distinctions between the writing process and the performance of a play: First, the audience, who is an essential component of any play, is absent from the writing process due to undeniable pedagogical constraints. Second, whereas the acts of a play are performed in a specific order, this cannot be the case with the stages of writing, which is considered to be recursive. However, it is important to highlight that the main point here is that writing should be reviewed as a collaborative effort between the student and the teacher, and that feedback should be given throughout the writing process rather than afterward.

## **General Introduction**

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As one reads current research on feedback matters as related to the writing skill, it becomes evident that more research about two crucial issues is certainly needed: First, the possible role of the teachers' feedback( mainly the written one has in improving the writing skill, and second, how to make students aware of its importance and respond to it .

### **3-Aim of the Study**

The aim of the present dissertation is fourfold. The first aim is to examine teachers' practices in the writing class: their approach to teaching writing, the type of instruction they give and their different conceptions of feedback, mainly the written one. The second aim of the present research is to find appropriate ways that may contribute to raising the learners' awareness of the role of feedback and may enhance their revision skills, trigger their repair mechanisms and boost the overall writing quality. The third aim is to investigate the effect(s) of teachers' written feedback on the involvement of students ' written end products. Finally, this study cannot be finished without providing inspiring guidelines for teaching.

### **4-Research Questions**

This study tries to answer the following questions:

- Are teachers of English at Al –ARBI BELKHIR secondary school aware of the importance of their written feedback?
- Will they continue using multiple drafts technique to evaluate students' writings?
- Are students aware of the significance of their teachers' feedback?
- Do teachers take any steps to make students consider their feedback?

### **5-Hypothesis**

In the light of what has been mentioned thus far, the hypothesis that underpins the current thesis is as follows:

The feedback supplied by the teacher to the students prior to the final draft throughout the writing process works best; it is taken into consideration by the students and stimulates the students' repair mechanisms, which increases their uptake.

### **6-Methodology**

Two research tools will be used to achieve the aforementioned research goals: A teacher questionnaire and a students' written test. The questionnaire which is meant to the teachers of English at AL-ARBI BELKHIR secondary school enquires about their writing

## **General Introduction**

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teaching practices and feedback-related matters such as their definition of feedback, the type of feedback they usually provide, and how they make students respond to it. The writing test is meant to examine the utility of providing written feedback before final drafts as a technique to make students respond to it.

### **7- Structure of the Study**

The present study will be basically derived in to three main chapters. The first and the second will be devoted to the literature review. The third chapter, an empirical one, is composed of two parts devoted to the description of the research methods, procedures used, and the analysis of the results obtained from the teachers' questionnaire and the students' test.

Chapter one of these dissertations provides the reader with overview of the writing skill. It includes definition(s) of the writing skill, the importance of writing, the history of writing, approaches to teaching writing, the process of writing, and the teacher's role in this process.

Chapter two introduces feedback on students' written work. We shall define it , explore its nature and shed light on its different types .and some useful techniques .We shall also precise the teacher's and student's roles. A number of answers would be provided to questions such as: what should we correct? What should we focus on? We shall also consider student's responses and examine teachers and students preferences. We shed light on the different views concerning feedback according to different approaches used on teaching writing.

# *Chapter One*

## *The Writing Skill*

**1-1 Introduction:**


In addition to the intrinsic value the writing skill occupies in language teaching and learning. It is viewed as the most important and the most sophisticated compared with other skills; listening, speaking and reading. Bacon (1605) emphasized the importance of writing when he wrote:” writing makes an exact man”, writing is a basic skill in language learning, since the learner has to make considerable effort and practice many writing activities to reach an acceptable level of writing. In other words, an increased level of effectiveness in writing can acquire an understanding about the nature of the skill itself. In this chapter, we will present the reader with the writing skill in general, including the different definitions, the components of writing, as well as the different stages the students go through to develop it. It also deals with the writing skill and the other skills speaking and reading comparatively. It also explores the resources of the writing skill and the different writing approaches.

**1-2-History of Writing:**

Writings development is relatively recent phenomenon. Consistent with Harmer (2007, p. 1) “human activity of writing is a fairly recent development in the evolution of men and women ... some of the earliest writing found so far dates from about 5.500 years’ age”

Also, Yule (2010, p. 212) claimed that “human beings started to write some 20.000 to 25.000 years ago”. Unfortunately, we know very little about early man because he did not create the first form of writing ...realistic paintings of animals and people in sheltered areas such as caves. The images of animals were attempts to portray their souls after they had been hunted, whereas the pictures of people frequently depict humans in various physical positions as in a ritual dance.


Primitive cultures, whose representations were influenced by natural forces, gradually stylized their messages. They are known as “petroglyphs” or “pictograms in ancient cultures” (crystal, 2000, p. 18). In other words, visuals that represent symbols, for example, the picture ☀ may be used as a representation of the sun. Later on, these pictograms developed to become “ideograms” which are considered to be part of a system of idea writing, or “hieroglyphs”. For instance, ancient Egyptians developed a complex hieroglyphic system that was later stylized.



Egyptian hieroglyph ideogram below  depicts a house. The cliff paintings of Native Americans in the desert south west, on the other hand, are known as petroglyphs / pictograms


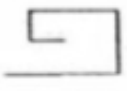







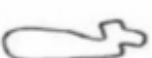




because they are inscribed on stone. Despite the fact that Native American tribal groups did not speak each other’s languages; the petroglyphs are fairly standard; yet, they are not as advanced as the Egyptian hieroglyphs. When symbols are used to represent words in a language, they are referred to as word writing or « logograms ». Sumerians, for example, lived in the southern region of modern-day Iraq. Logographic writing was employed between 5.000 and 6.000 years ago, according to this quote:

Because of the particular shapes used in their (the Sumerian) symbolism these inscriptions are more generally described as cuneiform writing. The term cuneiform means wedge -Shaped and the inscription used by the Sumerians were produced by pressing a wedge-shaped implement into soft clay tables, resulting informs

like  (Yule, 2010, p.214)

The Phoenicians, the Lebanese’s ancestors, invented an alphabet based on the Egyptians hieroglyphs in about 3.500 years ago. For example, the Egyptians  meaning house become the Phoenician , who had fully developed syllabic system by around 1000B.C. Their alphabet spread into Northern Africa, where it became the Arab writing system, then North West to Greece, where the letters were further changed to become the Cyrillic alphabets of Russia and the Balkans. The Romans then changed the letters into the alphabets we know and use today. Those alphabets are known as the Roman alphabets which are distinct from other writing systems in that the symbols represent sounds rather than pictures or concepts.

<b>Egyptian</b>	<b>Phoenician</b>	<b>Early Greek</b>	<b>Roman</b>
			B
			M
			S
			K

**Table 1.1** Development of Writing (Yule. 2010, p. 217)

O'Grady, Dobrovolsky, and Katamba (1996) summarize the historical development of writing as follows:

The development of writing has been one of humanity's greatest intellectual achievements. From pictograms and logograms, the graphic representation of language has developed through the discovery that the sounds of language can be associated with arbitrary graphic symbols. Eventually, this was followed by another discovery that a fairly small number of symbols are sufficient to represent language in written form. (p.620)

In other words, before the latest forms of writing appear, Pictograms (picture-writing) were first used to represent certain images in a consistent manner. Later on, it evolved into ideograms (idea-writing); then these ideograms changed to what we now refer to as logograms (word-writing). The best example is that of the Sumerians, who utilized a word-based writing system. Between the years 1700 and 1500 B.C the alphabet replaced pictograms in the Sinaitic language. The ink, developed by the Chinese philosopher, Tien- Lcheu (2697B.C.), became common by the year 1200B.C. in parallel with the invention of paper (Bellis, 2003, p.34). Because this historical overview makes the writing skill less understandable; the next section is entirely devoted to clarify it.

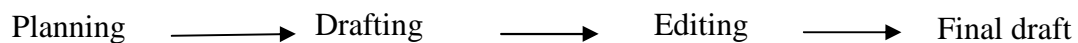
### **1-3-The Writing Process**

Educational researchers, linguists, applied linguists and teachers have been re-examining the nature of written discourse as well as the writing process itself, since the early 1970s. In this period of time, many researchers and educators were interested in learning more about the new philosophy that dealt with the various phases the student / writer goes through to achieve his main objective, that of the product (Kroll, 1990).

Many researchers like Raimes (1987), Chenoweth (1987), Hedge (1988), Kroll (1990) and Harmer (2004) agreed that writing is a recursive rather than a linear process, that writers rarely write to a preconceived plan or model and that the process of writing produces its own form and meaning. When we discuss writing as a process, we understand that ideas are formed, put into a first draft, structured and arranged in a whole, revised and corrected and then written in a final draft.

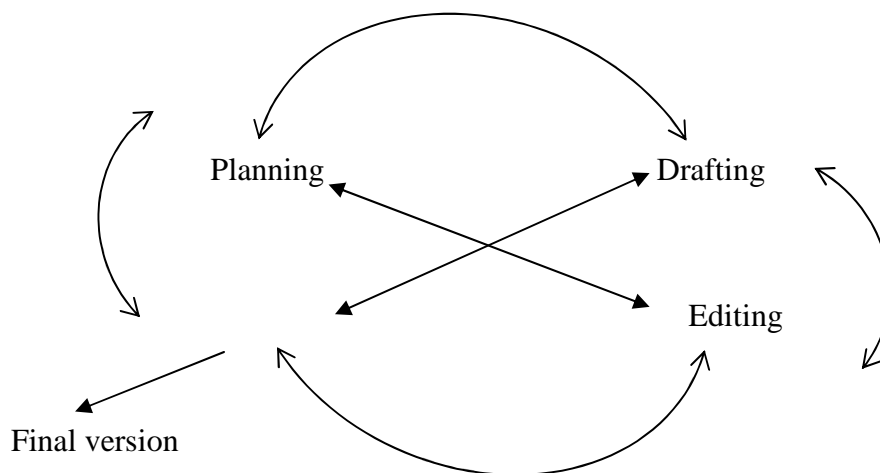
The process of composition is not a linear one, moving from planning to compose to revising and editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of replanning and between. Hedge (1988: 20).

To explain more, we will present Harmer's (2004) figures of the writing process.



**Figure 1.1:** Process of Writing (Harmer, 2004: 05)

According to Harmer (2004: 05-06), this diagram is not satisfactory. As previously stated, writing is a recursive, rather than a linear one. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit. That is why Harmer presented the process of writing in a different way, in what he calls “the process wheel”.



**Figure 1.2** Process Wheel (Harmer, 2004: 6)

**Figure 1.2** shows that writers do not follow a neat sequence of planning, drafting and revising, they may move backwards and forwards until the process reaches its culmination by producing the final version.

**1-3-1-What is writing?**

Writing is a crucial aspect of language acquisition because it is essentially a reflective activity that necessitates sufficient time to think about a given topic as well as analyze and classify any prior information. Then, in order to organize these thoughts into a cohesive discourse writers require appropriate language. Learners must link and develop information, ideas, or arguments in a logical order. Students struggle to achieve clarity without writing practice, which is the purpose of any writing activity.

Leki (1998:3- 4) resembled the writing skill to bike riding. She said that what makes bike riding hard to learn is that you have to do many things at the same time that you do not yet know how to do well: pedal, keep your balance, steer and watch the road ahead of you. Learning how to write appears to produce similar issues. Even in the first paragraph, you must have a clear notion of what you want to say, how to express it, and how to sound convincing to your reader and you must do all this in English.

She went on to say learning to write properly is different from and easier than learning the skill of bike riding in some ways because when you write, you may focus on several areas of the writing at the same time. This possibility makes writing much more like making a clay pot than like riding a bike. When you are working on a pottery, you must acquire and prepare your materials: choose the kind of clay you want to use, soften the clay by kneading it, and perhaps locate a pottery wheel, and so on. Next, you will need an idea of what you want to make, how the piece of pottery will be utilized, and who will use it. Only then you may start working on your piece.

While you are working on it, you might change your mind about what you want it to become, instead of becoming a cup, it might evolve into a better flowerpot. If this occurs, you should revise the final product image. As you work, you show your piece to others, who give you feedback and suggestions on how to enhance it. You may decide at some point that you are no longer interested in this particular project or that the project is not turning out as you had intended. You may then opt to stop working on the project and start something entirely different. If you finally manage to make a pot you enjoy, the pot's good qualities will be the product of good materials, good planning, good criticism, and good execution on your part.

The same may be said about good writing. You must collect ideas on the subject you want to write about before you have a final output. You should also think about who you are writing for and why. You will consult with people as you write to get their ideas and thoughts

on what you have done so far. You can decide to abandon your current project and start something new or you might reconsider what you are saying, who you are saying it to, or why you do not want to say it. Ultimately, we come to the conclusion that the writing ability is composed of several stages as follows or what we refer to as prewriting, while and post writing:

- Collecting data.
- Planning.
- Drafting.
- Reviewing.

### **1-3-2- Components of the Writing Skill:**

Writing in English academically is not easy, it should follow some important criteria of writing, according to Starkey (2004) an effective writing should include organization, coherence, clarity, with accurate language, and word choice.

#### **1-3-2-1- Organization:**

Organization is the first step in writing process. The information should be organized in a structured format to readers which help and guide the writer to be direct in the writing process. According to Starkey (2004) organization helps the readers to show how the points are linked together and how they support your assignments. Starkey (2004: 2) states that “*The direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead.*”

Organization is determined through some important techniques that show the value of the writing process which are pre-writing technique that includes free writing and brainstorming. According to Starkey (2004), the prewriting technique in organization is the planning of the work which comes after reading and gathering the information from the prewriting. According to Galko (2002) “Brainstorming is to let your ideas flow without judging them” (p.10) so, brainstorming is an effective technique in order to develop your piece of writing. However, free writing according to Galko is writing what comes to your mind with focusing on a specific topic. According to (Starkey, 2004) “Free writing might better be called “flow writing”, because the most important aspect to this pre-writing technique is the flow, or momentum, that comes when you stay with it”(p.10)

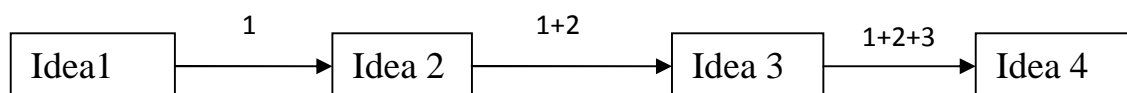
**1-3-2-2- Clarity:**

Clarity is the essential part in writing. The learner's goal in writing is how to convey information including the fact that you are able to write well. In other words, the learner's writing should be readable and clear in order to make readers understand what you mean as Starkey (2004) mentioned four fundamental elements in making writing easy and accurate:

- 1) *Eliminate ambiguity*: the learner should avoid using ambiguous words or phrases that have more than one interpretation in order to help the reader understand what he means.
- 2) *Powerful, precise adjectives and adverbs*: the learner's writing clear is when he uses adjectives and adverbs in order to make it accurate and help him convey his message.
- 3) *Be concise*, according to (Starkey, 2004: 15) who states that "There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible".
- 4) *Avoid unnecessary repetition*: (avoiding wordiness) the learner should eliminate repetition of information and ideas.

**1-3-2-3- Coherence:**

(Murray & Hughes 2008:45) states that "Coherence is perhaps the single most important element in any kind of writing". Kane (2000) and Creme and Lea (2008) agree that coherence has a great role in making a good piece of writing. The learner's writing should present the ideas clear, valuable and understood to the readers. Murray and Hughes (2008:45) notice that: "A good writer sticks their ideas together so that they act as links in a chain, each link connecting the one before it with one after. If any links are missing, the connections become ambiguous and the argument structure breaks down."



**Figure 1.3:** Sequences of Ideas by (Murray and Hughes 2008:46)

**Figure 1.3** illustrates that there are a sequence of ideas that come to your mind one after the other (idea 1 leads to idea2; ideas1 and 2 lead to idea 3; ideas 1, 2 and 3 lead to idea 4 etc. Therefore, the reader is able to understand the writer's ideas if the ideas are connected together with harmony (Murray and Hughes, 2004:46) they notice that:

one of the main reasons writers fail to make themselves understood because they take too much for granted and do not connect their ideas together clearly enough. As a result, the reader is unable to make sense of them and therefore unable to evaluate them favorably.

**1-3-2-4- Word Choice:**

The word choice displays the learner's style of choosing the lexical items and structures in order to convey his message. According to Starkey (2004) there are two aspects the learner should consider while choosing the words to be used: denotation and connotation. Denotation is "literal meaning of the word" (Starkey2004: 22). Learners should make sure of the correctness of their words: the confusion may stem from words that sound or look similar (but have very different meanings), words and usages that sound correct (but in fact are not consider Standard English), or words that are misused so often that their wrong usage is thought to be correct.

Connotation involves emotions, cultural assumptions and suggestions. Connotative or implied meaning can be positive, negative or neutral. Some dictionaries offer usage notes that help to explain connotative meanings, but they alone cannot be relied on when trying to avoid offensive or incorrect choices. Keep in mind that using a word without being aware of its implied meaning can annoy your reader or make your message unclear. Denotation and connotation must be included when making word choice, but the learner should be aware of choosing the words because it may confuse or insult or annoy the readers."That means being aware of inclusive language, and avoiding slang, clichés, and buzzword "(Starkey, 2004:24).

**1-3-2-5- Mechanics:**

The word mechanics refers to appearance of words, how are they spelled and arranged on paper. (Kane, 2000:15) Starkey (2004) notices that: the learner should express himself through the written word in a clear and accurate way which helps him to succeed in his writing. Starkey addressed that written in there terms of grammar, spelling, punctuations and capitalization. Brooks and Penn (1970 :20) states that: "For one thing in writing, we must comprehend the structure of language, what the parts of speech do, how the words relate to

the minimum of each other, what particular words imply, the rules of syntax and punctuation".

- Grammar is an essential element in writing. The learner must be knowledgeable of the rules of grammar and how to manipulate them in order to be skilled in the writing process, such as: pronouns, adjectives, adverbs, propositions ... etc.
- Capitalization is necessary both for specific words and to start sentences and quotes. (Starkey, 2004). Capitalization must be used in academic writing and the learner should follow the rules of using capitalization and take care of using it within the right way.
- Punctuation is necessary part in English academic writing. With proper punctuation your writings will be more polished and technically correct, and you will convey your voice more directly (Starkey, 2004). Murray & Hughes (2008) state that punctuation indicates pauses and sentence boundaries also help the reader to understand what is written. Capitalization and punctuation marks are important parts of writing according to (Murray & Hughes 2008 :15):

They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers.

### **1-3-3- Stages of Developing Skills:**

Hyland (2002:78) stated that:

"(...) fundamentally, writing is learned, rather than taught, and the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of the students, their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts,



peer involvements, prior texts, useful feedback and guidance in the writing process".

Many researchers like Engber (1995), Cumming (2001); Ghenowe (2001) who tried to find the best technique to teach the writing skill. A series of questions comes to one's mind as Richards (2002:303) said:

"Which theoretical trends are we going to adopt? Are we going to use the process approach or the Genre -based approach? Or an electric approach? What activities are likely to help student develop their writing skills? How do treat learner's errors"

Richards (2002) described the process of approach to teaching of writing as having four basic stages: planning, drafting, editing final drafts.

#### **1-3-3-1- Planning:**

Richards (2002:315) states that experienced writers plan what they are going to write. Before beginning to write or type, they try and decide what it is they are going to say. For some writers this might involve making detailed notes, for others a couple of jotted words could also be enough. Still others might not actually write down any preliminary notes at all since they will do all their planning in their heads. But they will have planned, nevertheless, even as the shopping list writer thought-at some level consciousness –about what food is required before writing it on the piece of paper.

Richards Et Al (2002:315) say that when planning, writers need to believe three main issues. In the first place they need to think about the aim of their writing since this may influence (amongst other things) not only the sort of text they want to supply, but also the language they use, and the information they choose to incorporate. Secondly, experienced writers consider the audience they are writing for, since this may influence not only the form of the writing (how it is laid out, how the paragraphs are structured, etc), but also choice of language-weather, for instance, it is formal in tone. Thirdly, writers need to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. Planning is not a unitary stage but a particular thinking process which writers use over and once again during writing (Zamel, 1982).

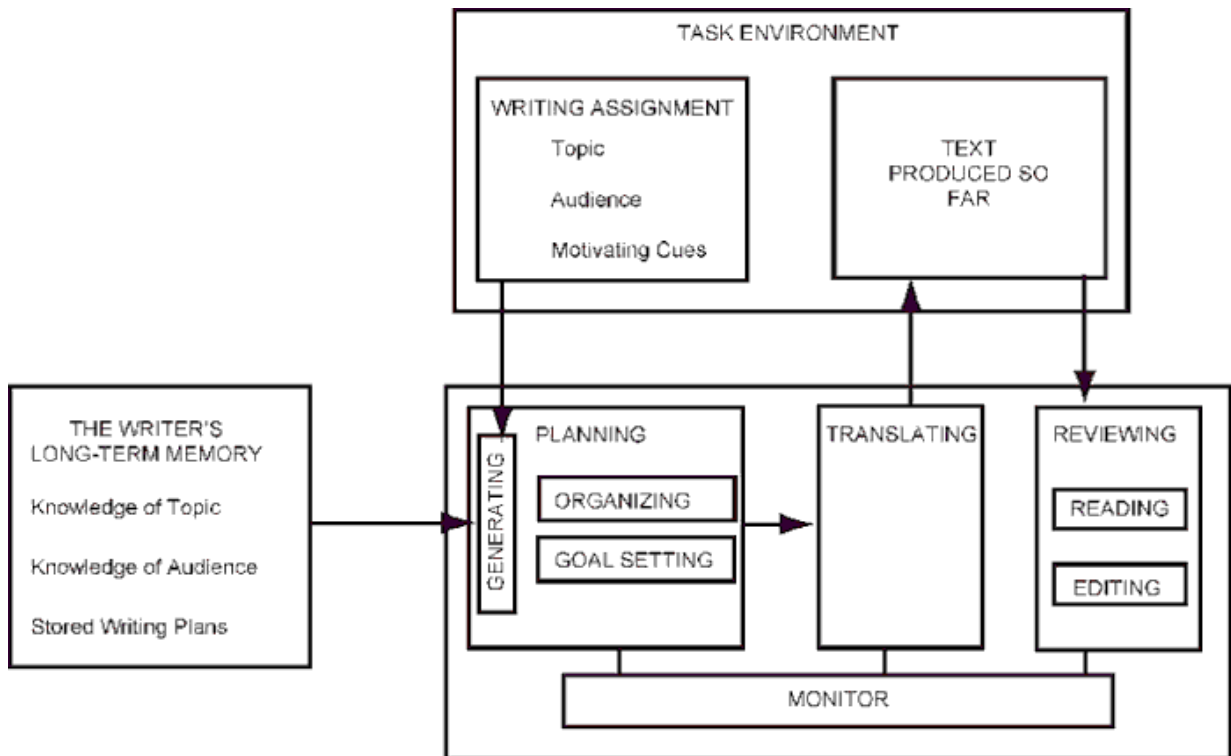
**1-3-3-2- Drafting:**

The first version of a piece of writing is referred as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing: a number of drafts may be produced on the way to the final version: Richards (2002: 317) states that:

"One of the important insights brought out in the Hayes Flower model is the fact that writing is recursive and not a linear process: thus instruction in the writing process may be more effective than providing models of particular rhetorical forms and asking students to follow these models in their own writing".

According to Hayes (1996), the writing process is divided into two main parts: the task environment and therefore the individual. The task environment can be divided into the social environment and the physical one. The social environment includes the audience (real or imagined) for one's writing as well as any collaborators in the writing process. The physical environment consists of the previously produced material, which impacts and shapes the writer's future efforts as well as the composing medium. E.g. Hand writing or word processing. Hayes's Model acknowledges the importance of motivation and its effect in writing (Weigle 2002:126).

"The cognitive process in the Hayes Model includes text interpretation, reflection, and text production. Text interpretation, which includes listening, reading, and scanning graphics, is the process by which internal representations are created from linguistic and graphic input. Hayes emphasizes the importance of reading as a central process in writing".



**Figure1.4:** Hayes's New Cognitive Model of Writing (1996)

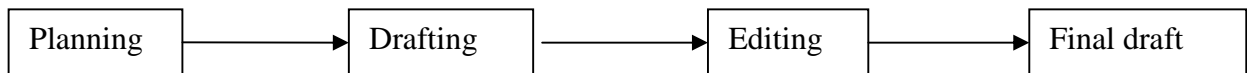
### 1-3-3-3- Editing (Reflecting and Revising):

The earliest model by Flower and Hayes's (1980:18) included two different reviewing processes:

"We distinguish between reviewing and editing as two distinct models of behavior. On the one hand, Editing is triggered automatically and may occur in brief episodes interrupting other processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period of time to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process to rather than as an interruption to that process".

**1-3-3-4- Publishing (Final Version):**

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. Flower & Hayes (1980). The process can be diagrammed as follows:



**Figure1.5:** Flower & Hayes Process of Writing (1980).

Flower and Hayes (1980) described the writing process in terms of the task environment, which included the writing assignments, the text produced so far, the writer 's long-term memory , which including knowledge of topic ,knowledge of audience ,stored writing plans, a number of cognitive processes ,such as planning, translating thought into text and words .

The Task Environment

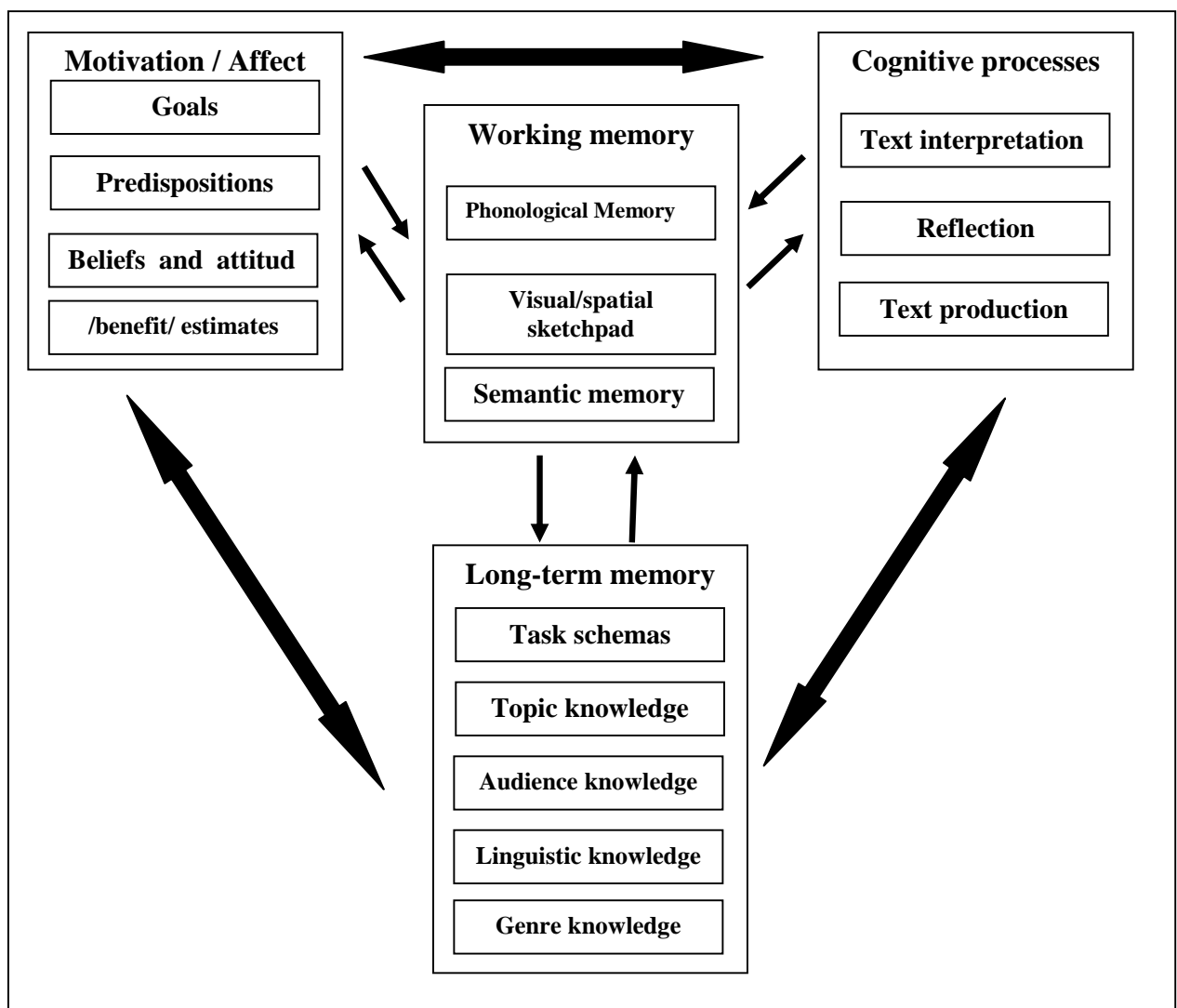
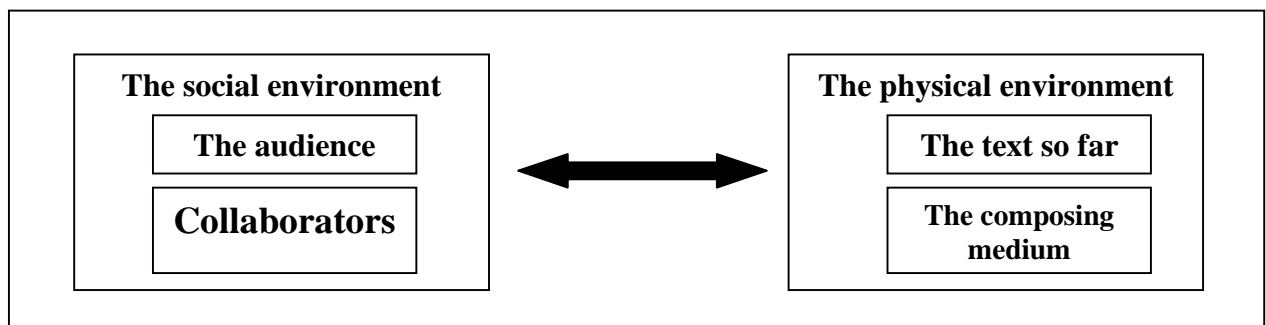


Figure 1.6: The General Structure of Flower & Hayes Process of Writing (1980).

Figure 1.6: shows the general structure of this model, which includes two major components:

- The task environment.
- And the individual.

**1-4- Importance of Writing:**

The purpose of writing is to express ideas, thoughts and to convey messages to the reader in a very correct spelling, punctuation, grammatical structure and selection of vocabulary. Standard language always demands writing more than speech. In this context UR (2009:163) states:

"(...) much higher standard of language are typically demanded in writing than in speech, with more carefully construction, more varied and precise vocabulary, and more correctness of expression in general" Students need to know how to write, how to put written reports together, and how to respond to adverts, in addition to learning speaking, listening and reading. Many people believe that being able to write well leads to the ability to speak well also. Writers often spend hours of thinking over the perfect words to put on paper. Kelly (1969:1945) said that:

"By practicing writing, a person learns proper word usage to persuade the reader to listen to them. The writer does this by using "key words "at proper intervals, the writing process helps to develop the skill of critical speaking".

Moreover, Cumming (1995:148) states:

"The main importance of writing in that level is that it helps students to learn. Writing new words and structures help students to remember them; and as writing is done more slowly and carefully than speaking, written practice helps to focus student's attention on what they are learning"

Teaching the module of written expression requires from students four steps to be good in this module. Harmer (2001:79) stated: "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development learning style and, most importantly, writing as a skill in its own right".

**1-4-1 Reinforcement:**

Harmer (2001:79) said that:

"The majority of students acquire language in a purely oral way, most of us benefit greatly from seeing the language down. Therefore, written language can be traced greatly in the memory than in the oral way. Students often find it useful to write sentences using new language shortly after they had studied it".

**1-4-2 Language Development:**

The process of writing helps us to learn as we go along (rather like the process of speaking). Harmer (2001:79) states that: "the mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience".

**1-4-3 Learning Style:**

It may be discovered that some students pick up language quickly simply by looking and listening, while others may take a little longer. Harmer (Ibid: 79) reports "For many learners, the time to think things through, to produce language in slower way, is invaluable, writing is appropriate for such learners".

**1-4-4 -Writing as a Skill:**

The most significant reason for teaching writing is that it is a fundamental language skill, just as necessary as speaking, listening and reading .Students must be able to compose letters, put written reports together, and respond to advertisements.

With the many uses of writing skills, it would appear evident that people should be aware of its importance. Harmer (2001:80) states that:

"We can get beginners to write simple poems, but we probably won't give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the

students have or can get- enough language to complete the task".

**1-5- Approaches to Teaching Writing:****1-5-1- The Controlled to Free- Approach:**

In the 1950's and early 1960's, the Audio-lingual Approach dominated second and foreign language learning. Speech was prioritized since it was the most important skill; writing was only used to supplement it and, the mastery of grammar and syntax was crucial. Here, the students do not compose their own text; the only writing they undertake is grammatical exercises."The writing is carefully controlled so that the students see only correct language and practice the grammar structures that they have learned "(Leki 1991:8). According to Raimes (1983), it is a method that emphasizes three features: grammar, syntax and mechanics. Students deal with writing in the following steps as part of the controlled to free approach:

- Sentence exercises.
- Controlled texts: A sort of exercise that encourages students to write with help of the teacher who intervenes to correct the errors, and once reach a certain level of proficiency, they are encouraged to write free compositions. The free to controlled approach stresses accuracy and not fluency.
- Paragraphs to copy or manipulate grammatically (here the students carry some drills like those we saw in the third point relative to stages of development of the writing.

**1-5-2- The Free -Writing Approach:**

The emphasis on content and fluency characterizes this approach. Students do not have to care about form when they are engaged in writing. The quantity of writing, rather than the quality, is what matters. Grammatical accuracy, organization and the rest will come later after the ideas are written down. Concern for "audience" and "content" are considered as important in this approach, especially since the free writings often revolve around topics then become the basis for other more concentrated assignments. (Raimes1983:7). In contrast to the controlled to free approach, teachers' responsibility is limited to reviewing the students' work and occasionally providing comments on the conveyed concepts. In other words, the pieces of writing should not be corrected, but rather read aloud and the content discussed and commented upon.



**1-5-3 -The Paragraph Pattern Approach:**

It is the approach that emphasizes organization of language rather than grammatical accuracy and/or subject fluency. The most significant points discussed are paragraphs, sentences, and supporting ideas, as well as cohesion and unity. The students' main concern is copying and analyzing the model paragraphs. Students can be concerned with copying and analyzing model paragraphs. Students may be given scrambled sentences to organize into a coherent paragraph, identify general statements, find out the topic sentences, or they insert or delete sentences.

**1-5-4 -The Grammar - Syntax- Organization Approach:**

As stated in the title, this approach employs writing assignments that encourage students to focus on organization while working on grammar and syntax which are also required to complete the writing tasks. When students, for example, produce a set of instructions on how to operate machines, they must follow the following / organization plan:

- The necessary vocabulary.
- Sentence structures such as when, then. With this approach the students see a connection between what are they trying to write and the forms in which they need to write.
- Instrumental forms of the verbs.
- An organizational plan based on chronology.
- Sequence words such as first, then, after that, finally.

**1-5-5 -The Communicative – Approach:**

The two main elements the communicative approach tackles are the reason behind the piece of writing that students produces and the audience. Student writers are encouraged to ask themselves two questions:

- Why am I writing this?
- Who will read this?

So, the texts aim, communicative function, can be classified (based on whether it is meant to entertain, inform, instruct, convince, explain, offer arguments, and so on (Harris 1993)

In this approach, teacher attempts to extend the readership to include other students in the class who not only read the piece of writing but also reply to it, such as respond, rewrite in a different form, summarize it, but do not correct it. Readers outside of the classroom may be specified, thus influencing the content, the language and the levels of formality .The purpose of writing may be said to represent an attempt to communicate with the reader in a general sense (Grabe and Kaplan 1996:209). Finally, we can say that even from the standpoint of writing process, writing is a communicative act with a specific purpose and audience.

#### **1-5-6-The Process Approach:**

The new writing philosophy has begun to shift away from emphasizing the written product to emphasizing the process of writing. Students must realize that what they first write down on paper is only the beginning, not the final product. What is the best way to get started? These are the main concerns the students put before plunging into the activity of writing. If students are given enough time to work on what they want to write, going from pre- writing exercises to the final draft ,then invariably new ideas, new sentences and new words will usually emerge, which can then be incorporated in the final output.

We might claim that adopting a Process Approach to writing does not at all imply that we dismiss the other approaches. Techniques from other approaches such as model approach, the free writing approach, can be used in revising and editing to help students become familiar with the various steps of their own writing processes. What students and teachers need to keep the final product in mind? Brown (2000: 322) points out that” the product is after all, the ultimate goal; it is the reason that we go through the process of pre – writing, drafting, revising and editing.”

#### **1-5-7- The Genre Approach:**

The Genre Approach to teaching writing focuses on teaching students specific genres that they will need to succeed in particular tasks or settings. This could involve an emphasis on the texts linguistic and discourse aspects as well as the context in which it is created. AS a result, the student writer employs particular genres to fulfill specific functions and to achieve certain aims within particular social and cultural settings. The perspective of language that

underlines a genre – based approach is that language is functional; that is, it is supposed to serve functional purposes as Painter (2003: 21) notes:

Language is a functional resource in that the language system can be viewed as having the form it does because of what is called upon to do. The needs of language learners have shaped the linguistic system itself.

Our students must also understand that generic text structures help them in presenting information and communicating with others in order to improve their writing skills. Here, we would like to point out that though the various writing approaches emphasize distinct elements in the teaching of writing skills, they all serve to suit the individual needs of students in some way or another.

### **1-6- Building the Writing Skill in EFL Classrooms:**

It is not an easy task for anyone to improve their writing skills especially in a foreign language writing as our case with the English language. In this section, we will go over some of the steps involved in building the writing skill.

#### **1-6-1- Building Confidence and Enthusiasm:**

There are many students who are unwilling or unable to write in English among those who are willing to do so. In fact, those students actually suffer from some problems such as anxiety and fear about their writing. Because they make spelling mistakes, they struggle with punctuation and they do not know how to construct sentences or paragraphs. These issues are the main obstacles that prevent students from successfully completing writing assignments. In addition to the aforementioned obstacles, when students are asked to write they feel reluctant because the writing skill is rarely practiced even in their mother tongue. Hence, the task of writing appears strange and alien. Furthermore, students lose their will to write when they have nothing to say.

(Harmer, 2004) notes that the role of the teacher is to pay attention to students who suffer from poor- self-esteem, lacking in familiarity and needed enthusiasm. In addition, the teacher provides an appropriate climate in the classroom to make the students feel like writers of English by the sense of belonging and feeling comfortable. This way of building the

writing habit enhances the teacher in varying tasks of writing and choosing the acceptable activities. Furthermore, he provides a clear explanation about the tasks that are given to facilitate and succeed the completion of activities.

### 1-6-2- Students' requirements:

Students in the writing skill face problems, so they require or need solutions. The role of the teacher is to fulfill their needs by providing the following points:

- **Information:** teachers must adequately explain the writing assignments for students. Because learners must understand what the assignment entails and how to complete it. Through their well understanding they will answer and complete the activities easily. For example, when they are asked to write a poem they have to grasp a clear idea about the topics that will be involved. If students are writing together (collaboratively) they require understanding very well the topic that is writing about, who is going to write, and what is to be written, also how to develop the writing sequence.
- **Language:** "If students need specific language to complete a writing task we must provide it to them (or assists them to find it) this may involve offering them phrases, parts of sentences or words". (Harmer, 2004: 62-63). Students always have no rich vocabulary, therefore in dealing with a writing task they find difficulties in using words in the appropriate place, or they do not even find the appropriate words.

### 1-6-3- Instant Writing:

Is taking a short period of time such as ten minutes and it is considered to be a short writing process. It is not like a long piece of writing and the teacher uses it when he sees it appropriate. If it is appropriate it enhances and increases self-confidence of each one. The following activities are examples of instant writing.

#### 1-6-3-1- Sentence Writing:

Teachers ask students to write sentences as practicing a language or preparing for the next exercise. The following activities are used for their purposes to make learners more comfortable and confident.

- **Dictation of Sentences for Completion:** dictation is an easy way to make students create and continue the rest of sentences; for instance, we can dictate: *My favorite time of day is ...' and students have to write the morning, or the evening etc.)*This

way of writing is beneficial for students to practice their vocabulary; therefore, they do not forget it forever.

- **Writing Sentences:** teachers can ask students to write two or three sentences about any topic they are interested in or they have studied before. For example, when students have been studied about a topic of hopes and ambitions they can write two sentences about how their lives will be in the future (**Harmer, 2004: 63-70**)

#### **1-6-4- Collaborative Writing:**

Merlyn Lee (2010) notes that with the value placed on collaboration in both academic and workplace settings, teachers are begun to realize the need for more opportunities for students to develop collaborative and cooperative skills. Writing, which is traditionally viewed as a ‘*solitary*’ activity, could be rendezvous for enhancing students’ collaborative skills. Nevertheless, Lee (*Ibid*) argues that there were not enough studies in ESL setting about collaborative writing, she sees that:

‘Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. Despite studies conducted on collaboration (Leeser, 2004; Mabrito, 2006; Storch, 2005; Watanabe & Swain, 2007), few studies have focused on how students arrive at decisions, especially in an ESL ‘context’. (Lee, 2010, p. 159)

In a collaborative writing task, members of a group work together to write, they share ideas, debate with one another, and make decisions. In this social context, a learner tries to process and understand information in order to complete the task. When students’ ideas vary, disagreement may arise and explanations become necessary. This collaborative activity may reveal patterns of interaction in the three stages of writing: prewriting, drafting, and revising.

#### **1-6-4-1-Using the Board:**

Students’ collaborative writing skills improve dramatically when they write on the board. This way makes collaborative writing successful. In addition, it enhances students to move from their chairs to the board in front of everybody in the classroom. This technique of

teaching is suitable for those who are courageous and have confidence; and also their preferable learning style is kinesthetic. It gives also the opportunity for everyone in the classroom to see and notice what is going on.

**1-6-4-2 Writing in Groups and Pairs:**

The activities of writing in groups and pairs are several. Some students use the scribe to write the final draft of text. Another way of writing in groups and pairs is that every member among the group writes his version of the text. For example, students will concentrate more on vocabulary and language that is used. And they give their opinions and judgments about what they have written. This way has also short comings; for instance, not all students practice the writing skill. Hence, a scribe does not give a whole contribution to build and construct a text. The main objective in forming groups is to make students share ideas together, in other words to create a good and acceptable written text as the actual writing is. In fact, the role of the teacher is to make sure that all students are taking the scribe role in the course of an activity. Therefore, the problems are reduced and even avoided (Harmer, 2004, 73-75).

**1-6-4-3 Writing to Each Other:**

Students can also engage in classroom writing by writing to each other. This way of writing does not take only the form of text but also it may take the form of interaction. This interaction through writing to each other informs students indirectly about the lesson like when the teacher asks each student to write a question for his/her classmate, for example: where are you from? The answer will be for example, I am from America; therefore, the students learn to write a question and its answer (Harmer, 2004: 79).

**1-7 Making Decisions in the Writing Process:**

According to Trimmer (2001: 07) stated that during the process of writing, learners may discover that they are constantly making decisions that are complex.

"As when we are trying to shape ideas; others are simple, as we are trying to select words. But each decision, long or small affects every other decision we make so that we are continuously. Adjusting and readjusting to make sure it is constant,

coherent and clear. We can test the effectiveness of decisions by measuring them against this dictum: in every writing situation, a writer is trying to communicate a subject to an audience for a purpose".

### **1-7-1- Coordination Decisions in the Writing Process:**

(Trimmer 2001: 17) states that:

"You need to understand how each of the three elements – subject, audience, and purpose – helps you measure your progress through the writing process. But you must not assume that these guidelines lock you into the fixed sequence of selection your subject, analyzing your audience, and then determining your purpose. Subject, audience, and purpose are too interconnected to allow following such a simple formula. Indeed, they resemble the elements in a complex chemical formula".

### **1-7-1-1- Writing as a Cognitive Process:**

Flower and Hayes' model (1981) was seminal to this approach. It was proposed that the task environment and the writers' long-term memory influence the writing process. Its main features are that:

- Writers have goals.
- They plan extensively.
- Planning entails establishing a rhetorical problem, setting it in a context, and then making it operational by examining its components, coming up with answers and finally putting thoughts on paper.
- All works can be reviewed, evaluated and revised, even before any text has been produced.

- Planning, drafting, revising and editing are recursive, interactive and possibly simultaneous.
- In a feedback loop, plans and texts are regularly assessed.
- The whole process is overseen by an executive control called or monitor.

Faigley & Witte (1986) point out that Flower and Hayes model aided in the promotion of a "science – consciousness" among writing teachers by promising 'a deep structure' notion of how writing may be conceived.

### **1-7-1-2 Planning Content:**

In order to make a plan of the content of the writing course, the following considerations have to be taking into account: personal experience, social issues, cultural issues, literature, or the content of other subject areas. Richards (2002: 309) confirms that:

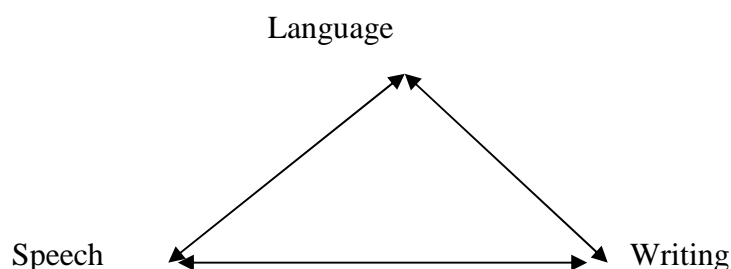
"The content of a writing course takes a back seat to practice in prescribed models of paragraph or essay form: that is, that it does not matter what you write about as long as it conforms to an accepted rhetorical model. Why is that wrong? Because it misses the point about using writing as a unique tool for language learning. It turns to an early view of writing as one (and the least important) of the four skills to be used to test that other skills have been mastered."

### **1-7-1-3 Writing Discourse:**

Many scholars (Raimes 1983; Gannon; 1985) have based their definition of writing on contrasting the linguistic features of speech and writing. Both them do agree that writing is not speech written down. There is a speech system and a writing system, which may have similarities and relationships but are distinct. Both come from the language but different resources are called for when using one or the other medium. For example, native speakers of English pick up how to speak but have to go to school to learn to write and not all of them achieve the same scores. Writing is an activity restricted to some people, all people speak but few of them can write.



Speaking and writing involve different processes (Raimes 1983: 18) "... the two processes speaking and writing are not identical".



By language, Gannon (1985:23)" implies the abstract structures and relationships within what we call English". The fact that writing is lasting and that is can be planned in a certain way and changed if necessary makes it a quite demanding activity as compared to speaking (for example, the need for various kinds of connectors than the simple" and "very often used in conversations and which does not work in written discourse. Brown (1989: 12) also tried to describe characteristics of speech and writing, stating that:

"Spoken language is mode up as a speaker speaks, it tends to be much less well organized, much less densely packed with information to contain quite a lot steps and starts together with occasional errors ... is much rhythmically structured, with varying lengths and pauses, and it is typically structured in much shorter sentences and phrases than occur in the written language".

**For example:** if one reads aloud a written text, the hearer will have more difficulties working out the meaning because sentences tend to be longer than those of a spoken text.

### 1-7-2-Learners' Problem in Writing:

A big question that we all have to ask at one point or another is: "What can I do to write?" And "why writing is difficult?"Coe and Rycroft (2000) presented the main reasons why learner's writing may be difficult to understand or defective in some other way:

- a) The sentence may not have clear punctuation: there may be commas and full stops without any good reasons; there may be no punctuation where it should.

- b) The idea may not have been presented in an order that easily make sense to the reader.
- c) The relation between the ideas may not be clear because of the absence, or inappropriate use, of linking words and phrases, such as although, for example, lastly, on the other hand, and so on.
- d) The writer's attitude toward to what he or she is writing may be unclear: is he or she describing, suggesting or criticizing something?
- e) The ideas may not be grouped together into distinct paragraphs, or the learners may begin practically every sentence on a new line. Again, a paragraph -or a longer text may not begin with an introduction that leads the reader in the right direction.
- f) A text may contain ideas that are not really relevant to what the writer wants to express, or the writer may find it difficult to think of enough ideas.

To put it simply, it is important for learners to practice in combining the separate skills in one complete, well- written text.

### **1-7-3- Writing Correction:**

According to Harmer (2001:81), most students find correction deseperating if they get their piece of written work back covered with red ink, underlining crossings-out. It is a powerful visual statement that there English is very bad .One way for Harmer (2001) to avoid the 'over correction' problem is for teachers to tell their students that for a particular piece of work they are only going to correct mistakes of punctuation, spelling, or grammar etc. This has two benefits: it forces students to focus on that particular aspect, and it reduces the amount of correction.

### **1-8- Implications for the Teaching of Writing:**

The Audio – lingual Method relied heavily on the repetitive work in the language laboratory. Writing was regarded as a means of reinforcing what has already been learnt in the speaking phases of lessons. However, Brooks & Gundy (2001:11) asserted that:

"Teachers who appreciate the importance of Communicative Language teaching have found that successful learners need to master a variety of

genres or types of writing. Each genre has its own conventions concerned with the type of information to include and the order to put it in .Discussing such conventions helps to provide a clear framework within which students can write effectively".

We are seeking for sorts of writing that are brief in the real world when we teach writing. Because we are working with early-stage learners, we are not necessarily rehearsing real world writing.

### **1-8-1-Basic Methodology for Written Work:**

Before going to teach, teacher of written expression should ask himself a series of questions concerning the kind of lectures he is going to teach, the level of students. Broughton (1980:121) stated:

"In writing, as in other aspects of language teaching, the questions for the teacher to ask himself are: Is the task appropriate for the needs of the students? Is the task within the reach of students? Is it only just within their reach, so that they will be really challenged as they try to complete it? And they will find it enjoyable?"

### **1-8-2- Writing Activities:**

In "Experimental learning", Kolb (1983:38) defines learning as "The process whereby knowledge is created through the transformation of experience", and he also (Ibid) defines: "reflective observation" as one of the four important steps in the transformative process. Writing activities are one means of facilitating reflection and learning, as Easley (1989:11) explains, the process of writing "is active in the sense that it requires a recreation of an experience on paper and reflective in that it requires a conscious search for meaning ... "This digest summarizes a procedure for designing writing activities, and it describes six activities appropriate for outdoor education curricula: journals, free writing, descriptions, literary responses, letters and essays. Composition specialists agree the effective writing activities are planned in advance and integrated with experience (Lindemman, 2001). To facilitate the

development of such activities, instructors, might begin by asking themselves a series of questions:

- Why am I asking my students to write? (To prepare for a discussion? to reinforce the teaching of a skill? To encourage reflection?.
- What type of writing is appropriate for my purpose: (free writing, journaling).
- How do I want the students to finish the work (by themselves? in pairs? Or in stages (rather than all at once)

After you have answered these questions, you will need to write a description of the writing assignments for your students. This description should communicate concisely and in a language familiar to the students the purpose form, and audience for their writing during the activity. In this content Lindemman (2001) emphasizes the importance of providing written directions, which students can review throughout the writing process. Students have to write about anything that comes into their minds. During this time, you should write continuously, in sentences, rather than lists or phrases. After completing a free writing session, students can select a sentence or idea what they produced and use it as prompt for a second session, students might share what they have written in a discussion..

### **1-9-Writing and Other Language Skills:**

#### **1-9-1- The Four Skills Work Together:**

Writing is not an isolated skill. Four language skills work together to help each other develop: speaking, listening, reading and writing are all important skills to have. The receptive skills (taking in information) are listening and reading, whereas the productive skills are speaking and writing (giving out information). According to Johnson (2008), language skills enhance each other; i.e. the development of individual language skills improves the development of others. For example, listening and hearing other people use language enhances one's ability to speak, reading helps students become better writers, and writing helps in developing phonic knowledge and enhances reading fluency.

#### **1-9-2- Writing and Speaking:**

Writing and speaking, like listening and speaking, are both productive activities in that they produce language outcomes. When it comes to communication, Kress (1989; in Tribble, 1996: 12) sees that speaking and writing are complementary skills and emphasizes that" the

person who masters both the forms of writing and of speech is therefore built in a fundamentally different way than the person who masters only the form of speech alone “. The physical act of speaking and writing, on the other hand, are completely different. What follow is a summary of some differences between writing and speaking seen by Brown (1994):

**-Performance:** oral language is transitory and must be processed in real time, whereas written language is permanent and can be read and re-read as many times as desired.

**-Production time:** writers generally have more time to plan, review and modify their words before they are finalized, whereas speakers have a little or no time to do this.

**-Distance:** Because of the time and space between the writer and the reader, much of the shared context that exists between speaker and listener in face to face contact is lost, necessitating greater explicitness on the part of the writer.

**-Orthography:** Compared to the richness of devices available to speakers to improve a message, writing contains a restricted quantity of information (for example: stress, intonation, pitch, volume, pressing).

**-Complexity:** written language has longer clauses and more subordinators, whereas spoken language has shorter clauses joined by coordinators, as cruel as having more redundancy (repetition of nouns and verbs).

**-Formality: Writing is more formal than speech** because of the social and cultural functions of which writing is ordinarily put.

**-Vocabulary:** Compared to oral speech, written tests have a greater range of vocabulary and lower frequency words.

Harmer (2004: 7-10) makes the difference between writing and speaking in terms of time and space of communication, participants, process, organization, language , signs ,symbols and product contexts. These differences between writing and speaking fade away.

**For instance:** written language is used in text messaging and on the internet chatting appears to be more like speech than written conversations where speakers seem to be speaking while using written language. As another example, is the degree to which a formal speech follows the rules of writing in terms of style, organization, and language usage; such types of speech seems to be more writing rather than speaking.

**1-9-3-Writing and Reading:**

From a historical perspective, reading was stressed more than writing in education. In Britain for example, in the eighteenth and nineteenth centuries, reading took the primary attention in education before writing, and this is because as Foggart (1993; in Tribble, 1996: 11) states: “it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology, writing on the other hand, assumes the giving of instructions and the information of views about society”. In an industrialized culture, reading is a survival skill which allows you to respond to a variety of social demands (reading is a widespread requirement: looking at an alarm clock, glancing at the newspaper, or checking the departures board). Writing in contrast, is a less necessary skill but one which can lead to more proactive roles.

When comparing the natures of writing and reading, it appears that the two skills are distinct in the sense that reading is a passive activity while writing is an active one; still, these two language skills are complementary and can be closely developed. As it is seen by Johnson (2008: 7), the apparent relationship between the preceding skills is that reading helps students become letter writers. Though reading, students have identical contact with the rules of grammar, so they develop a sense for the structure of the language and grammar and increase their vocabulary .Therefore, reading in the writing classroom is understood as the appropriate input for the acquisition of writing skills because it is generally assumed “that reading passages will somehow function as primary models from which writing skills can be learned , or at least inferred .”Eisterhold (1990:88)

Though not precisely defined, the nature of this reading - writing relationship is frequently regarded to be similar Krashen’s notion. krashen (1984: in Eiesterhold ,1990:88) claims that development of writing ability occurs via comprehensible input with a low affective filter. He theorizes that writing competence derives from large amount of self-motivated reading for interest and / or pleasure.

The evidence that there is an existing relationship between reading and writing is the results of the correlation study carried by Stotscky (1983) that came out with the following results:

1-There are correlations between reading achievement and writing ability. Better writers had to be better readers.

2-There are correlations between writing quality and writing experience. Better writers read more than poorer writers.

3-There seem to be a link between reading ability and measures of syntactic complexity in writing. Better readers are more likely to produce more syntactically nature writing than poorer readers (*ibid*).

### **1-10- The Role of the Teacher in the Process of Writing:**

(Harmer, 2004: 41-42) identifies five roles of the teacher before, during and after students writing which are:

#### **A-Demonstrating:**

Teacher here helps students learning how to write in better way, as soon as students must use the language correctly, in other words, to be aware about conventions such as, (focus on punctuation, spelling, capitalization, grammar and usage, dictating, correct broken paragraphs ...) which help them knowledgeable about the language rules in order to be good writers.

#### **B-Motivating and Provoking:**

The teacher's role is motivate students writing skill through guiding them and help them when they feel themselves lost in writing, teacher here help students to feel themselves comfortable .Teacher helps students find their ideas when they are doing their tasks by asking and checking their responses, giving them guidelines how to start writing and how relate their ideas, killing their anxieties and fears which make them motivated and convincing them that they are able to be good writes.

#### **C-Supporting:**

Supporting students is the main role of teacher. Teachers should be supportive with students when they are doing their tasks in classroom and encourages them to be involved in writing tasks through the suggestion of ideas and means, because students always need encouragement and help in order to be better writers.

**D-Responding and Evaluating****D-1-Responding:**

It is the teacher's reaction to students' piece of writing. When teachers respond to students' writing, they give suggestions and comments about content and form. Also, teachers make comments on students' errors and their use of language and make suggestion for its improvement.

**D-2- Evaluating:**

Evaluation of students is an important tool to determine whether students benefit from the teaching practices. The teacher evaluates students in tests, he mainly focuses on their writing mistakes and gives marks and grades in order to improve their writing skill, he responds as a reader not as a grader.

**1-11-Error and Error Analysis:****1-11-1-Description and Classification of Errors:**

There are many ways to classify written errors in English language teaching. Scholars show different criteria to classify written errors. Burt and Kiparsky (1974: p.74) suggest two terms, "*global and local errors*", to indicate a hierarchy among categories of errors.

Global errors can affect the meaning of the sentences and can even hinder communication and understanding. On the global level, errors are classified by Corder (1973) into four main categories, based on their nature:

- Omission of some required element. E.g. He is doctor (in this sentence an article 'a' is omitted.)
- Addition of some unnecessary or incorrect element. E.g. they went on last Friday (unnecessary addition of 'on')
- Selection of an incorrect element. When one element is used instead of another. E.g. she is staring to me (using 'to' instead of 'at').
- Disordering of elements: the order of words is broken down. E.g. they asked her where she was going ("was she", disordered).



Errors are classified as local or global depending on the language level. They can be considered within the following categories: phonology, morphology, lexicon, syntax and discourse.

They usually affect only one element in the sentence and it does not stop communication. Nouns, verbs, articles, auxiliaries, and the formation of quantifiers are some local errors.

- **Phonological Errors:** Errors in pronunciation

E.g.: she goes to school (esku:l). Instead of she goes to school (sku:l).

(Addition of 'e' before 'sk', typically by

- **Graphological Errors:** Spelling and pronunciation errors in writing

E.g.: It is a pretty hangbag (correct spelling: "handbag").

- **Grammatical (morphological and syntactic) errors:** when grammatical rules or systems are broken.

E.g.: she cans dance very well (wrong use of modal verb)

Five children were playing there (wrong use of plural)

- **Lexical/Semantic Errors:** those errors related to wrong use of words or phrases.

E.g. Instead of saying 'I am 14 years old', say 'I have 14 years '.

- **Pragmatic/Sociolinguistic Errors:** they refer to those expressions which may be grammatically correct but which are not contextually appropriate. They are also called communicative or functional errors.

E.g.: (An employee to his boss): 'Hi guy, how is it going? Instead of 'Good morning, how are you?

Corder (1973) states three stages of errors as follows: pre- systematic, systematic, and post - systematic stages. The pre - systematic stage is the one in which the student does not know about the existence of the particular system of rule in the target languages. The student can neither correct nor explain the errors. The systematic stage occurs when learners have noticed a system and error consistently; they can explain and correct the error but they cannot

correct it .In the post-systematic stage , students have noticed a system and they can explain and correct the error .

According to Corder (1973), it is possible to explain the errors made by learners based on the causes or sources of errors.

Those errors are related to psycholinguistics, which explains why and how the error emerges and finds out the factors causing learning problems. The classification of written errors consists of inter-language intra-lingual and developmental errors.

Inter-lingual errors deal with the transfer that learners do from their native language to the foreign one. They occur when the learner's L1 habits (patterns, systems or rules) interfere or prevent him /her somehow from acquiring the patterns and rules of second language (Corder, 1971).

Intra-lingual errors reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions for rule application .Intra-lingual errors can be classified as: overgeneralization and erroneous input (Richards, 1971)

The overuse of grammar rule is known as Overgeneralization. The writer may wrongly assume that the only way to form the past tense is just by adding - ed to every verb he /she uses. **E.g.:** i goed to school this morning. Instead of went to school this morning.

Erroneous input occurs when the student uses incomplete rules or patterns given by teachers, inadequately. The incomplete rule application is the opposite of overgeneralization. **E.g.:** ' If the action is in the past tense, the verb must be in past tense'. Last week, they tried to watch a TV program.

### **1-11-2- Error Correction:**

Errors become an essential aspect in language learning and error correction allows for the improvement of learner's performance. Error correction is "a response either to the content of what a student has produced or to the utterance" (Richards and Lockhart, 1996, p.188).

When the focus is on forms, it is supposed to help learners to reflect on the wrong forms and finally produce right forms (krashen, 1987). When errors are identified, teachers and learners should revise what errors to correct, how much, who, and how.

In this way, Van Els et al (1984) suggests to focus on correcting not all the errors, just those that affect meaning or cause confusion to the reader. The purpose of error correction is to give illustration about the correct forms or adequate use of the language more than the simple substitution of incorrect expression for the correct one.

It is possible to distinguish between teacher and student correction, when it comes to correction techniques. In teacher correction, the role of the teacher is crucial to correct errors and to give Feedback. In student correction, the teacher is a facilitator to make students correct their errors by themselves or their partners. As a result, student correction might concentrate on either self- correction or peer correction.

In self- correction, teacher gives indications or hints for students to correction their own texts. On the other hand, peer correction is a technique in which students have motivated to exchange their tasks and to rewrite the final version based on their partners' advice.

Ferris (1955) states that peer feedback encourages students to critically analyze work by others, rather than simply seeing a mark. When a student corrects his/her partners work, he/she is learning or going over-specific topic at the same time. Therefore, feedback is a part of learning and considers errors as opportunities rather than failures.

### **1-12 Conclusion:**

Both learners and teachers need the necessary information and knowledge that would reinforce and make the teaching / learning of the writing skill easier and important. This has to be made clear if we look more explicitly to the process of writing as a new paradigm. In the following chapter, we will examine the nature of writing as a process which we believe, will serve to increase the reader's awareness of what appears to happen when a student attempts to create a text.

# *Chapter two:*

*The Effects of Feedback on  
EFL learners' writing Skill*

## **Chapter II : The Effects of Feedback on EFL learners' Writing Skill**

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### **2-1 Introduction:**

Improving writing competence ,whether in EFL or ESL is widely identified as an important Skill In Teaching English as a foreign Language ,writing has reached a powerful position .One of the most components which raised high control over the writing skill is that of “Feedback”. Therefore, this chapter is devoted to tackle “feedback” ,its definition, purpose ,forms, type, benefits...

### **2.2 Feedback:**

Feedback is information provided to learners or teachers about student performance relative to learning goals or outcomes. It should aim for (and be able to produce) improving student learning. Feedback redirects or refocuses teacher or learner actions to achieve goals, aligning effort and activity with results. It can be the result of the activity, the process of the activity, the student's management of their learning or self-regulation, or of them as individuals (which tend to be the least effective). This feedback can be verbal or written, or it can be given through testing or through digital technology. It can come from a teacher or from peers.

#### **2.2.1 Definition of Feedback:**

Feedback could also be a source of knowledge about the students' strengths and weaknesses on their Writing to undertake to improvement.(Hattie 2007) .It has two different components: Assessment and Correction (Ur.1996:242) .In assessment, learners are just informed how good or bad they have performed ,for example, a comment like “excellent” after a written task . In correction some specific information is provided on the terms of the students' performance .For instance, giving explanation after an assignment is correction or key answers after a given test is additionally correction.

Feedback is defined by Sadler “as information about how successfully something has been or is being done“(Saller). “Feedback is communication about the gap between where the scholar is with reference to the training goal and where he or she should be” (Hattie&Timperley 2007)

Within actual feedback messages, the teacher can provide the scholar with valuable information, correction, alternative strategies, new activities that might be more relevant to the learners, information about what they did well, and other suggestions for improvement (Black& William, 1998, Black et al, 2004; Hattie & Timperley 2007, Sadler 1989). To be

## **Chapter II : The Effects of Feedback on EFL learners' Writing Skill**

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instructional,” feedback must provide the scholar with information specific to the task that fills the gap between what the students understand and what's imagined to be understood (Hattie&Timperley 2007; Butler & Winne, 1995) .As Gippe (1994) notes, “for school kids to reinforce, they must have an understanding of the required standards and compare their performance with the required performance”. John Hattie (2007) describes the benefits of feedback as it helps the instructor know whether is correct or incorrect .It indicates if the provided information is needed or not. Feedback raises motivation and engagement then. (John Hattie& Helen; Timperley; Mar2007.p81)

Specific feedback can improve student 's performance by making them more conscious of their capacities in relationship to the standards, by providing students with cues and hints on the wish to improve, and by helping them understand that they are able to learn.

Receiving informative feedback that deals with learners' strength weaknesses will make them show higher motivation levels toward the given tasks. They will perform better than learners who receive only grades without a clear feedback. (Elawar&Corno .1985) .Regeneration leads to student's success once they cleave thereto (Stinggins&Popham, 2008).”If classroom assessment works the way it should, teachers will select instructional tasks that correspond well with most learners 'achievement levels, learners will learn more successfully, frequent assessments will inform students an increasing level of success with suggestions on the thanks to do better, and unsuccessful students will receive the guidance on the wish to improve their learning tactics so as that they're going to become successful” (Bloom .1984, Stiggins &Popham2008)

### **2.2.2 The Purpose of Feedback:**

The goal of teacher feedback is to boost students' writing. To try to this, we wish to think about each the content and tone of our comments. Comments that are provocative; however threatening or humbling to students will very hinder their growth as writers. Be direct and specific once distinctive strengths and areas for improvement, but bear in mind that you're not simply try a task, you're additionally a writer. Believe the foremost vital goals you wish your review to accomplish. Whereas there's an inclination to adequate the quantity of feedback with the standard of grading, component analysis indicates that targeted grading is simpler in rising student writing. An excessive amount of feedback can overwhelm students and forestall them from selecting the most things to do. If we specialize in reviews, we'll be able to get a much better plan of what we decide to comment on.

### **2.2.3 Forms of Feedback**

Feedback may have many purposes and take a variety of shapes. Criticism can be given as a single substance or a combination of multi-substances. Each has its input in upgrading and expanding understudy learning , in this way where conceivable courses ought to give openings for an extend of input types .

#### **a. Informal Feedback:**

Informal input can happen at any time because it is something that rises suddenly within the minute or a mid activity .Subsequently casual input requires the building of compatibility with understudies to viably empower, coach or direct them in day by day management and decision making for learning .This might occur within the classroom, over the phone, in an internet gathering or virtual classroom.

#### **b. Formal Feedback:**

It is arranged and methodically planned into the process. Usually related to evaluation tasks, formal remarks consists of the likes of marking criteria, capabilities or fulfillment of standards, and is recorded for each of the pupils and enterprise as evidence.

#### **c. Formative Feedback:**

The intention of formative evaluation is to display pupil studying to offer ongoing remarks that may be utilized by teachers to enhance their coaching and with the aid of using college students to enhance their studying. Therefore formative feedback is when given early inside the course, and previous to summative assessments. Formative assessment allows college students to enhance and save them from making the same errors again. In a few cases, feedback is needed earlier than college students can progress, or seem to be able to progressing, to the subsequent degree of the evaluation.

#### **d. Summative Feedback:**

The goal of summative feedback is to gauge students learning at the top of a tutorial unit , thus summative feedback consists of careful comments that are associated with specific aspects of their work ,clearly explained ,however , feedback is derived from the standards provided and from extra constructive comments made at the end of a term or course .

### **e. Students' Peer Feedback:**

There is no want for instructors to be the only consultants at intervals or a course. With basic instruction and in progress support, students will learn to provide quality feedback ,that is very valued by peers .Providing students with regular opportunities to provide and receive peer feedback enriches their learning experiences and develops their skilled talent set.

### **f. Students' Self-Feedback:**

Throughout the supply of feedback ,instructors have the chance not only to provide direction for learners ,but also to show them how to express modeling and instruction, the abilities of self assessment and goal setting ,and leading them to became autonomous (Sackstein ,2017,67) .To assist students reach autonomous learning , teachers therefore should let them establish ,share ,and clarify for them learning goals and criteria;give target-hunting opportunities for self-feedback , teach students a way to use feedback to work out next steps and set goals, Permit time for self-reflection.

### **g. Constructive Feedback:**

This type of feedback is restricted, issue-focused and supported observations. There are four styles of constructive feedback:

Negative feedback\_ corrective comments concerning past behavior, focuses on behavior that wasn't eminent and shouldn't be recurrent

Positive feedback \_ affirming comments concerning past behavior. Focuses on behavior that was eminent and may be continued.

Feed-forward-corrective comments concerning future performance focuses on behavior that ought to be avoided in the future.

Feed- forward-affirming comments concerning future behavior targeted on behavior which will improve performance within the future.

### **2.2.4 Source of Feedback:**

An extremely valuable resource for professional development is feedback on your teaching. If we hunt down reliable feedback and observe use of it, we will improve our teaching techniques and strengthen our relationship with students quite effectively. Not sure



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how to get feedback? In this stage we'll check out three invaluable sources of feedback that we simply can start making use of directly.

Of the three sources, teachers even have worked with have often been ready to come up with the primary two fairly quickly, but the third eludes them time and time again. Often teachers understand the worth of receiving feedback from their peers and from their students, but they often neglect to understand the importance of feedback through self-evaluation

### **a. Peer Feedback:**

Peer feedback can come from a number of different people in various roles. You can get feedback from other teachers on your faculty or from seniors in the institution, such as a senior teacher or even the head of your school. For many teachers, the idea of being observed by their senior is daunting for the fear that bad feedback might negatively affect their job security. However, any good institution will have a culture of development in place, whereby weaknesses are seen as areas for improvement, and as long as improvement is indeed made by the time the next observation is conducted, there's really no need for punishment of any kind.

At the same time, a lot of teachers feel uncomfortable asking their fellow teachers to observe them. Sometimes this is from fear of seeming demanding, and sometimes it's because they don't want to make their colleagues uncomfortable should they feel they don't have the experience necessary to give feedback on an observation. These problems are easily resolved, though. First of all, you can offer from the get go to take turns with your colleague, saying that you will observe him if he agrees to observe you. Secondly, assure your colleague that you are just after some casual feedback from one teacher to another—nothing formal, nothing that requires any specific training or experience, just simple comments.

Feedback from peers is best sought when you have a particular element of your teaching in mind; it might be that you're having difficulty controlling the behavior of a certain class or need to find a way to deliver a given learning point so that your students will best understand. This will give your colleague something to focus on, rather than just asking for general feedback on the lesson as a whole, which might be more challenging for someone with no experience observing others.

That should not be a problem for your seniors though. Ideally, anybody in a senior position in a learning institution will be an experienced and capable classroom observer and

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will be able to give in-depth feedback on every aspect of your teaching process. Usually, a senior will be a more experienced teacher than you as well, and so should have a wealth of suggestions and solutions for problems you might be experiencing. Finally, a great benefit of getting feedback from your senior is that it gives you a clear picture of what he or she envisions as the philosophy and methodology of the institution and you can try to tailor your teaching to that specific style.

On the other hand, even teachers with less teaching experience than you can be valuable sources of feedback, as solutions don't always have to come from experience. Valuable suggestions can simply be the product of a different perspective, which might well come from someone who is new to teaching and thus, for example, has not been conditioned by the ways of the institution. Either way, it is extremely helpful to get someone else's ideas and opinions on your teaching if you want to improve yourself and give the best to your students.

### **b. Student Feedback:**

The other source of feedback is getting feedback from your students which are easy and essential. It can come in two main forms, prompted and unprompted. Unprompted Student Feedback is the comments that students pass whether you're asking for them or not. It might be things they say in class to you or to their classmates; it might be things they report to other teachers; or it might be the things they say to their parents after school that get reported back to you.

A good and conscientious teacher will seek these comments out, listen to them and act upon them. If one of your students feels a certain way about you as a teacher and says so, you should take it fully on board. A reaction that a teacher hears frequently with regard to this is essentially that students don't know what they're talking about and that teachers know best.

This does have an element of truth to it, and in certain cases it is entirely possible that the student is mistaken about how effective a certain method is or is simply complaining for purely selfish reasons. However, uninformed their opinions might be, student comments are valid. Ultimately, if your students are not happy about something, then it is your responsibility to do something about it. That might mean changing in accordance with their preferences, or it might mean helping them understand why they are mistaken.

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More than this, though, teachers should actively encourage their students to give feedback. Prompted Student Feedback is when the teacher specifically requests it. Again, teachers are often put off by this concept, based again on the grounds that it's not worth it because students don't know what's best for them. However, if you ask the right questions, you'll be surprised with how valuable their insights can be.

### **c. Teacher Feedback:**

The third source of feedback, which teachers always ditch but which is definitely as important as the other two, is you. This type of feedback comes within the sort of self-evaluation, both following individual lessons and over the greater course of a learning program or a career.

A large part of self feedback is often considered Passive Student Feedback—it is that the sum of the observations you create from the beginning to the top of each lesson. When your students are participating keenly and once they aren't, once they understand and once they don't, when they're enjoying the training process and when they're resisting it. A teacher who cares about his development will note those changes in a dynamic way and evaluate them, to make a decision and try to differently do in the future.

This ongoing observation may be a skill that takes time to perfect but in time will become habit. The key's to always be thinking to you, "is this the simplest way I might be doing this"? At every stage in your lesson, every activity, every presentation, every question that you simply ask, look out for a way the learners respond and check out to think if there was any better way you could be doing it. It's by no means rare that a teacher will be able to spend blast planning his lessons painstakingly, given every consideration to the dynamics of his students, then within the lesson soon he sets the task, think "Oh, I should have done x instead!".

That's fine. It does not make him a bad teacher. We cannot predict the future. Plans are supposed to be guidelines. It causes him to an honest teacher if he'll notice these instances and adapt to enhance upon them.

To really get into the routine of conducting regular Self Feedback, a teacher will make an inventory of questions that he simply wants to ask himself after each lesson, and he'll make a habit of genuinely answering those questions in writing at the top of your lesson plan. This

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will provide you a valuable resource when it involves teaching review lessons or planning the subsequent year's syllabus.

### **2.3 Feedback in the Process of Writing**

In the process-oriented approach, writing is regarded as a creative skill consisting of a many phases occurring throughout the process, and building up one another. In this approach, the focus goes to when students write, and what a teacher can do to help them improve their writing skill (Cahyono, 2002: 57). Writing as a process means that the teacher emphasizes it as a skill consisting of many stages: prewriting, drafting, revising and editing. Therefore, doing revision and editing is as important as giving feedback to students about their writings

Feedback is considered as a tool which helps getting knowledge about learners' performances and spots the light on their weaknesses as well. Feedback is composed of two main components: Assessment and correction (Ur.1996: 242) .Assessment gives information about how good or bad a student is performing, while in correction: A specific information is given about the student achievement. Giving an explanation or a provision is a sort of correction. So, feedback is both assessment and correction about a student performance in the seek of making improvement.

In education, feedback plays a vital part by encouraging and consolidating learning. Students need to be more active and responsive to their teachers when receiving feedback; because the way students receive that feedback affects their future engagement, improvement and performance .(Lee .2008 : 144,165)

### **2.4 The Power of Feedback:**

Sadler (1989, 37) claimed that "the main purpose of feedback is to scale back discrepancies between current understandings and performance and a goal". From this, Hattie and Timperley (2007,56) argued that "feedback can have different perspectives: "feed-up" (comparison of the particular status with a target status, providing information to students and teachers about the training goals to be accomplished), "feed-back" (comparison of the particular status with a previous status, providing information to students and teachers about what they need accomplished relative to some expected standard or prior performance), and "feed-forward" (explanation of the target status supported the particular status, providing information to students and teachers that results in an adaption of learning within the sort of enhanced challenges, more self-regulation over the training process, greater fluency and

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automaticity, more strategies and processes to figure on the tasks, deeper understanding, and more information about what's and what's not understood" (Hattie & Wisniewski ,2019: 65) . Additionally, feedback is often differentiated consistent with its level of cognitive complexity: It can ask a task, a process, one's self-regulation, or one's self. Task level feedback means someone receives feedback about the content, facts, or surface information (How well have the tasks been completed and understood? is that the results of a task correct or incorrect?). Feedback at the extent of process means an individual receives feedback on the strategies of his or her performance.

Feedback at this level is aimed toward the processing of data that's necessary to know or complete a particular task (What must be done to know and master the tasks?). Feedback at the extent of self-regulation means someone receives feedback about the individual's regulation of the strategies they're using to their performance. In contrast to process level feedback, feedback on this level doesn't provide information on choosing or developing strategies but to watch the utilization of strategies within the learning process. It aims at a greater skill in self-evaluation or confidence to interact further on a task (What are often done to manage, guide and monitor your way of action?).

The self-level focuses on the private characteristics of the feedback recipient. One among the arguments about the variability is that feedback must specialize in the acceptable question and level of cognitive complexity, if not, the message can easily be ignored, misunderstood and of low value to the. Generally, it has been shown that the major part of feedback in classes is task feedback, the most received and interpreted is about "where to go next?" so praising may not provide powerful improvement, we should always be fair in providing feedback.

Hattie and Timperley (2007) made basic assumptions with reference to variables that moderate the effectiveness of feedback on student achievement. the sort of feedback was found to be decisive, with praise, punishment, rewards, and corrective feedback ,all having low effects on the average , but corrective feedback being highly effective for enhancing the training of latest skills and tasks. For both forms, the conclusion then showed medium to high effects. it had been also noted that specific written comments are simpler than providing grades. Hattie and Timperley (2007, 56) also investigated the timing of feedback (immediate/delayed) and therefore the valence (positive/negative feedback), reporting inconsistent (Benedikt Wisniewski, 2019: 65).

### **2.4.1 The Rationale for Teaching Students to Provide Feedback**

For a long time, students deprived their learning from their teachers. This old system which makes students dependent to the teacher in the classroom makes it really tough for them to develop their own learning. In this teaching framework, the teacher is the only one who has the opportunity to create, or issue strategies and give feedback whereas the students just sit waiting for them for him to provide them. It would be really fruitful if we empowered our students in their classrooms to have the initiative to provide feedback .They would no longer stuck waiting in a passive way to learn, but they would rather be able to take part actively toward teach themselves .So, why should we give learners this opportunity?

-Feedback permits students to be knowledgeable and experts:

Every learner has the ability to be expert .Our role as teachers in the classroom is to get to know our students so that we can identify their strengths and weaknesses ,meanwhile, we can teach them being effective peer experts. Giving the opportunity to students to shine and share their experiences with one another, leads to develop high learning levels. There would be no need to the teacher to be the only source of knowledge and being the only expert in the classroom. Actually, with the wide range of resources available online, students changed their way of learning, they may even know more about certain topics, more than their teachers do. This reality should be exciting in the way that it opens more chances for students and teachers to learn together.

### **2.4.2 Developing a Supportive Classroom Culture:**

Successful learning environment needs a positive classroom culture. Teachers ought to create a culture that encourages participation and that leads to student's success. Students when feeling connected to school, they can work successfully in their classrooms. If teachers care about making their learners feels at ease, they feel involved to learning.

When learners are connected, their school performance develops problems of violence and bullying decrease. Schools should be the reason to high support levels to learners. Expecting your students to do well will raise self-esteem, motivation and high learning levels as well. Teaching students the behavior you expect from them will increase support and more opportunities for them, to practice positive reinforcement.

Good relationships with students are a key element to positive learning outcomes

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for students. Devoting time and energy in listening to your learners is a magic ratio for positive relationships according to John Gottan.

Another element for building a supportive classroom culture is using effective teaching and learning practices and being prepared for each class. Providing relevant and more students -centered tasks in teaching is worthy also. "Helen Cahill et al "stated that school connectedness contributes to positive psychological state outcomes for college kids. The pedagogical characteristics of school that demonstrate effective connectedness are the use of cooperative learning strategies , hand-on activities and a variety of instructions "(Bond et al 2007; McNeely, Nonnemaker & Blum 2002. O Brien Bowles 2013). Then, in an explicit way teach students social skills you want to see in the way they treat each other .Give them plenty of opportunities to practice .

### **2.5 What Meaningful Feedback Looks Like?**

Feedback is stated to have great impact on student's performance, but what makes it more effective?

John Hattie (2012a) reported that effective feedback is among the most powerful influences on how people teach (Hattie .2012). It refers to any type of comment like giving advice, praising or even evaluating.

Wiggins (2012) described Feedback as information about the goal we seek to reach and how we are going and what efforts we need to reach that goal. Effective feedback must be targeted, touchable and clear, can be acted, specific and personalized; limited, continuous, and consistent (Wiggins 2012) .feedback aims at bridging the gap between previous and current achievement.

Hattie & Timperley( 2006 ) stated that feedback provides prompts that attracts a person 's attention and helps him or her to focus on making the task successful , it can spot attention towards the materials needed to achieve the task , it provides information about ideas that were unclear , and it can be motivational to students to invest their efforts or skills (Hattie 2012b).

Meaningful feedback tends to be specific and clear in order to make students understand what you want them to achieve and what to improve .Avoid unclear and

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ambiguous words .Instead of saying “be active!” attempt to give specific tasks that they ought to participate in .It will sound simpler once you inform your learners why your suggestions are worth taking into consideration. Your feedback will be more logical and have a purpose. Also, you should focus on the task rather than on the students ‘personality or talents , this can improve education and maintain motivation .It helps them rely on their own work and effort more than judging and blaming extrinsic factors

Your feedback as a teacher should be immediate in order to gain an increase in the students’ performance .Delayed feedback might respond negatively; as students will lose interest on it. Then, feedback ought to be one-on-one, because learners need to ask questions and share ideas with their mates and the teacher. In addition, teachers should note down all their students’ achievements, behavior issues, questions....., this will help them collect clear evidence on their student’s performance and provide specific feedback. Make sure you identify and praise their progress ,this will encourage them to work more , and allow them confirm their behavior .Students are different.

Some of them receive feedback as an encouragement or a challenge ,so it motivates more .But ,others perceive it negatively so they get discouraged to study. The role of the teacher in this stage is to find an approach to each student individually to maintain motivation; because pointing out a problem without giving a solution is a counterproductive. Therefore, teachers can involve learners in this process, and work together to find solutions . This way, make learners thoughtful about their performance and they support self-feedback. Finally, make sure your students coped with the learning objectives, ask them questions to get their perspective on the issue and provide feedback wisely to reveal the best possible benefits for your students.

### **2.5.1 Teaching Students to Receive and Apply Feedback:**

Feedback is essential for learning and growth; without it, we may continue to make the same mistakes or even don’t know how to correct them. Teachers have the opportunity to provide useful feedback to students throughout the learning process, not just as a summative assessment. However, feedback does not only need to come from the teacher; peer criticism can also provide valuable information to students in a way that the teacher’s view might not. However, if we want our students to ask each other and give meaningful and relevant feedback, rather than superficial and disjointed, then simulated questioning strategies and



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dialogue exercises are essential. We need to do the following, in order to make feedback effective:

### **a. Ask the Right Questions:**

No teacher is excited when a student asks "Is it like this?" Or "Is this correct?" .If we teach students how to ask questions, we'll get fruitful reflections. Many times, students' responses are at random, quick and easy, also teachers do not give them the opportunity to ask more meaningful questions, and these questions may lead to in-depth reflections on their work. As a teacher who works with more than 200 students every week, I understand the need to quickly evaluate and move on. However, if we don't teach our students how to ask what they really want to know, the question will not change: "Is there anything else I need to do?", "Am I ready to move on?" any suggestions? "Their attitude towards learning will change to the best and affect the way they reflect on feedback.

### **b. Collaborative Dialogue:**

By teaching students skills Assessment and language skills to help them communicate their ideas, teachers prepare students to participate in insightful and productive collaborative easy dialogues that often lead to change in the atmosphere created. We hope our students care about their learning and progress, But there is no time and space to practice with each other, and their comments and reflections may be untrue. In addition to asking the right questions about their work, students also need to understand and practice to provide relevant feedback to their peers.

After the beginning of each school year, we need to teach and show our students questioning and feedback strategies, we may notice that our students are independently engaging in thoughtful conversations with their peers at different stages of the creative process. Not only is it a happy time for us to see them implement what we teach, but it is also obviously effective and useful for all students participating in the discussion. Students will no longer ask the teacher if they have finished; instead, many pupils may spend their time changing their work based on feedback from their peers or improving areas that just require more attention. The more students talk about their work, the more meaningful and specific their feedback will be. We should therefore train our students to ask the right questions in the right time, and then engage them in non planned conversations, and that what make your course successful

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### **c. Ongoing Self-Assessment and Peer Assessment:**

Providing students with appropriate reflective practice tools can promote language development and social interaction. If we want our students to know how to communicate with each other in dialogue to support their ability to improve their work, we must encourage constructive and collaborative dialogue as a regular part of continuing teaching, not at the end of the project. From day you consider your teaching as an experiment for your learners by brainstorming and sketching process, you can find your learners have learned to share their ideas with their classmates to assess their progress. Even the shyest students can find a partner or two they trusted and provided honest and insightful feedback. This regular interaction helps students develop confidence and they learn to value the opinions of others in ways that can sometimes be more influential than comments from me alone.

Learning to give and receive meaningful feedback is a skill that will benefit students throughout their lives, whether in social and academic conversations, or in their own and others' work. By regularly modeling and providing time and space for such collaborative dialogues, teachers can develop the ability to ask questions throughout their lives. These questions trigger insights and reflections, and stimulate dialogues that trigger changes that would not have occurred.

### **2.5.2 Helping Students Understand the Feedback Process:**

In general, feedback is an evaluation that contains suggestions to strengthen the task or project. Ideally, these suggestions should be provided along the way before submitting the assignment. But feedback is not just a series of suggestions, but a reflection of teachers' plans and student participation. What does the feedback plan look like for teachers? For students, what does participatory feedback include? plan feedback in a way that encourages student participation.

#### **a. Show Students why Feedback is Important:**

Take the time to show students directly how feedback affects performance. Professor Norman Eng wrote about the idea of solving student misunderstandings through presentations and storytelling. To demystify the concept of feedback, it helps to clearly show students. I talked about the connection between the usage comments and the score obtained. For example, my class checked two hypothetical examples of student scores from previous

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courses; we compared one that included feedback and one that did not use feedback. Students can see how integrated feedback can improve their scores.

Shares the results based on the students' previous reactions to the feedback process. For example, you could discuss impressive trends in student engagement, such as the number of feedback assignments submitted in advance or the number of individual student feedback exchanges that exceed requirements. Additionally, I have provided classroom examples to illustrate when students are more likely to accept comments, as evidenced by asking questions or giving more detailed responses to the comment journal prompts, and by disagreeing with comments or submissions when students seem to be more defensive to try after the deadline.

Explain how the feedback process helps students hone basic skills. I shared a sentence quoted by a student from a previous feedback exchange to prove the need for adaptability: "I missed something that can be easily changed to get more points." Another sentence from a student Emphasized the need for caution: "I didn't look at the sketch carefully...I should pay more attention."

### **b. Provide Opportunities to Interact with Feedback**

Create opportunities for students to interact with feedback in the classroom. An opportunity can involve students and peers exploring action steps in response to the feedback. Ask students to rate the teacher's comments, pointing out which ones are most urgent or unexpected. Students can use their review analysis to determine how to prioritize comments.

Students are able to rate their overall performance with their peers based on teacher feedback. For example, students can determine which teacher comments indicate that the assignment is strong and which indicate that the assignment requires more attention. This exercise helps clarify whether students need to continue the same course or change gears to make the necessary adjustments.

Another option is for students to respond in writing to teacher comments as a quick activity. Ask students to identify an answer, an area that needs clarification, or an action step related to the feedback. Adjusting the classroom assessment process, such as allowing students to use feedback to analyze errors and then trying to improve their performance by applying the comments or suggestions the teacher provides.

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Feedback is an ongoing process. This is a deliberate dialogue that can begin with the teacher, but should not end there. Show how feedback is related to performance, check for student understanding, and provide opportunities for student participation

### **2.6 The Nuts and the Bolts of Feedback:**

#### **2.6.1 Developing and Maintaining expert Groups:**

Mastering a large amount of content or skills at once is a daunting challenge for students. What is easiest to manage is mastering a specific skill or set of content. This is the basis of a group of experts, or a group of students who have a very good knowledge of specific transferable skills, which can then be passed on to others. This idea is not a new idea, that is, a puzzle strategy that allows students to divide and become experts in different aspects of the content, using the same concept before regrouping and pooling their learning. The difference is that the expert group is broader in scope and becomes a permanent part of the class. The Expert Group is built around seminar model, which is a teaching framework that can be used in any content area.

This miner begins with a 10-15 minute mini class for the entire class, where the teacher provides guidance and outlines expectations. The students then working dependently for about half an hour, or in groups of two, or in small groups, while the teacher walks around and communicates with students in need, the whole class again held a small sharing meeting to check student completion, review learning content, and check for comprehension. This miner lasted several days. However, the duration may vary depending on the project and the scope of the study.

To ensure maximum student growth and participation, and to make expert groups an indelible feature in the classroom, you should carefully consider how to develop, organize, and maintain them throughout the school year. After mastering these strengths and weaknesses of the students, it's time to create a group of experts. The first task is to count the assignments, projects, or content knowledge necessary for success. Watch driving seminars and plan backwards as needed. Then divide the skills or content into parts suitable for small groups of elementary school students. Make the group size easy to manage, no more than five items in the group. When determining the members of each group, consider the dynamics of the group and select students based on their strengths and weaknesses. Make a conscious effort to mix students into the group. We must ensure that students understand the true

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purpose of providing feedback (helping their classmates) and preventing unnecessary negative feedback is vital. In the early days of using the expert group, we must be very vigilant; they will help us set fire before they lose control.

### **2.6.2 Using Technology to Support Feedback:**

By creating a short informational screen cast, a group can provide useful feedback and strategies for the whole class. Students who receive feedback can refer to screen casts as needed, learn strategies and apply them in the review process, and even apply them to different assignments over time. A class can put together a library of these tutorials and students can time to consult.

Google Education is a great platform for student feedback and collaboration. Students with a school Google account can access a unit where they can use programs such as handouts, forms, and slides to write work; and many other applications that allow collaboration and feedback in real time.

Blogging Platform - A Way for Students to refine by sharing real voices provides a real online community building experience. When students blog in class they develop their digital citizenship skills and practice exchanging comments online. Periscope - A streaming application that allows students who are absent to view courses. This is useful for students who need to view the course multiple times. The group of experts can also share what they are doing with their colleagues.

Twitter - A social media app for webbing that is also useful for reverse learning. Students can use hash tags in the classroom to ask questions and share helpful resources and feedback on each other's work.

Skype - A meeting application that allows students who cannot attend classes or teams to communicate at the same time and allows them to participate in learning virtually. Students can participate virtually and still participate in learning.

### **2.7 Types of Written Feedback:**

Some scholars classify the sorts of feedback supported by the ways or strategies utilized in providing feedback. Ferris and Roberts classify sorts of feedback into two namely direct and indirect feedback (Ferris and Roberts, 2001: 161-184). The other sorts of feedback are focused and unfocused feedback proposed by Ellis, Sheen, Murakami and Takashima

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(2008: 353-371). Furthermore, Ellis (2009b: 3-18) didn't only proposed the two classifications of feedback but also other classifications namely, direct and indirect corrective feedback, meta-linguistic corrective feedback, and electronic corrective feedback. All types of feedback are going to be discussed more within the following part.

### **2.7.1 Direct Corrective Feedback**

Direct corrective feedback (DCF) could be defined as the crossing out of an unnecessary word/phrase/morpheme, the insertion of a missing word/phrase/ morpheme, or the supply of the right form or structure. Direct corrective feedback (DCF) can also have additional forms that are meta-linguistic explanation and/or oral meta-linguistic explanation. Meta-linguistic explanation means the supply of grammar rules and examples at the top of student's writing with a reference back to places within the text where the error has occurred. Then, oral meta-linguistic explanation means a mini-lesson where the rules and examples are presented, practiced, and discussed; one-on-one individual conferences between teacher and student or conferences between teacher and small groups of students (Bitchener, 2008: 105).

Ferris (2005:115) argues that directive corrective feedback is acceptable to be used if one among the subsequent conditions is met. The first is when students are at beginning levels of English proficiency. Then the errors are "non treatable". The last is when the teacher wishes to focus student attention on particular error patterns but not others. In summary, direct corrective feedback can reduce the type of confusion which will result when students fail to know or remember the meaning of error codes employed by teachers.

### **2.7.2 Indirect Corrective Feedback**

Indirect corrective feedback (ICF) may be a sort of written feedback during which teacher indicates a mistake has been made by students on their writing, but the teacher doesn't give or provide the correct form of the error. The teacher just gives explicit correction on students' writing. Indirect corrective feedback is usually presented by giving indicators. The indicators could also be in during a alone amongst one in every of one among four ways: recording within the margin the amount of errors in a given line, employing a code to point out where the error has occurred and what type or error is it, or underlining or circling the errors (Ferris and Roberts, 2001: 161-184).

Getting indirect corrective feedback, the learners got to discover their own error and correct it by themselves. In line with Ferris and Roberts, Lalande sees the importance of self-

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discovery and therefore the impact it's on long-term sustainable improvement in writing (Lalande, 1982: 140-149). Ellis (2009a: 100) also claimed that indirect feedback where the precise location of errors isn't shown could be simpler than direct feedback where the situation of the error is shown. The reason is because the students would need to engage in deeper processing.

### **2.7.3 Meta-linguistic Corrective Feedback**

Meta-linguistic corrective feedback is the process of providing a linguistic clue for the targeted error(s). It is often within the sort of error codes or a quick grammatical explanation. Studies applied meta-linguistic corrective feedback is conducted by some experts e.g. Bitchener et al. (2005), Bitchener (2008), Lalande (1982), and Ellis (2012).

Bitchener's study (2008:79) revealed that the group receiving meta-linguistic feedback (both oral and written) outperformed the opposite groups receiving meta-linguistic feedback written only, no meta-linguistic feedback, and no corrective feedback. Therefore, it can propose that the greater amounts of linguistic knowledge which are available to students provide greater benefit. It is also in line with Bitchener et al.'s study (2005: 191-205). However, both studies do not address the efficacy of the direct approach they employed. In reality, most classroom teachers may feel reluctant to correct written work entirely, without students first trying to unravel their problems during a Scaffolded manner. Ellis said that meta-linguistic corrective feedback is favored more by the scholars than by the teacher since meta-linguistic explanations require the teacher to figure harder on his/her part (Ellis, 2012).

### **2.7.4 Focused and Unfocused Feedback**

The other sorts of feedback are focused and unfocused corrective feedback. Focused corrective feedback entails providing feedback on a small number of preselected forms, for example, on the verb use only or on the use of definitive or in definitive article. Then, unfocused corrective feedback involves giving feedback on all or an array of errors. The corrective feedback is given not only on specific quite the error but altogether of the error made by students (Ellis et al., 2008, 123).

The other terms wont to show focused and unfocused corrective feedback are selective and comprehensive corrective feedback. These sorts of feedback deal with the extent during which the language features in students' composition are targeted. Selective corrective feedback concentrates on one specific linguistic feature, no matter the opposite errors which

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will occur within the writing. Meanwhile, comprehensive corrective feedback addresses all of the errors within the students' writing.

### **2.7.5 Electronic Corrective Feedback**

Electronic corrective feedback may be a strategy of providing feedback via computer based means to draw attention to written errors. It is automated feedback provided by computer through sophisticated software system (hyperlink) which is readily available (Ellis, 2009a: 98). It can generate immediate evaluative feedback on students' writing. This type of feedback will surely imitate therein the utilization of technology within the language class continues to grow. However, to stay up with this growth, there's a requirement for college kids to possess consistent access to computer for his or her writing and subsequent analysis. It also becomes a problem for majority of teachers with limited resources or desire in using computer.

### **2.7.6 Reformulation**

Reformulation may be a strategy of Refactoring. It is a corrective technique where the teacher correctly repeats what the student said without clearly pointing out the error itself. ... These corrective techniques avoid giving correct answers, but instead encourage students to correct themselves.

### **2.7.7 Responding & Correcting:**

#### **2.7.7.1 Responding:**

It is another sort of peer correction. Responding feedback has an important role in the teaching process, when getting the first students' draft of writing, every student is asked to give responses to his classmates' work, by stating comments (Bartels, 2003, Harmer , 2007). Students are required to write their ideas concerning the mistakes made by their friends.

Responding feedback, as defined by Ferris (2011, 59) , is effectively motivating to students in order to enhance their writing ability ,their comments will provide revisions for learners to apply them in their writings .



### **2.7.7.2 Correcting:**

J.Harmer (2007, 98) claimed that correcting feedback is a sort of feedback that requires the teacher to respond to mistakes by marking them with symbols. Hendrickson (1984) divided correcting feedback into two types: uncoded and coded feedback. The uncoded feedback indicates the error by circling or underlining it. While, coded feedback shows the error by giving lot of codes or symbols without commenting on them. Ferris (2011,86) emphasizes the validity of pointing the students errors ,he states that it is encouraging by increasing students reflection and problem solving .

### **2.7.8 Ways of Responding to Students' Work:**

#### **2.7.8.1 Responding to Work in Progress:**

Your comments on student writing should clearly reflect your level of concern for work. Important issues should be more prominent and detailed; minor issues should be briefly addressed or not addressed at all. If you make extensive comments on grammatical or mechanical issues, you should expect students to infer that these issues are one of their main concerns for the essay. After all, it is not unreasonable for students to think that the amount of ink they spill on a problem has some bearing on the importance of the problem. Clear, substantive, and detailed comments on two or three important topics are often more helpful than superficial comments on many topics. Many seasoned readers find that responding to students' writing experience is one of the experiences of consistently deciding not to comment on less important topics. This restriction allows you to focus on some important points and tends to provide students with clearer and easier-to-understand information.

#### **2.7.8.2 Guided Writing / Conference Writing**

Guided writings are a small group approach associated with teacher meetings with a group of students who need a similar care It. can be considered as a small group or small group conference that the strategy is implemented to respond to a particular challenge that the students are decided on face. The formation of the group, focus and time they issue them on the basis of the process of evaluating the current teachers. The focus of a documentary film conference may be: authorization (expanding nouns for further information in a report, add details or starts an explanation, valuation of vocabulary to describe the appearance or judge of its behavioral sign) Secretary (use signs of the call in live instructions, add a selection of termination of punctuation or the presence of the applications when you modify the text of the

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person, etc.). While students can be asked to write after the teacher's instructions during this time, the cooperative discussion and problem solving along with a clear teaching may be a good way to use the most opportunities of this small group.

### **2.7.8.3 Responding by Written Comments:**

Teacher Written Comments is another way that teachers can give feedback on students' written performance is written comments (written feedback, written comments). Li Waixing (2000) considers these to be the most common feedback transmission methods for teachers and students, and they contribute to the overall improvement of students' writing, both in terms of form and content. Written comments are not only the most common type of feedback, but also the most expected and welcomed by students. In this regard, Ferris (2003: 41) pointed out that "this type of feedback can represent the greatest single investment for teachers. Obviously, students value and appreciate it very much".

A similar idea was raised by Sommers (1982) He believes that such comments pose a challenge for writing teachers because they have to solve many problems, such as motivating students to use feedback to modify and rewrite their work, focusing on areas of failure of student learning and allow students to understand teacher suggestions and incorporate them. Works: As teachers, the challenge we face is to form comments, which give students internal reasons for review; this is a discovery, a process of restart, a new beginning, our students have not yet learned to. We need to show our students how to find the discrepancy found in the possibility of modification; show them through our comments why the new choice will actively change their text, and thus show them what is implicit in their writing (Sommers 1982: 156) SuponHenning that the language actually taught in the classroom is the area that teachers pay attention to when commenting on students' writing, Hyland (2003: 3-18) presents the main focus list of teachers' written feedback.

The six main feedback points he adopted are: pay attention to language structure, pay attention to text function, pay attention to creative expression, pay attention to the writing process, pay attention to content, pay attention to gender. However, Harmer (2004) only distinguishes two focal points, which provide a basis for distinguishing between two types of written comments: response and correction. The response emphasized that the primary focus of feedback is not the accuracy of student performance, but the content and design of their writing. In contrast, correction is limited to instructing students not to show performance in different languages (such as grammar, syntax, harmony, etc.). For corrections to be effective,

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Ferris (2003) believes that teachers must consider three factors: first, make students aware of the importance of correcting errors in the writing process; second, corrections must be selective, focusing on the most common errors rather than individual errors; third, feedback should be provided on the first draft, not the final draft.

Hyland (2003) pointed out that for any type of effective feedback, one must focus on what individual students want and how they use it. He explained, "Some students want to praise, some think it's condescending; some want to respond to ideas, some ask to flag all mistakes; some use teacher feedback effectively, some ignore it completely." (Hyland 2003: 180) Because of their high value contributions to the improvement of writing, many researchers (such as Ferris (2003); Ellis (2009); Ibris (2009)) recognize the importance of written feedback from teachers; However, for others, the usefulness of these comments has been and will continue to be controversial, so much so that some researchers (e.g. Sommers (1982); Zamel (1985); Truscott (1996)) recommend abandoning them altogether. Therefore, since it is the main focus of this research, it is certainly necessary to carefully study the information gathered from previous studies on written feedback from teachers.

### **2.8 Peer Feedback:**

#### **2.8.1 Definition:**

Many researchers refer to peer feedback using other names such as peer assessment, peer review and peer responses. But all these names refer to the same type of activity that emphasizes the role of peer pupils in the writing process. This type of feedback includes a kind of cooperation between students who read each type of colleagues work and create reactions as simple readers (Li Waishing, 2000). According to LeKi (1992: 169), the evaluation of peers gives a way whereby both students 'drafts and their consciousness of what leads good writing develop "This is part of affair approach and is widely used in L1 and L2 contexts. To improve the artist's project and increase the collection of reader's needs" (Oskourt 2008: 130 QTD).

Mahili (1994) also contribute to the recognition of students who can contribute to the identification of various components of good writing, including grammatical accuracy, vocabulary accuracy, good content, ideas development and the clarity of writing .For her, these comments, which provide these comments, constitute an excellent use because it offers the learner the possibility of writing through the 'Lens criticism allows students to add peers

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to their own critics, explore other students and make them know their weaknesses better. Li Waishing (2000: 55) stated, «will know more and I feel more confident." Leki (1990b) has conducted research on student beliefs about the usefulness of other comments. For a period of time, 20 students who received comments from their colleagues were invited to answer two questions. 1) What is the usefulness of reading to other students? 2) What use for reading or listening to other students' opinions for your writing? Leki reported that 17 students responded to 16 positive responses in response to the first question. The second question was positive and five negative responses and more mixed responses. Two students have been reported to provide positive and negative responses. On the basis of these discoveries and their comments, Leki has confirmed some peer assessment issues, including guidelines, terms or even naturally unknown response actions and nature opinions

In another study by two US universities (Zhang: 1995), the attitude of eight ESL students in the reaction of colleagues was studied. The researcher concluded that students prefer teachers' comments on other comments, but they chose peer feedback on their own assessment. Yang et al(2006) compared the effects of teacher feedback and peer reviews, resulting in better improvement than the electrons were more efficient. In addition, the usefulness of other comments has been found that students have been recognized. As a result, Hyland (2003: 199), despite the potential benefits, teachers were greeted by the teacher as those who tend to prefer the teacher's comments and security for his writing appear to be induced in the opinions of the teacher. Students are dismissed and fear that the quality of the package proposal and many people are gentled and who usually laugh at teachers and to respect their teachers' opinions."When you play a role of the publisher, students cannot create constructive natural opinions and are more likely to solve surface errors than the problem of meaning (Urza, 1987).

In addition, it There is no experience in L2 students who are not experienced (Leki, 1990b).As a result, students need vocational training to deal with Praise of colleagues. This training encourages a more high level of participation in the drafting work and student writers and student evaluators (Hyland & Hyland2006) provide more useful concrete devices. .

### **2.8.2 Benefits of Peer Feedback:**

Critical and motivating feedback increases student productivity, overall knowledge retention, and better quality of their work. In turn, peer feedback is essential for:

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### **a- Acquiring New Knowledge:**

To begin with, students invest in their writing or problem-solving skills. It can give students the opportunity to grasp the link between their work and their course predictions. Students learn from what their classmates say from the feedback they receive on homework in the form of peer reviews. This can be like explaining different methodologies if there is more than one way to arrive at an answer, or asking colleagues to ask complex questions that add curiosity.

### **b- Identifying Errors:**

One of the most obvious benefits of peer review is that it allows students to identify errors in other people's submissions. The automated scoring system can determine whether a statement is true or false, but as for the subjective work involved, it does not provide a reason why. This is important for students to improve from their mistakes to long term growth.

### **c- Keeping Everyone on Track:**

For courses that don't incorporate teamwork and rely heavily on independent study, using online peer assessment tools can be a great way to make sure students feel comfortable. For some complex subjects, the expectation of open work can make students more anxious or dependent on their abilities, which may not be appropriate for your class discussions when continuing approach homework. By reviewing the work of peers through formative assessment, allowing students to have modern models to explore and apply, whether in writing, presentation skills, etc. progress in a course. Just knowing that you have met or exceeded the expectations for the task is a good sign that you are achieving the desired learning outcomes. What's even better is that students acquire the skills to provide effective feedback and learn to deal with negative feedback, so that it allows educators and students to be more effective in the feedback process. .

Some of our own professors use reviewers as an online peer review tool for career development. Professor Nada Basic uses the feedback students give each other to teach entrepreneurship. This serves as a means of improving communication to keep students concise when presenting issues. Constructive criticism or positive comments relevant to personal and professional growth

### **2.8.3 The Principles of Using Peer Feedback in Writing:**

Each of us has the opportunity to learn with different backgrounds, experiences, values, beliefs, and prior types of knowledge that influence our ability to provide valuable feedback while using feedback from top level experts. As an educator, the dissemination of this pre-existing knowledge among groups of learners benefits all learners: more specialized learners benefit from teaching to others and explain their understanding (Chiu & Chi, 2014). Less trained learners may better understand initial feedback when given by a more knowledgeable novice, and may subsequently be better prepared to understand educator (expert) feedback (Lave and Wenger; 1991; Vygotsky, 1987).

Previous research has shown that discussion improves understanding even when no one in the original group knows the answer (Smith et al., 2009). Planning question: What particular prior knowledge (background, experience, beliefs, etc.) is most relevant to the task for which you want learners to give feedback from their peers? How will you distribute this expertise among the intervention groups? Learners must be equipped to give feedback in a different direction even when educators try to clearly present detailed instructions for an assignment, learners sometimes fail to understand the instructions and follow them. According to established routines (Carey et al, 1989), this beginner's pitfall can arise when learners are asked to provide feedback without fully understanding the purpose of the task, resulting in unnecessary feedback. Providing a tool such as a checklist, rubric, or spreadsheet can help guide and focus the learner feedback process.

Training, in the form of educator modeling on how to use this tool and the learners' subsequent practice, greatly improves the likelihood that learners will benefit from the feedback process. Planning question, think of a checklist of do's and don'ts for the task at hand, defining each item in terms that a novice can understand. How will you teach learners to use lists? Giving feedback to others helps learners monitor and adjust their future approach to a task, helping them learn more independently. Autonomous learners can accurately assess their needs and requirements of a given task, assess their strengths and weaknesses in relation to the task, plan an approach they take and then control, and reflect on the performance of them and try an alternative approach if necessary (Ambrose et al., 2010). This process makes independent learners more efficient and effective, but often requires clear instruction. Intentional and structured opportunities for classroom reflection, such as briefing notes, 'wrap'

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activities, and journaling, encourage learners to monitor and adjust their approach to their proximity.

Brain activity immediately after learners have used checklists or other feedback tools can quickly help learners see their own strengths and weaknesses in relation to their goals or those of their peers.

### **2.8.4 Some Challenges and Concerns of Peer Feedback:**

#### **Time Constraints:**

Whether the feedback is oral or written, the process of peer feedback itself is lengthy. Reading drafts (maybe more than once), taking notes, then collaborating with other readers to reach consensus and writing comments, or interacting with the author orally in a feedback loop, takes a considerable time. Even before the feedback process begins, some form of pre-training is crucial if the activity is truly professional counseling. Here, the investment of time is also important, as students have to learn many basic processes, as well as a range of social and interaction skills, such as reaching consensus, debating, asking questions, asking, assert, defend, evaluate the logic and consistency of ideas and express criticisms and suggestions in a clear, understandable but tactful manner.

#### **Student Traits:**

Many students may need a substantial amount of initial conviction about the value of trait from friend comments, as they may not easily accept the idea that their friends are qualified to replace the teacher and criticize their writing. Students from some cultures may feel uncomfortable with some aspects of the social interaction required by peer assessment. For example, Chinese students in the study by Carson and Nelson (1996) tend to reject critical comments, either to maintain group harmony or because they are reluctant to demand a level of authority of level. Other factors, such as the age of the students or their language proficiency, may limit the extent to which feedback can be safely or beneficially provided to students (after the period) of pre-termination training Job because they can see the collaborative aspects of peer collaboration beyond them.

#### **Role of the Teacher:**

Another problem to consider is that teachers may find it difficult to assign a significant degree of responsibility to students, as they will not be able to supervise individual groups



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at the same time, especially if the response teams provide oral responses. Additionally, teachers may find it difficult not to intervene by providing feedback beyond student reader feedback, which can reduce student motivation and commitment to their own. An equally important fact is that the role of the teacher as a coach and supervisor can be quite challenging.

### **2.8.4.1 Why Can Peers not just Simply Exchange Essays and Comments?**

Instructors who do not have any experience of PF may introduce it to their learners simply as exchanging and commenting on each other's work. From the learner perspective, they may encounter difficult situations that can hinder their learning, leading them to hold concerns regarding this technique. For example, several studies reported learner reservations towards the quality of peer feedback they received, describing it as unreliable. Such learner concern can become a barrier from accepting the PF they receive, which, if accepted, may lead to deterioration in their writing. It is, therefore, essential to become fully aware of how to deal with such concerns and properly introduce this technique to learners by taking into account what can be done and what should be avoided while it is practiced. In this manner, it can be ensured to some extent that there is encouragement of an active learning environment which is known to be crucial for learning. Furthermore, it is suggested that active learning has three main aspects:

- Learner engagement in examining academic meaning.
- Allowing for greater learner responsibility in learning such as solving problems, thinking and negotiation with fellow learners.
- Encouraging learner skill acquisition and mastering the knowledge being studied.

These aspects of active learning can be promoted if an effective PF context is established and for effective use to be seen, several issues need to be considered. The following section will introduce key issues with regard to the PF technique.

### **2.8.4.2 Learners Focus on Micro Level Features:**

Large number of studies reported that novice learners have a tendency to become preoccupied with surface (micro) level features when giving and receiving PF on their texts. As a result, they are very likely to neglect more important features, such as global (macro) level features of the writing the reason that learners have such tendencies can be attributed to several different factors. One study found that such a tendency can be a result of negative



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transfer from past teaching, in that teachers can overemphasize the importance of micro/local features and pay very limited attention to macro/global features. Consequently, learners may find themselves assuming that they need to prioritize surface-level features. Additionally, it is suggested that such tendencies can be used as an indicator of having limited linguistic skills that do not enable the learner to generate effective comments in terms of macro level. Other researchers, such as Flynn, speculate that this could result from a lack of awareness of the used criteria which, in principle, may lead learners to be more comfortable working with what they already know.

Put differently, it can be said that learner focus on the micro level may result from receiving ineffective FB. In this regard, it has been found that the most effective FB is that given in a timely manner – at an appropriate time – and *linked to explicit criteria*. Here the explicit criteria can be frequent, include specific details and include statements explaining what is expected to be done when completing each given task. As sharing criteria is very important for learner engagement in an activity, it is suggested that when practicing PF, learners should be provided with the expected criteria in the form of an *evaluation form*

### **2.8.5 Issues of Consideration For Peer Feedback:**

#### **2.8.5.1 Training in PF:**

Student-writers can produce effective, reliable and helpful PF to their fellow students; however, this is not likely without adequate training. Learners in many contexts may not experience active situations in which they participate positively in critiquing others, while the lack of such critiquing skills when experiencing PF situations may lead to PF of low quality. After examining the technique, several researchers questioned the effectiveness of the technique and how learners can produce PF of high quality, with Min reporting that an average of only thirty nine per cent of PF produced is likely to be accepted. This is a result of learners lacking critical skills. Some of the studies explain that training into how to use the technique is a key tool to raise peer feedback quality and will lead to acceptance. Min, for example, conducted several studies investigating how training can lead to the production of high-quality PF that is likely to be accepted by other peers.

According to that study, systematic training had a significant positive impact on learners, in that they produced peer feedback of high quality that was seen by the participants as more *reliable*. It is appropriate at this juncture to briefly describe what training procedures

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the participants went through in order to allow the reader to form a clear concept of how similar training can be carried out.

### **2.8.5.2 Evaluating Forms:**

It is not enough for learners to simply start commenting on the work of others without establishing common ground in terms of what is to be evaluated or looked at. One way of doing this is by providing a full form of questions that embeds criteria and guides learner attention to the desired aspects of the writing. Without such guidance, it is very likely that learners will become level. When two peers work together and one has a higher proficiency level than the other, interaction between the two parties can be broken at any stage. In other words, a student with a low proficiency level may encounter a great deal of difficulty and require a longer time to critique a student with a higher proficiency level. Additionally, the more proficient student may not accept any judgment from the weaker. The consequence being that a negotiation of meaning may not be established which is known as the central heart of and main purpose for introducing the technique. Therefore, it is highly recommended that learners are assigned to work with peers who have similar linguistic skills.

One simple way of classifying learners into different proficiency levels is by testing their writing skills and matching those of similar levels prior to implementing PF technique. Additionally, PF can have different impacts on learners of different proficiency levels from this perspective, teachers who have an interest in introducing PF to particular students should take into account this fact and also refer to the findings reported in the a fore mentioned

### **2.8.5.3 Formative Use:**

Although a number of studies have investigated the use of PF in a summative way- allowing PF to have an effect on final marks for learners- other studies have found that learners can resent being graded by fellow students and that PF can be very effective if used only formatively- with the aim of providing feedback while learning is ongoing and for this not to have an effect on final grading.

In a longitudinal study, McMahon observed that there is reluctance on the part of learners to participate in PF practice, which leads learners to act as receivers rather than providers of FB. The study concludes that formative use can encourage learners to become more engaged in the PF process, which can also promote a greater development of critical

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thinking skills. Summative use, however, can be rather sensitive as some students may fear causing harm to fellow students and may not show full engagement and interest in the process. Additionally, some students may only accept teacher assessment to have an effect on their grading.

### **2.8.5.4 Associating PF with Other Feedback Sources:**

As writing is often seen a complicated process and since the numbers of students in writing classes are increasing once a year, teachers may find difficulty in providing feedback to their students. In other words, teacher feedback is often rather scarce. As a result, students may have limited experience of writing features and therefore the willing to develop their writing skills. In such a situation, PF is often a very helpful technique for writing teachers and lessen their burden. Additionally, combining this technique with other techniques or sources of FB may yield even more positive outcomes. It's been noted that PF is typically used alongside with teacher FB, the results of which were mostly reported to be positive.

In this regard, McMahon found that it's possible to understand more advantages from the PF technique by associating it with self-assessment techniques, as this may motivate learners to enhance their writing skills. Furthermore, Lin and Yang in their study about electronic feedback in writing classes reported variety of positive results. Another alternative is to link computer-based FB with PF, although research on this area is somewhat limited and needs more thorough investigation. Expanding FB sources and varying them, can affect learners views on FB positively

### **2.8.5.5 Learners' Proficiency Levels When Working Together:**

Learners are normally of different linguistic levels – high, mid or low levels. Furthermore, learners may be more concerned and interested in working with peers whose linguistic abilities are not of an equivalent level. When two peers work together and one features a higher proficiency level than the opposite, interaction between the two parties is often broken at any stage. In other words, a student with a low proficiency level may encounter an excellent deal of difficulty and need a extended time to criticize a student with a better proficiency level. Additionally, highly qualified student may not accept any judgment from the weaker. The consequence being that a negotiation of meaning might not be established as it is understood because it may distract teachers from the main purpose for

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introducing the technique. Therefore, it's highly recommended that learners are assigned to figure with peers who have similar linguistic skills.

One simple way of classifying learners into different proficiency levels is by testing their writing skills and matching those of comparable levels before implementing PF technique. Additionally, PF can have distinguishable impacts on learners of different proficiency level; from this perspective, teachers who have an interest in introducing PF to particular students should take into account this fact.

### **2.8.5.6 Pair or Group Work:**

The work of learners is generally in pairs in large groups when commenting on texts. Each method has its own advantages and disadvantages. For example, when working in pairs, the teacher can be assured to some extent that every student is performing an almost equal amount of work. When working in groups, however, some students can act passively and permit other members to hold on the work on their behalf. It is suggested, however, that teachers consider paying attention to group dynamics if they intend to employ the group work strategy. Another issue with pair work is that if the pair continues to work on the same task over two or more sessions, one could miss a class, putting progress on hold until both parties are present. Such problems will not be encountered when working in groups. Finally, group work allows teachers to possess the likelihood of the inclusion of the element of the expert so as to adapt the Vygotsky's concept of 'Zone of Proximal Development', which can be very effective in improving learner writing skills. Equally, as those experts may not be available in large numbers, employing them to cover pair work would be rather difficult.

### **2.9. Perspectives on Teachers' Feedback:**

Ferris (1997) found that more than three corrections recommended by teachers and advice on structure and content were included in later manuscripts. This shows that students take teachers' feedback and comments very seriously. Ferris & Hedgcock (2005) have even lamented that the high degree of integration of teacher feedback places a heavy burden on instructors to ensure that "feedback is useful, or at least not harmful!" (J.Hattie, 2007:188). While research by Ferris (1997) shows that teacher feedback is valued and appreciated by some students, other researchers have observed that some students may not even read advice and feedback provided by the teacher unless clearly instructed (O'Flaherty, 2016). These

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broad student intake strategies emphasize the need for instructors to carefully consider the types of feedback provided and whether it is necessary to ask students to take the time to read feedback one at a time explicitly or not.

There is nothing more frustrating to a teacher who has spent hours writing careful comments than assigning an assignment and watching her students casually put the work in a folder without wasting any time to throw red marks in the eyes on page. What makes feedback in one case a success while in another a futile exercise? Until recently, many studies on student perceptions of feedback, as well as the impact of teacher feedback, have been presented in a desexualized manner. So, although we know that students tend to view teacher's feedback as helpful and as a way to improve their writing (Ferris, 1997; Hyland, 1998), we mostly know a lot about the type of feedback provided by the teacher on contexts only in which they are presented. That is, we know very little about either one. As Ferris (1997) and O'Flaherty (2016) have illustrated, a variety of factors can contribute to the success or failure of teacher feedback. Class context such as class size and grade level; educational contexts such as product or process oriented writing courses; even the type of writing itself, whether it is a journal, essay or test, should be taken in to account when trying to determine the effectiveness of teacher feedback (Hedcock & Lefkowitz, 1994; Leki, 1991; Lee, 2005).

Other studies have shown that the type of feedback provided plays an important role in shaping student perceptions. Local or global feedback (Hedgcock & Lefkowitz, 1994, Zamel, 1985), peer review or self-assessment (Ferris & Hedgcock, 2005) and direct or indirect feedback on errors (Saito, 1994) have all been shown to contribute significantly to students' perceptions of teachers' feedback practices. Perhaps the most difficult factors to consider when assessing response success are individual learner characteristics such as language and educational background, cultural differences, language proficiency purpose and even motivation to take a course (Ferris & Hedgcock, 2005; Lee, 2008). Oladejo (1993) even showed that exposure to the target language (not related to L2 proficiency) affects students' attitudes and teachers' use of feedback. As Ferris and Hedgcock (2005) assert, "We cannot simply look at teachers' written comments or their oral notes and student assessments and conclude that we know everything we need to know about a teacher, student or the class"(p. 189).

### **2.10 Comparing Instructions and Students' Performances:**

How to respond to student writing is a controversial topic in second language writing theory and teaching. Several studies have examined the impact of various types of teacher feedback on students' writing skills, but very few have explored teacher and student preferences for feedback and correction. Priorities are important; If both teacher and student understand the purpose of certain correction techniques and agree on their use, feedback is more likely to be effective. Conversely, if teachers and students have mutually exclusive opinions on correction techniques, the outcome will most likely be ineffective and in the worst case, feedback will not be good for students learning to write in the language. their second language. Here, we will compare college teachers' preferences in paper-based grading and correction techniques with those of their students.

In addition, some implications for classroom instruction will be discussed. Although research evidence on the impact of error correction on students' writing skills is inconclusive (Ferris 1999, 2004; Huntley 1992; Leki 1990), a number of studies examine the effects of these errors. texts have suggested that explicit correction of surface errors (spelling, punctuation, grammar) is generally unlikely to be effective (Huntley, 1992 and Truscott, 1996). Truscott even goes so far as to conclude that this type of correction should be abandoned in second language writing courses because it can have harmful effects. On the other hand, research often promotes feedback on the treatment of content and organization by student writers. Such feedback has been shown to be necessary and to help improve student writing (Fathman and Whalley 1990; Huntley 1992; Kepner 1991). Huntley (1992) argues that feedback on content and organization should be provided to students while formal feedback should be avoided and she recommends that second language teachers combine peer review and student review.

### **2.11 Teachers' Preferences for Error Correction and Feedback:**

Although research evidence indicates the futility of correcting surface-level errors, relatively few studies have examined the feedback preferences of second-language teachers and students. Comments on the article show that surface level correction is often what students want and expect from their teachers. For example, based on a survey of 59 ESL students for feedback on their writing, Radecki and Swales (1988) concluded that if ESL teachers do not mark all surface errors, they can lose their credibility with their students.

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In a similar survey of the error correction preferences of 100 ESL students, Leki (1991) found that students assimilate writing well in English with error-free writing and that they expect and want that all errors in their message be corrected.

Additionally, in a survey of the attitudes of 47 EFL students towards classroom feedback procedures, Enginarlar (1993) reported that students viewed surface correction as teacher feedback.

Saito (1994) and Ferris (1995) also came to similar conclusions based on their respective surveys of student attitudes towards feedback in an ESL setting.

Regarding teacher preferences, Kern (1995) compared foreign language (FL) students' beliefs about foreign language learning with their teachers and found that students had beliefs about pronunciation, correcting errors and the importance of learning grammar and vocabulary different from the beliefs of their instructors. In addition, in a study of the beliefs of 824 FL students and 92 FL teachers about error correction and the value of focus in language learning, Schulz (1996) reported differences between teachers as well as teachers as between teachers and students.

In particular, students are often more receptive to corrective feedback in written and spoken language than teachers. A follow-up study that compared 1996 data with responses obtained from 607 FL students and 122 teachers in Colombia showed a relatively high agreement between students in a group and teachers as a group among students. cultures on most questions (Schulz 2001). However, some differences are evident between the beliefs of students and teachers in each culture.

Such differences in corrective feedback between students and teachers can clearly cause communication problems and lead to unsuccessful teaching and learning; therefore, it is especially important to continue to explore this area of study in ESL and EFL writing.

### **2.12. Aspects to Focus on When Assessing a Piece of Writing**

During our studies, we practiced writing and our compositions were corrected by our teachers. We know very well that a sheet of paper turned up with red marks and notes everywhere is quite discouraging for the learner. Teachers should encourage students and find ways to provide feedback without losing it. Teachers should have a positive attitude when providing feedback on student writing. The teacher's concern should not only show students

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their mistakes, but should emphasize the positive side. When presenting an article, teachers can focus on four different aspects:

- Communicative competence: teachers must focus on:
  - A/ Organization of the whole piece of writing.
  - B/ Presentation of the work and coherence of ideas.
  - C/ Achievement of the target set.
  - D/ Respect the word limit if the work falls within the fixed word limit.
  - E / Consistency and intelligibility of the message.
- Relevancy of the text style, register of languages and common languages used
- Range of vocabulary, syntax and expressions
- Accuracy and fluency in language, including vocabulary, syntax, expressions passing, spelling, punctuation and use of associated devices

Teachers should also consider the extent of editing on the final product while providing feedback. The piece of writing should include:

- Rich vocabulary
- Correct grammar
- Meaningful punctuation
- Correct spelling
- Versatile sentence structure
- Consistency and consistency in ideas
- Key points are fully documented and explained.

After reviewing and correcting the final copy of the student's copy, the teacher becomes exhausted and the student becomes depressed. One solution might be to provide written feedback. That is, while students plan and organize their ideas, the teacher can comment on the consistency and consistency of the ideas. Or while students are drafting, the



## **Chapter II : The Effects of Feedback on EFL learners' Writing Skill**

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teacher can reread word order, subject-verb rules, and spelling mistakes. This continuous checking can minimize red marks on student paper. Such corrections are very helpful because the student benefits from these comments when the writing experience is still fresh in his mind.

### **2.13 Interactive Writing and Student Centered Writing Activities:**

Interactive writing is writing strategy that enables teachers and students to collaborate ideas, hear sounds in words, and implement conventions of writing in order to compose a written piece by sharing the pen throughout the process (McCarrier et al 2000)

An important part of interactive writing is to involve an increase in scaffolding decisions made by teachers. The teacher makes these scaffolding to their academic and developmental needs. These scaffolding decisions used in interactive writing lessons are instructed in Vygotsky's(1978) theory of working at each child distal development. At this level of progress, the teacher makes purposeful decisions and increases support during the interactive writing lesson. When educators provide clear instruction and scaffold learning, they create important opportunities to students to progress and grow as learners (William et al 2012)

Wiley (1999) suggested that teachers should use interactive writing as carefully planned writing experience to enable students to learn at a level above to their abilities. Teachers must develop an instructional plan to use as a guide during the lesson in order to support the idea on interactive writing.

Interactive writing allows teachers to create a piece of writing which holds meaning and truth to students who created the piece. This sort of writing instruction can be used to support various curriculum aspects in the classroom and be a bridge to support independent, shared writing and other forms of writing instruction (Patterson et al, 2008)

### **2-14 Conclusion:**

During this chapter we defined feedback on writing, and that we explored its different kinds whether correcting or responding, and therefore the ways utilized in the marking techniques, answered some critical questions. We highlighted the difference between direct and indirect feedback and different views of their advocators. We also shed light on student's responses, and instructor's and students preferences also.

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It is recommended that teachers incorporate classroom discussions on error correction, feedback, and writing so as to assist their students understand how feedback is meant to affect their writing and why it's given during a particular way. Even as important, it's recommended that teachers become conscious of their own beliefs about error correction and feedback to students' writing.

# *Chapter 03*

*Data Collection and Analysis*

**3-1. Introduction:**

This chapter is separated into two sections. The first section contains a detailed description of the research methodology, investigating tools and procedures. The second section examines and interprets the data collected by the research instruments in the light of the research questions and hypotheses. A part for pedagogical recommendations and further study is also included in this section.

**3.2 Data Collection:****3.2.1 Research Instruments:**

Two research tools were utilized to answer the research questions and satisfy the goals of the current study: a questionnaire and in-class writing test.

**3.2.1.1 The Questionnaire : Participants, Description and Administration**

The questionnaire was designed using the literature review presented in the first and second chapter of this dissertation and was addressed to teachers who have taught or are currently teaching English at AL- ARBI BELKHIR secondary school

This questionnaire has twenty four questions designed to collect information to teacher's background, perspectives and attitudes concerning issues highlighted in the theoretical parts .These questions are then divided into four categories. The first five questions make up the first section and are used to gather information about the teachers' age, gender, educational background, and work experience. The second part of the questionnaire covers question seven, eight, nine, and ten which investigate the teacher's approach to teaching the writing skill, the focus of their writing instruction, and some of their general feedback provision. The third segment focuses on an investigation into teacher's written feedback on student's written performance, including the value of feedback, its application, its forms, its focus, and its types. The final section includes four questions about students' attitudes and reactions to teachers' written remarks, as seen through the perspective of the teachers.

The questionnaire was provided to 20 teachers of English at AL.ARBI BELKHIR secondary school; and an agreement was reached with the researcher and each teacher as where the surveys would be returned after completion. The responses of the respondents were

coded and saved on a computer after collecting all of the questionnaires. The data were, then converted into an Excel spread sheet and analyzed.

### **3.2.1.2 The In-class Writing Test: Participants, Description, and Administration:**

The purpose of the written test is to look into the use of a 'between drafts' feedback as a way to get students respond appropriately to teachers' written comments. Offered input in this manner, it is evident that the document on which the feedback was given is no longer than final drafts.

On April 22<sup>nd</sup>, 2021 at 08:00, all the participants (15 students), who were third year FL students, were instructed to compose an in-class composition in 90 minutes. Their teacher chooses at random the topic of "what are the causes of delinquency?", To write about. After the students had completed their first drafts, these were collected and then corrected by the teacher. Then, they were handed to the researcher who classified and analyzed both students' errors and teachers' feedback. One week later, the students got back their first drafts with the written comments on.

The researcher asked the teacher to invite her students to work on improving their essays. After that, the rewritten compositions (the final drafts) were collected and corrected. The researcher then choose 15 papers for a detailed study of the changes (revisions) made by the students, in order to see if there was any progress in the students' final revisions (drafts) as a result of the rewriting exercise. To ensure that the sample papers were chosen at random, all of the participants names were written on small sheets of papers, and a student was asked to choose 15 of them; the rest was discarded.

## **3.3 Data Analysis:**

### **3.3.1 Questionnaire Analysis:**

Question items one through five: Teachers' background

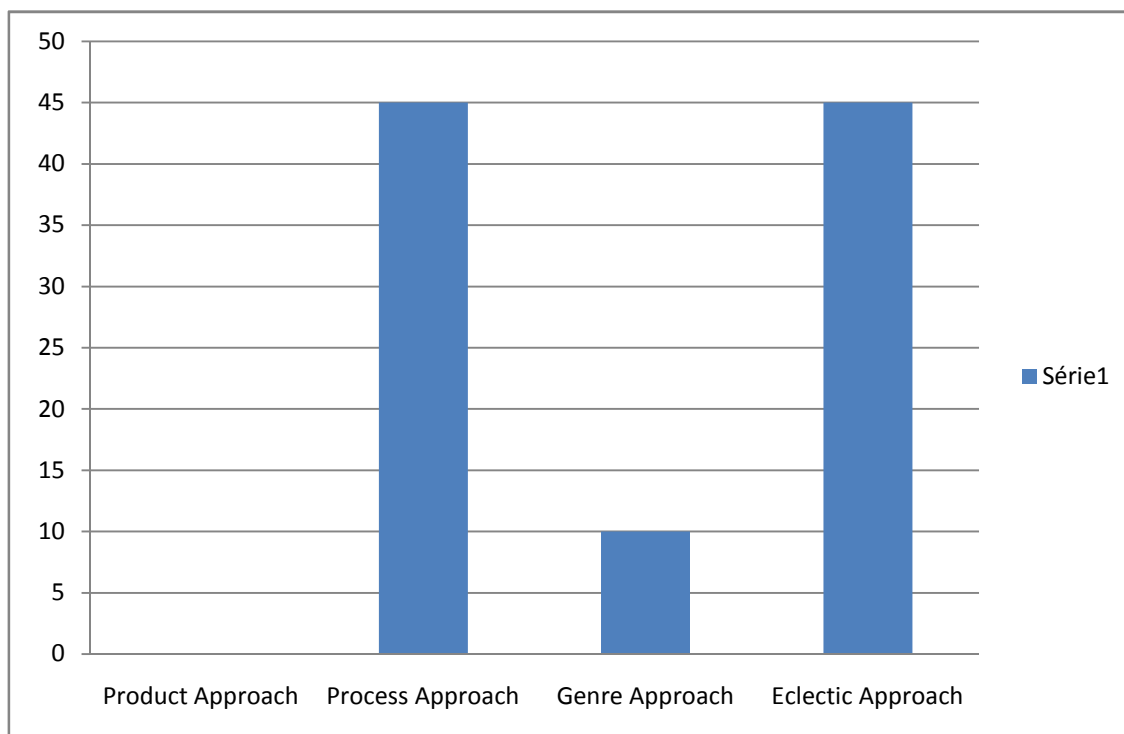
The questionnaire had a 100% response rate. There were 40% males and 60% ladies among them. They all had BA (Licence) and MA (Magister/Master) degrees but only 20% of them had a PHD (doctorate) degree. 55% of the teachers reported that they had from ten to twenty years of work experience.

## • Question Item six:

**-What type of approach do you follow in teaching the writing skill?**

This is a closed-ended question that was created to suit the dissertation's initial goals: to investigate teacher's practices in writing classes. Second, as stated in the literature review, each approach to teaching writing conveys a unique of the teacher's role in the development of such a skill; thus, not only are teacher's overall practices influenced by the approach chosen, but also their feedback, its nature, form, and focus.

In response to this question, none of the respondents chose the process approach (option a) in which teacher's feedback is given lip service. Only 10 % them chose the genre approach (option c), which treats each piece of writing as a completed product with no time for feedback provision. Both option (B) and (D) received the highest percentage of 45 points. The process approach to teaching writing (Option b) unquestionably allows time for the giving and execution of contrastive feedback. Hopefully, an eclectic approach to teaching writing (option d) allows the potential for such activities. The results are depicted in figure one (1) below:



**Figure 3-1:** Approaches to Teaching Writing

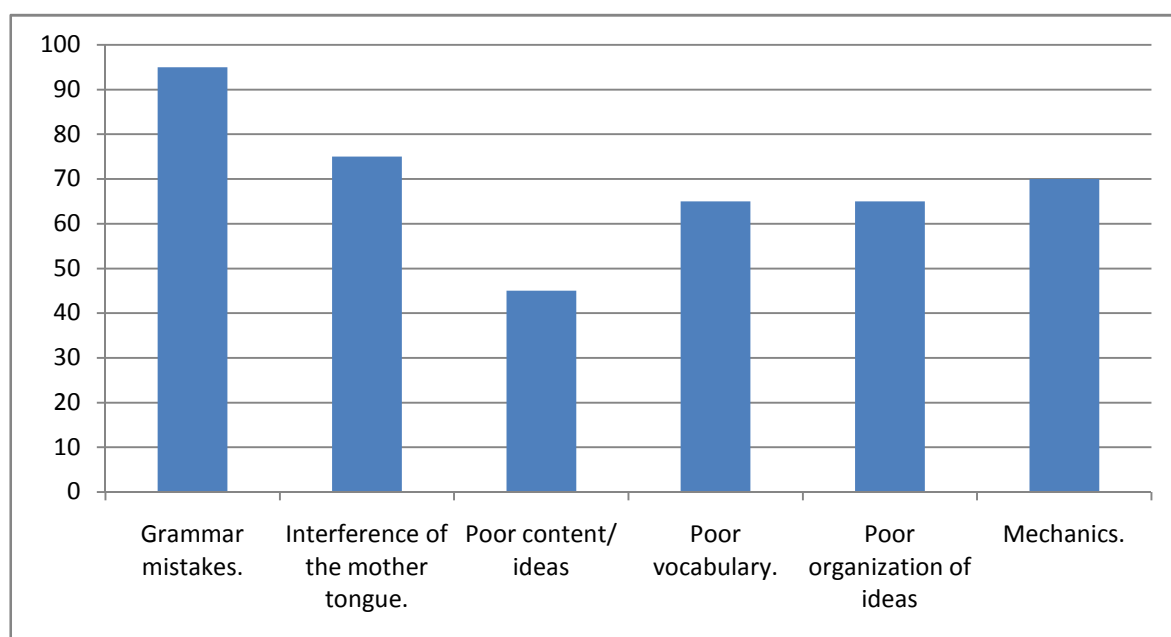
**Question 7:**

This question asks the teachers about the most common problems noticed in students' writings and requires them to choose one of the following options:

- |                               |                                       |
|-------------------------------|---------------------------------------|
| a-Grammar mistakes.           | b- Interference of the mother tongue. |
| c- Poor content/ ideas        | d- Poor vocabulary.                   |
| e- Poor organization of ideas | f- Mechanics.                         |

All of the teachers chose more than one option in response to this question. This clearly shows that teaching writing is a difficult and time-consuming process, as it requires teachers to deal with many issues in order to assist students in developing acceptable composition skills. Teachers' feedback is influenced by such issues because the latter is created and geared around the former.

Grammar errors were reported by 95 % of the teachers to be among the most common problems they frequently encountered, as indicated in figure 02 on the text page; following that, 75% and 70% of the teachers chose interference of the mother tongue (B) and Mechanics (F), respectively. Despite the fact that poor content ideas was the least identified problem by just 45 % of the teachers, its organization was judged a major troublesome issue for more than half of them along with vocabulary.



**Figure 3-2:** Prevalent Problems in Students' Writing

**Question 8:**

The question runs as follows: which of the following components of your instruction do you place a high priority on? (Rank them in order of importance)

a- Grammar

b- Vocabulary.

b-Content

d- Mechanics

This question analyzes the importance attributed to important parts of writhing skills, which also serve as, the foci of construction for English teachers, as the question's wording suggests. It, thus, requires the information to score the options provided according to their order of importance (Priority) from one to four.

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
• Grammar	25 %	45 %	25 %	05 %
• Vocabulary	05 %	35 %	35 %	25 %
• Content	55 %	10 %	15 %	20 %
• Mechanics	10 %	10 %	20 %	60 %

**Figure 3-3:** Aspects of Feedback Provision

The most important part of writing that constitutes the emphasis of instruction as shown in figure 03 above, is content (option c). It was the most commonly classified first by the respondents, with a rate of 55 %, followed by grammar (45 %) and vocabulary (35 %). Option (d), Mechanics with 60 %, is in the last position.

Despite the fact that it is considered that the instructor determines the focus of writing instruction by designing his class around the shortcomings of students, the situation indicated by these statistics is enough of a conundrum (Paradox). Surprisingly, what teachers regarded as the most significant part of writing was the least recognized as a difficulty in students' writing (Q7). Moreover although option (D) Mechanics, was one of the top writing concerns in question (07), it is strangely ranked last among the instructional foci.



**Question 9:**

The question is divided into two parts. The first section inquires whether teachers require their students to write many drafts. This is a methodology that developed alongside the process approach to teaching writing and whose proponents (Ferris 2003) recognize its value in improving writing skills. The teachers are required to justify their choices in the second portion of the question. According to the results, 55 % of the teachers said “yes” to numerous drafts, while 45 said “no”.

Following a further analysis of the respondents’ responses it was discovered that 55 % of the teachers who do not use the multi-draft technique attribute it to a shortage of time experienced at Al-ARBI BELKHIR secondary school .Teachers who preferred not to justify their replies or declare that each piece of writing was deemed a completed product that they had to correct in any way, provided lower rates. ON the other hand, the teachers who opted for "yes" and constituted the majority of teachers provided a wider range of the reasons behind their choice. Their answers could be grouped into the following categories:

-Multiple drafts are a basic component of the writing process; a view supported by teachers who follow the Process Approach.

-Multiple drafts are very useful in the sense that they provide learners with ample opportunities to review , revise, and polish up their compositions .In other words , they are twofold use : to manipulate and refine the writing skill.

-Not only are multiple drafts beneficial for students but they also help teachers analyze the way students make revisions; thus, they enable the instructors to monitor their students ‘progress .

The statistics revealed by the present question allow for the conclusion that the majority of teachers at AL-ARBI BELKHIR secondary school are aware of the usefulness of multiple drafts as asserted by one of them " yes , to experience the process ; to make them (students) know how papers can be improved with each new draft: to make them focus on different aspects of language , each in the appropriate step ".However , though , unfortunately , some teachers were deprived from the use of multi-draft technique, this was primarily traced to a lack of time not to lack of awareness of its importance . For these teachers, their comments on written prose appeared inexorably but on final drafts.

**Question 10:**

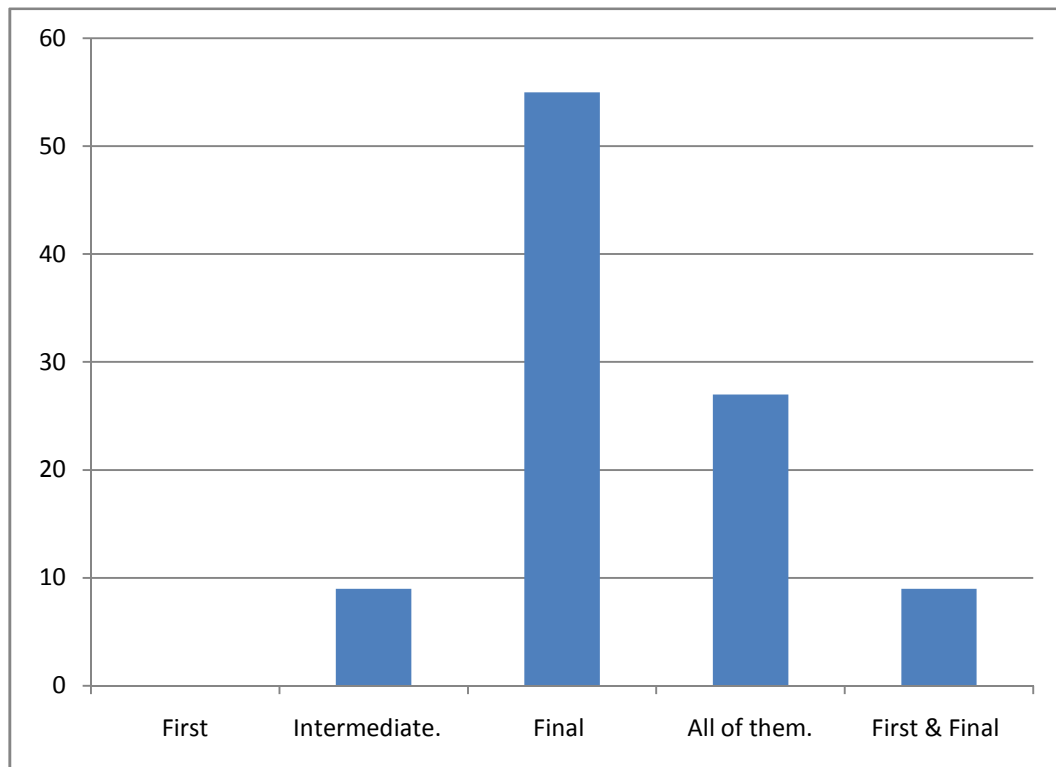
Question ten is a follow up to question nine; it asks participants who answered “yes” to the previous question to specify which draft they are providing comments on:

a-First.

b- Intermediate.

c- Final.

d- All of them.



**Figure 3-4:** The Draft Teachers Providing Comments On.

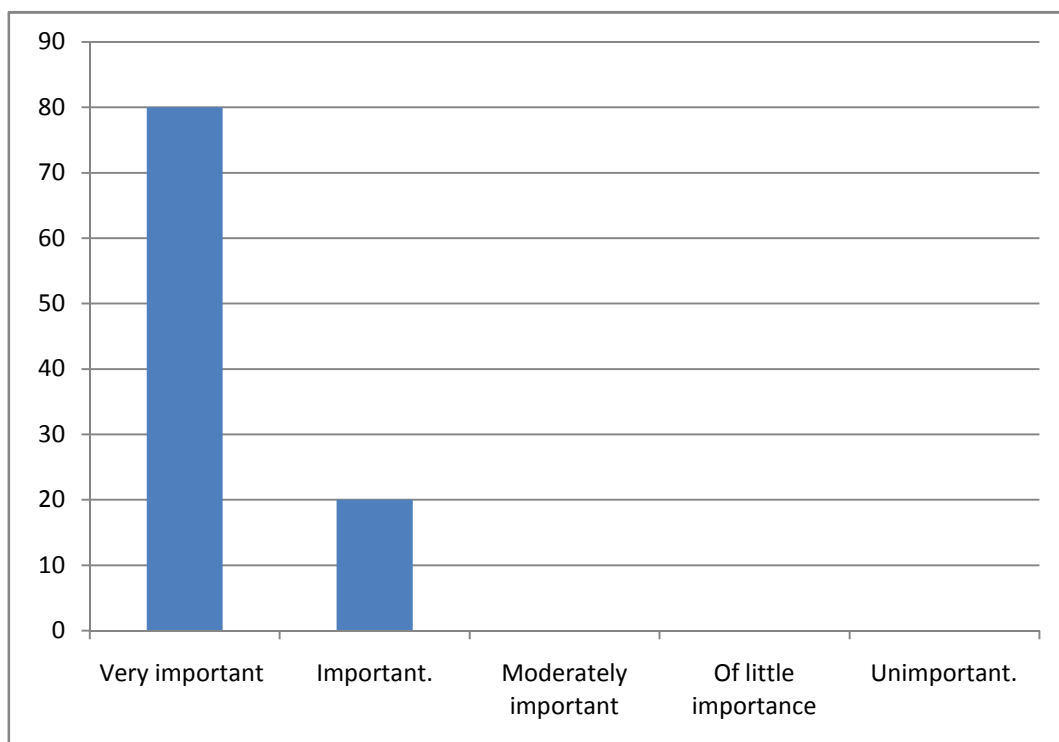
As figure 04 exhibits option c, in which feedback is given on final draft, received the highest percentage with 55 %, followed by option (d) with 27 %; finally option (B) and eclectic answer (A & C) had the lowest rate 09 %. So, the results of this question and the previous one consistent with that the author of this dissertation expected: that the vast majority of English teachers postpone providing Feedback on final drafts. This, however, raises the question of whether or not such feedback is valuable, and whether or not it can be processed by students.

**Question 11:**

The purpose behind asking this question was to get teachers' opinions about how crucial feedback is in teaching writing. Then, they had to opt one of the following options:

- a- Very important
- b- Important.
- c- Important
- d- Of little importance
- e- Unimportant.

When it came to answering this question, all of the respondents agreed that providing feedback is crucial when teaching writing. Their responses varied from important (option b) to very important (option a), with a rate of 20 % to 80 %. Figure 3-5 below depicts these findings, which clearly demonstrate the teachers' strong belief in the significant relationship between their comments and the development of composition proficiency.



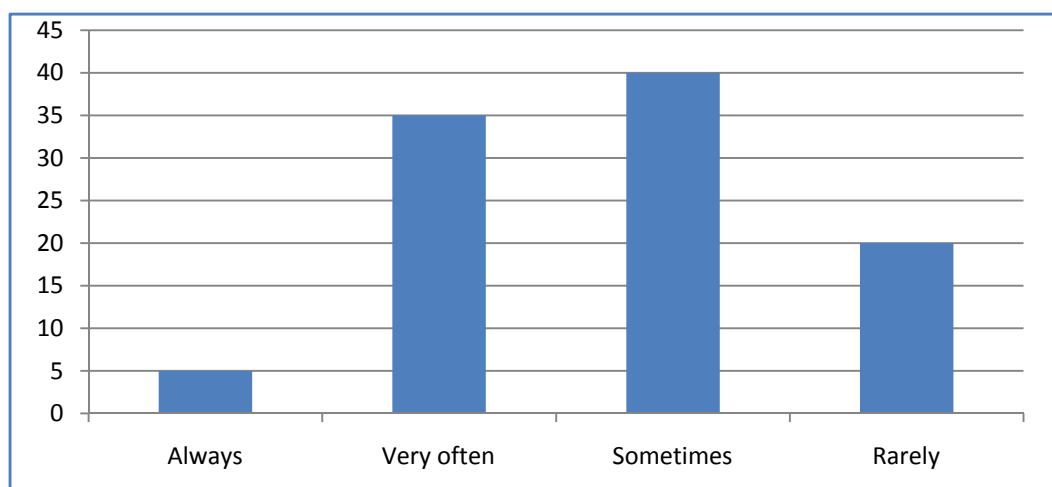
**Figure 3-5:** The Importance of Feedback in Teaching Writing.

**Question 12 and 13:**

The researcher selected to discuss questions twelve and thirteen under the same item because they are closely linked. To begin with, question 12 was posed as a follow-up question addressing teachers' perception of feedback in general and its consequences in particular. The two impacts proposed here (revision and improvement) were adapted from Ferris (2003) who, as indicated in the previous chapter, referred to them using different language (the short and long term effect, respectively). On the other hand, question 13 was a follow up to question 12 and was phrased as follows: How frequently do you advise your students to redraft their first drafts using your feedback?

As a result, the respondents had to choose one of the following options: (a) always, (b) very often, (c) sometimes, (d) rarely, and (e) never.

So, question 13 was created to ask teachers how often their students did drafting assignments utilizing the feedback they received. Ferris (2003) suggested that teachers employ redrafting as a way to achieve the short-term effect that feedback was intended to produce. Despite the fact that 100 % of the teachers agreed on the two feedback effects mentioned in response to question 12, question 13 indicated more widely scattered statistics. Option (c) received the highest score 40 %, followed by option (b) with 35 %, option (d) with 20 %, and option (a) with only 05 %,..These results, therefore, clearly represent a wide range of teachers' view points, as well as their skepticism about the use of redrafting and its application as a method of revising and processing feedback. Figure 3-6 provides further details and information.



**Figure 3-6:** Teachers 'Perceptions of Feedback and Its Consequences.

**Question 14:**

The fourteenth question was an open-ended one: how do you provide feedback?

a- Written comments

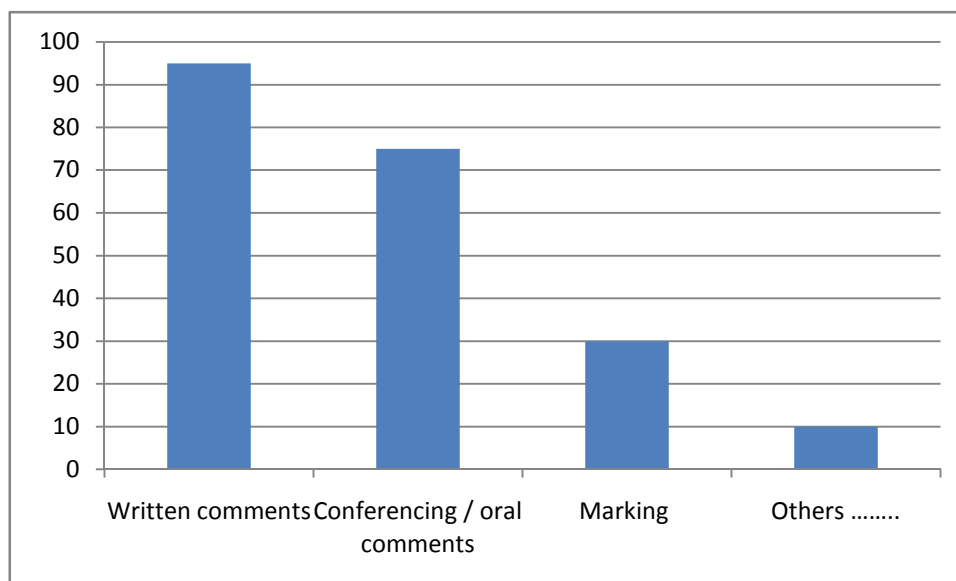
b- Conferencing / oral comments

c- Marking

d- Others .....

In answering this question, respondents would offer information about the approaches they used in providing feedback, whether they used one of the listed strategies exclusively or not, and whether they used additional approaches for such on activity.

The majority of teachers chose more than one option, as indicated of figure 3- below; written remarks (option a) were used by 95 % of them, conferencing (option b) was utilized by 75%, and marking (option c) was used by 30 %. Only two teachers chose option (d); the first proposed (full class discussion) and the second proposed the use of symbols, which was previously considered as kind of written remarks.



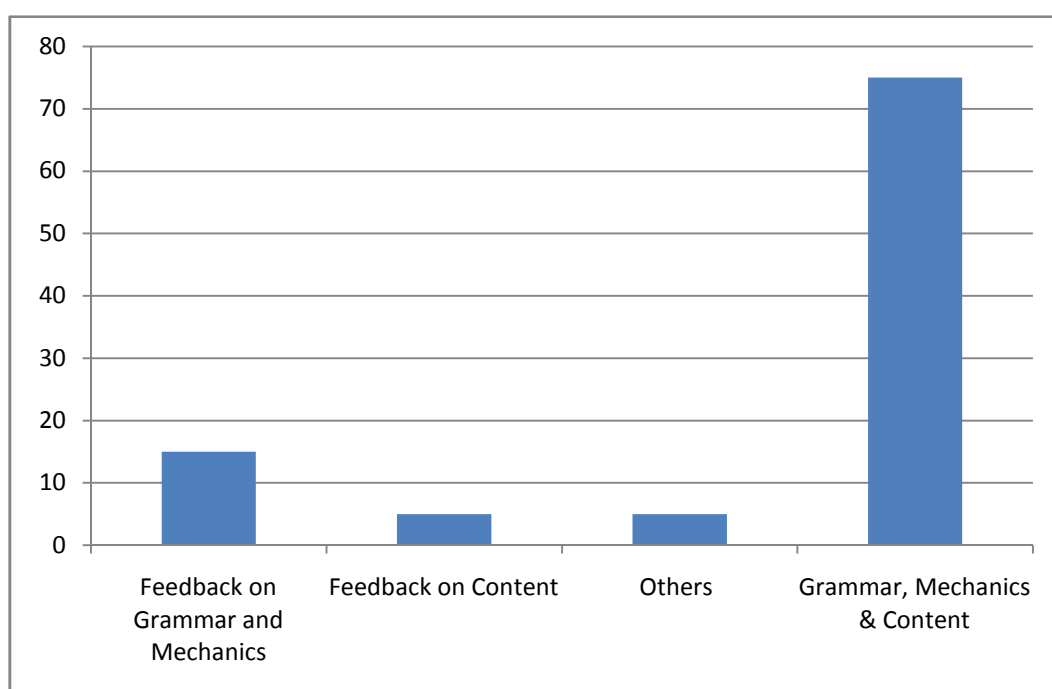
**Figure 3-7:** Prevalent Sorts of Instructors' Feedback.

According to the statistics shown in the previous figure 3-7, teachers rarely apply a single strategy exclusively. Despite the fact that written comments have been and continue to be controversial, they are the most widely used and prevalent sort of instructors' feedback.

**Question 15:**

Question fifteen explores the content, components, and foci of teachers' written remarks. It seeks determine if teachers place high priority on the surface-level aspects of writing recommended by option (a) (Grammar and Mechanics), or on meaning-level aspects suggested by option (b) (content). In addition, it gives respondents a third option (c) to recommend any other aspects or focus of their feedback.

The responses to this question were translated into statistics in the same way as the replies to prior questions had been; the informant who preferred to choose both answers (a) and (b) together received the highest score of 75 %. Option (a) with 15 % option (b) with 05 %, and option (c) with 05 %, all had substantially lower rates.



**Figure 3-8:** The Content and The Components of Teachers' Written Remarks.

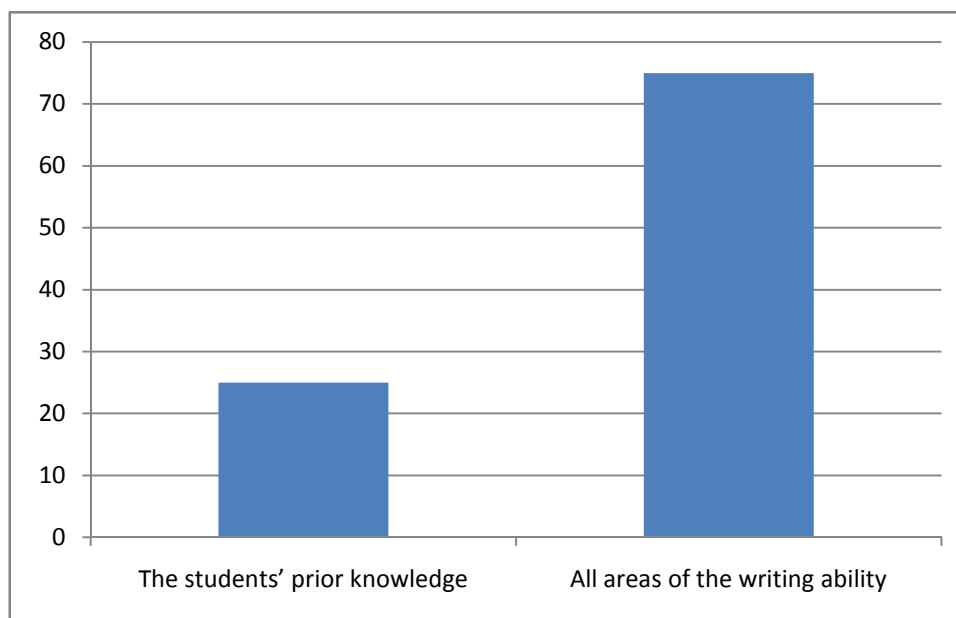
**Figure 3-8** and the statistical results derived from responses to this question contradicts Zammel's claim (2002). She assumes that L2 teachers consider themselves to be language teachers rather than composition teachers since they tend to concentrate on surface-level errors at the cost of writing content. Teachers of English at Al-ARBI BELKHIR secondary school, on the other hand, extend their perspective, and thus, their orientation and application of feedback, to encompass a variety of components whether on the surface or at meaning-level. In short, the writing is a Hybrid skill necessitates the need for hybrid feedback.

**Question 16:**

**When giving feedback, you normally concentrate on:**

- a. The students' prior knowledge (only what they have been taught in the classroom)
- b. All areas of the writing ability

This question item digs deeper into the focuses of teachers' comments and offers insights on into their real feedback processes. The use of (selective feedback) is studied here, as suggested by several scholars Hyland (2003) and Harmer (2004), and as made clear by option (a).



**Figure 3-9:** The Focuses of Teachers 'Feedback

Only 25 % of the respondents chose selective comments, as seen in figure 09. The rest of them (75 %) claimed they focused an all parts of the writing skill when they provide feedback. Such outcomes allow for one way interpretation: though instructors take into account pupils' prior knowledge, their feedback on produced prose normally concentrates on all aspects of writing skill (Examples are discussed in the following question item). Teachers' comments in other words, include but are not limited to composition topics covered in class. As a result, selective Feedback was not well received by English teachers at Al-ARBI BELKHIR secondary school.

**Question 17:**

This question was meant to be a follow-up to the one before it. It asks respondent who chose option (b) in question (16) to provide examples of any other factors they consider while offering comments.

Consequently, all of the teachers who were asked to provide some examples did so, and there was a surprising amount of agreement. Thus, the respondents' proposals for different sorts of feedback may be divided into four main categories groups based on their focus. These categories were grouped in the following order, from most general to most specific:

- Feedback based on the students' weak spots.( areas of weaknesses)
- Feedback on common mistakes made by students, as well as errors that may provide a significant barrier to understanding written materials.
- Critical thinking, adequate substance, adequate concept organization and adequate rhetorical structure are all areas where Feedback is sought.
- Vocabulary, word choice, diction, and register are all areas where you will receive Feedback.

It's understandable that the teachers tended to consider others when it came to the curriculum. This is not meant to be a criticism of the syllabus; rather, some fundamental aspects of writing (for example, word choice and critical thinking cannot be planned to be taught.

**Question 18:**

The informants were asked the following question after evaluating the focal points of their input (Q 15 & 16): which of the aforementioned sorts of Feedback (Q 15) do you believe is most beneficial to your students? Why?

So, while the results of question 15 indicated that "hybrid" feedback focuses on grammar and mechanics as well as content, the teachers were also asked about their opinions concerning the most affective sort of feedback. They had to defend their decisions as well.

According to the instructors' responses; 45 % chose grammar and mechanics feedback (option a); an identical number (45 percent) preferred grammar and feedback (option a)



combined with content Feedback (option b); 5 % chose content simply; and 5 % chose option (d), others. The data clearly show that there is some agreement among teachers about the most useful sort of feedback. On the other hand, those who favored the first type (option a) defended their response by claiming that such surface-level aspects are the key to shape and structure meanings, and that if they are affected, any written items' meaning will be lost. This explanation is acceptable according to the findings of question 7, which suggested that pupils had problems with surface-level skills most.

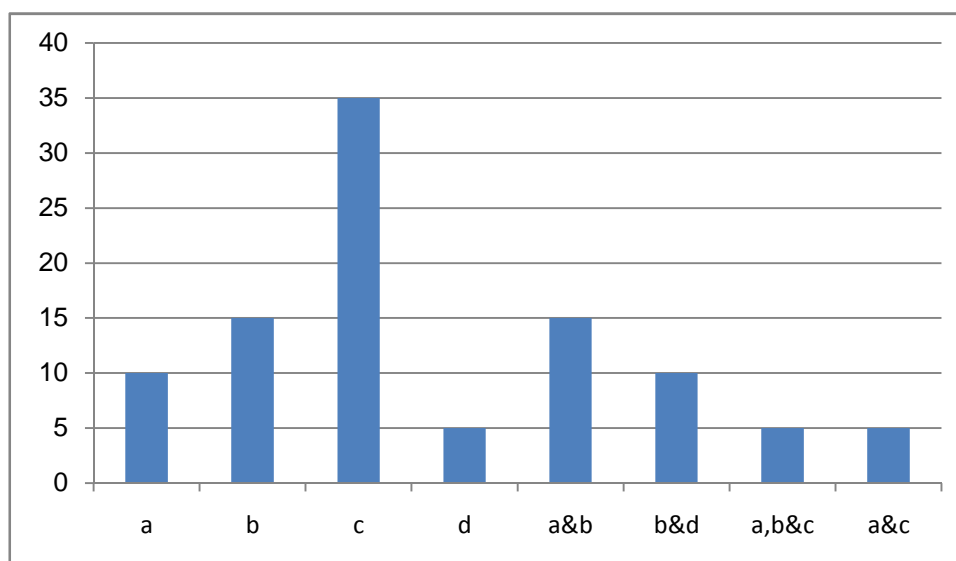
Thus, the alternative point of view, which received equal percentages, was also justified. For those educators, writing should be received as a dichotomous concept with micro and macro-level components. That is, surface-level and meaning-level parts are complementary and cannot be separated, as one of the teachers who supports this viewpoints asserts, "All of them are equally significant since writing is (a -) form and (b -) content; one cannot exist without the other".

#### Question 19:

**When you see errors in your pupils' writing, how do you generally respond?**

- a-Determine the source of the error and correct it for the students.
- b-Indicate where the error is, what type it is, and let the student himself correct it.
- c- Use symbols to show where the mistake is and allow the student to figure out what kind of problem it is and how to fix it.
- d-Others: please specify .....

This question is designed to obtain information regarding the teacher's common procedures when it comes to providing written feedback. It explicitly asks teachers on the form/ shape of their written remarks on a regular basis. This is, in fact, an issue that has constituted an area of contest for many composition scholars mentioned previously in the present study (chapter two).



**Figure 3-10:** Teachers' Respond to Pupils' Writing

- According to the accompanying graph, option (c) receives the highest percentages of votes (35 %) followed by option (15 %) (b), smaller rates were found in option (a), (d) and a few other responses.

One conclusion can be drawn from the vast range of responses to this topic. There is minimal agreement among teachers about how they should respond to errors in students' written work. Nevertheless, still the most widely used form is the one indicated by option (c); a type of written remarks whose convenience in improving writing fluency has been the concern of many researchers as illustrated in the second chapter.

#### **Question 20:**

**Is your feedback definition expanded to incorporate positive feedback (Praise), or is it limited to the only comments on writing deficiencies?**

The way this question was framed suggests that this question requires a yes/no response. However, it was left open-ended in order to gather information regarding the respondents' perception and use of positive feedback.

In response to this question, only 5 % of the respondents claimed that their feedback consisted of comments on writing flows; 95 % of the respondents agreed that their feedback definition should be expanded to include positive comments. The majority of them went on to explore the psychological impacts of praising words and their role in promoting and enhancing writing motivation.

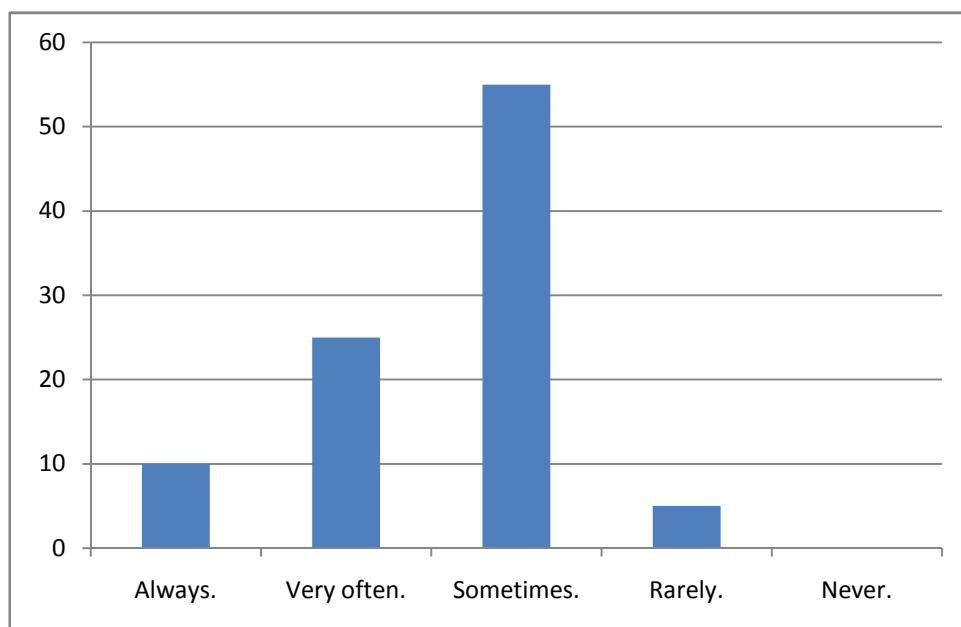
Some teachers claimed that pupils might benefit from praise before receiving “destructive” criticism; which was another topic of discussion. Another topic brought up by several teachers was the quantity of positive comments, which was deemed to be too “much”. Reading students' good papers in the classroom is a sort of positive feedback; “I practiced it”, one of the teachers recommended as a means to commend strong writing.

**Question 21:**

**When u gives your pupil Feedback, how often do they respond?**

- a- Always.
- b- Very often.
- c- Sometimes.
- d- Rarely.
- e- Never.

This question was structured to ask teachers about the frequency to which their students take into account the feedback; one of the teachers' biggest investments in a writing class.



**Figure 3-11:** Students' Response to Teachers' Comments

**Figure 3-11** on the previous page displays the replies to this question item .More specifically; the greatest number was 55 %, which was scored by teachers who stated that their students only take their input into account on a rare occasion but selecting option (c).

This was followed by a rate of 35% for option (b), 10 % for option (a), and only 5% for option (d). Option (c) was chosen by none of the respondents, indicating that student's t Al-ARBI BELKHIR had inevitably experienced responding on teachers comments on their written work even for just once. However, these findings do not appear to be very promising. To know that is only sometimes that students take into account the feedback for which the teachers devote most -if not all - of their time, is merely inauspicious. Sommer (1982:156) emphasizes that providing feedback is neither simple nor is it Pointless:

The challenge, teachers face, is to develop comments which may provide inherent reason for students to revise, it is a sense of revision as discovery, as process of beginning again, as starting out new, that student have not learned. Teachers need to show students how to seek, in the possibility of revision, the dissonances of discovery – to show them through our comments why new choices would positively change their texts, and thus, to show them the potential for development implicit in their writing.

Implicit in her claim is that in addition to its utility, the activity of feedback provision is both an effort -consuming and a time -consuming one .Hence it becomes unreasonable that students respond to it only sometimes.

Along with the answers revealed by question item thirteen, the response to this question were compared and re-analyzed (whether teachers provided required their students to redraft using the feedback provided). In response to question thirteen, all the teachers who indicated that students always responded to their feedback (10 %) said in answer to question 13 that their students sometimes asked to redraft. Similar findings were arrived to concerning the teachers who said that their students rarely responded to their comments (5 %). The two highest percentages achieved in the current question (corresponding to options c and b) provided more interesting results compared to results from question thirteen. In their thirteen responses, the majority of those chose option (b-very often) stated that they frequently required their pupils to redraft activities and to take in consideration their feedback. Most of them who chose option (c- sometimes) in the present question claimed that their students also

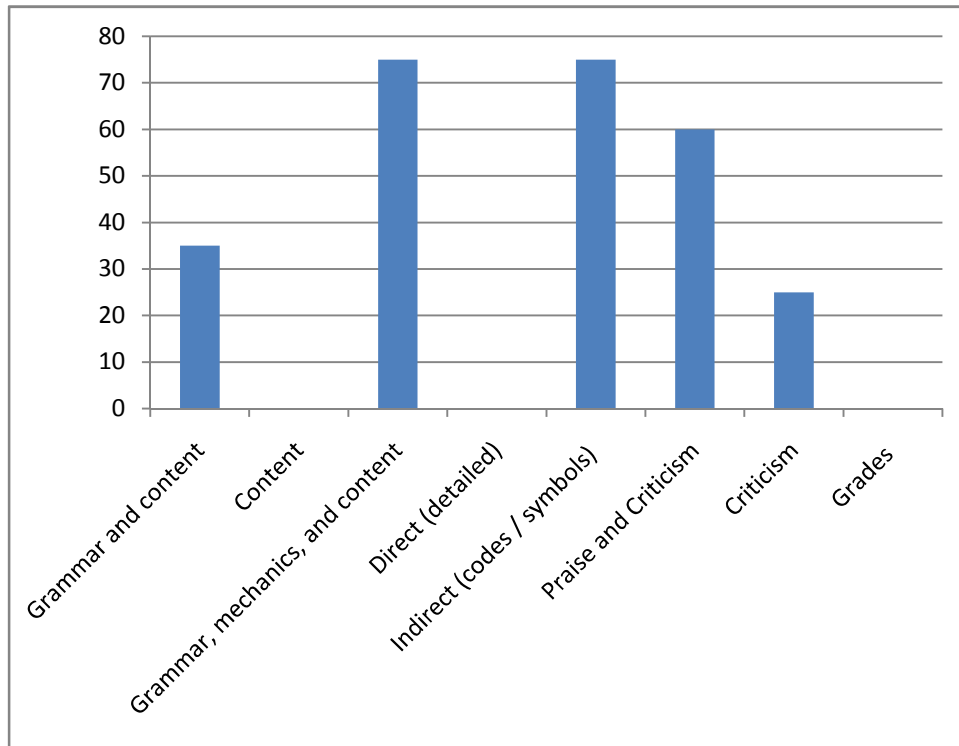
requested to redraft sometimes (Q13). These statistical data suggest a link between redrafting and students response to teachers' feedback. It is worth noting, however, that this dissertation's purpose is to investigate this assumption.

**Question 22:**

This question was put to study the attitudes of students regarding written feedback from teachers. It, thus, aims to raise teachers' awareness of what their students expect from the feedback they receive. It also aims to improve teachers' ability to consider such expectations when providing feedback.

As was requested by the researcher, the respondents were asked to choose up to four statements they thought their students would agree on. The top four statements that the teachers agreed on were: (option d), written feedback from the teacher should be direct (detailed); (option c), it should focus on grammar, mechanics, and content; (option f), it should include both praise and criticism; and (option b), and it should be in the form of grades.

In statistical terms, these statements received the greatest scores, with 80 %, 75 %, and 60 % of respondents choosing them respectively. Only 25 % of respondents agree that "teachers' written remarks should be in the form of grades". None of them thought their students would look forward for written feedback which focuses on content only (b), feedback which is indirect (codes / symbols) (e), and feedback which includes criticism only (g) .Figure 3-12 provides further information.



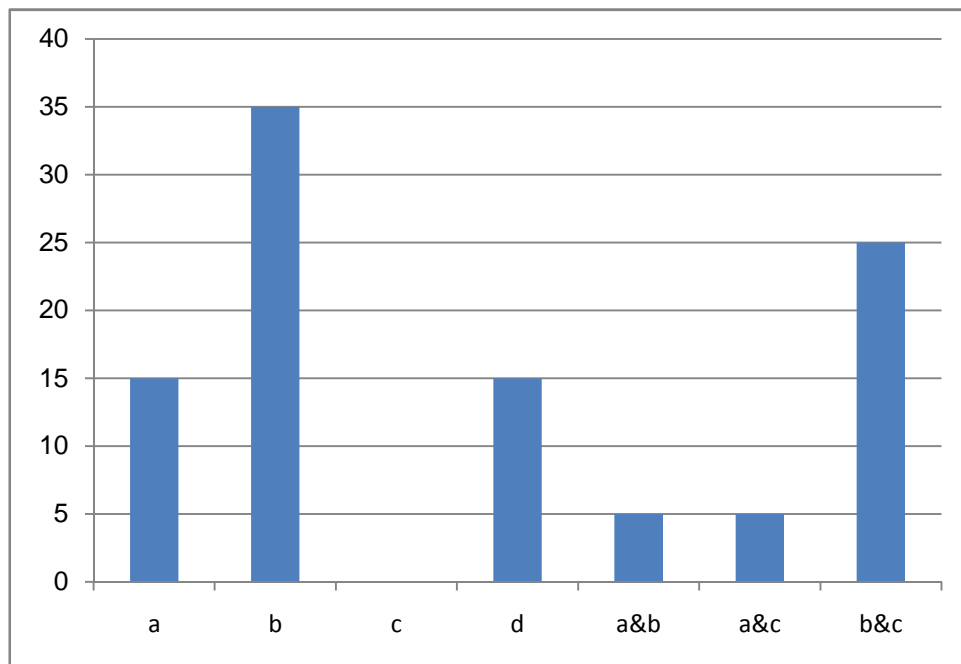
**Figure 3-12:** Students' Attitudes Regarding Teachers' Written Feedback.

**Question 23:**

**Which of the following could be a reason for your input being ignored by your students?**

- a- The use of red ink .
- b- The ambiguity of feedback (they do not understand what is it about).
- c- They are not given the opportunity to apply it (if the teacher does not enter the scene Until the final draft without asking them for a retrial).
- d- Others: please specify.....

The purpose behind asking this question was to find out what teachers think would lead students to ignore their comments. This is because it is considered that to know the reason is half the way towards solving the problem.



**Figure 3-13:** Students' Disregard for Feedback.

Figure 3-13 depicts that the wide range of replies to this question were highly distributed throughout the options available. As expected by the researcher, none of the respondents linked the students' disrespect for their comments to delaying it until final drafts (option c) unless combined with other factors (b & c with 25 %; a & c with 5 %). Option (a) was chosen by 15 % of them. Option (d) was chosen by an equal rate of teachers, who attributed the problem to a lack of desire, a lack of awareness about feedback utility, or their interest in grades. Option (b) has the highest rate of 35 %.

Such a wide range of responses reflects a similar range of viewpoints among teachers, implying that there is a little agreement among them on the issues at hand. Hence, it implies that the manner such a problem (students' disrespect for feedback) is addressed minimal support among teachers.

#### **Question 24:**

The final question was an open – ended one in which teachers were asked to recommend any technique, strategy, or concept that might encourage students to consider their teachers' written remarks.

The responses (suggestions) of the respondents were evaluated and grouped as follows:

- The inclusion of peer feedback as well as written remarks from teachers to offer the writer with a larger audience.
- The use conferencing or class discussion as a supplement or replacement for written comments.
- As a follow-up to the class discussion, a rewriting activity will be implemented.
- The use of grades in conjunction with written Feedback.
- The use of a set of symbols created by the teacher and agreed on by the students.
- The integration of praising expressions within teachers' commentary.
- Drawing pupils' attention to the development made after such comments, one of the teachers said: "when a student notices a significant improvement thanks to practice of Feedback, he will adhere to it".

"Ask one of them to write their writing samples on the board and provide the appreciate Feedback; the whole class will then try to rework it taking into account the written input", one of the respondents recommended.

These responses demonstrate how teachers may encourage students to incorporate and process the feedback they receive. Because the teachers believed that how they replied to waiting was extremely important, they all attempted to respond to this question by proposing solutions to the problem at hand.

The findings of this through examination of the questionnaire show that teachers of English attach a high value on feedback and recognize its potential for improving students' composition skills. They all use in a similar way to examine pupils' works on a regular basis. Their written comments, for example, may take the shape of suggestions or symbols rather than clear changes, and are frequently deferred until final drafts. Despite the fact that teachers were unanimous in their assessment of the importance of feedback, pupils did not appear to be aware of it. As a result, the data generated by the questionnaire analysis not only answered the study questions specified in the general introduction, but they also provided a more solid foundation for our hypothesis. Hence, it becomes necessary to look at the usage of intermediate feedback, which occurs prior to final drafts and whether or not students incorporate it.



**3-3-1- Analysis of the Writing Test:**

The goal of this test is to assess if the students took into account the written remarks that appeared before final versions or not. If the participants generate actual adjustments in their final writing compared to their first versions, the written feedback is considered to be taken into account and processed rather than neglected by them. Hence, students' consideration of such feedback is determined in this study, by the number of times the comments occur in final drafts (after receiving them) as opposed to first drafts (the ones commented on).

The respondents' first drafts got written Feedback on both surface and meaning-level components of writing. Teachers' comments on pupils' grammatical, vocabulary and mechanical errors are covered in the first category. The other category of Feedback focused on meaning-level issues like good / bad content, ideas, organization, coherence, cohesion..., etc. However, it is worth mentioning, that the comments examined in this study are limited to comments on writing short comings. The following figure elaborates on both surface-level and content-level remarks.

Written comments categories	Sub categories	Description of the category
Surface-level comments	Grammar mistakes	-Verb tense; subject-verb agreement; use of articles; plural formation; adjective/ adverb formation. -Sentence structure: word order, run-on sentences, fragments, very long sentences.
	Vocabulary	-Word choice, missing words, unnecessary words, spelling.
	Mechanics	-Punctuation and capitalization.
Meaning-level comments	Content	-Poor argumentation, lack of supporting details and examples , Contradictory ideas, overall treatment of text ... etc.

**Figure 3-14:** Categorization of Teachers' Written Comments.

In terms of how teacher provided feedback on students' performance, her actions were consistent with the results of the prior questionnaire study (Q 19). She didn't rely on a single type of Feedback (input); instead, her remarks took one of the following forms:

**a- Correction:** when the teacher indicates where the error is and provides the correct form for the students .

For example: I —————> Subject

Me —————> object. “... me, for example, I adore English ...”

**b- Hint / Indication:**

When the teacher shows the student where the error is and gives an indication as to what type of error it is, the student is given the duty of repairing it (rectifying it).

E.g.: “.... educations have no value. “

(S/v Con)

**c- Correction Symbol:**

When the teacher merely identifies where the error is using symbols, abbreviations, and other symbols, and then allow the student to figure out its type and correct it.

For example: “... expert can determine whether a country is developed or not ...”

**d- Suggestion / Directive:**

When the teacher suggests or orders the students to make a change particularly in terms of concepts. For instance, your article lacks arguments.

### 3-3-1-1- Incorporation of Written Comments: First Drafts through Final Drafts

As was previously stated, feedback incorporation in this study is determined by the proportion of comments on final drafts compared to first ones. However, the comparison of the participants' first and subsequent compositions revealed some interesting observations that are worth mentioning.

In terms of first drafts, all of the participants proved to go through the same thorny road to complete their first assignments (article). They all struggled with vocabulary

(particularly word choice and spelling), mechanics (many punctuation errors ( , and grammar (with subject – verb agreement, verb tense, and articles use). Content, on the other hand, was not a major impediment for writing with much lesser errors identified, i.e. with less comments submitted.

As a result, the written Feedback the participants got on their first attempts of writing were primarily surface-level ones (superficial).

Things improved substantially while writing the second drafts, after the teacher noticed and commented on what went wrong in the first drafts. In the second drafts, fewer errors were identified; hence, less written comments were provided compared to first drafts.

On the whole, there was a major improvement and a noticeable incorporation of the teachers' remarks as a result of the opportunity of re-attempting writing the participants got. Almost all of them improved their punctuation and capitalization control in final versions, while there were still some instances of feedback neglect, which the researcher attributes to students' lack of motivation. The students also responded to the feedback they received on grammar mistakes by using more English-Like structures and making fewer errors on agreement, verb tense, and articles usage. Furthermore, in writing the final drafts, the students tended to adopt their teachers' suggestions and ideas concerning word choice and spelling.

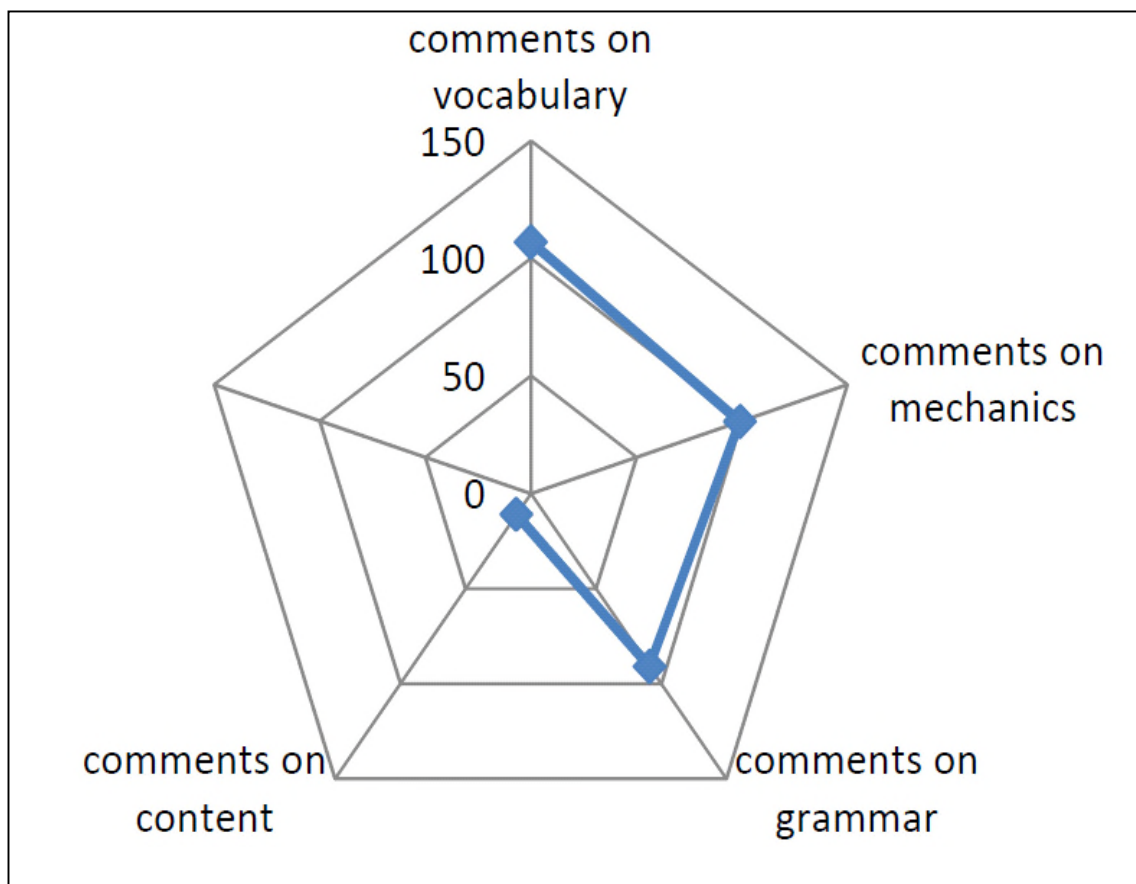
The observation made as far as comments on content are concerned was that they were not integrated as noticeably as was the case with the surface-level comments .It is the researcher's belief that this can be accounted for by the fact that the comments which stressed the form of the written products took often the form of explicit correction ( type a) or a hint (type b ) to help students make the necessary changes .In contrast , the comments which addressed the macro-level aspect of writing took often the form of a suggestion or a directive for change leaving the task of correction to the students themselves.

In the following graphic, samples from participants' first and subsequent drafts are used to illustrate the aforementioned observations.

Comments categories	First drafts	Second drafts
a-Grammar	<ul style="list-style-type: none"> <li>-Delinquency is a criminal behavior that can be <i>deeled</i> with.”</li> <li>-...delinquency <i>implies conduct.</i></li> <li>-It is considered as <i>the most Great</i>, powerful country.</li> <li>-When any person <i>study</i> at the University <i>surely after he gets</i> a job.</li> </ul>	<ul style="list-style-type: none"> <li>- Delinquency a criminal behavior especially that carried out by a <i>junevelle</i>.</li> <li>-... delinquency <i>implies conduct.</i></li> <li>- USA is considered as the greatest country...</li> <li>-Any person who studies at the university will surely get a job after graduation.”</li> </ul>
b- Vocabulary	<ul style="list-style-type: none"> <li>-“I <i>advice</i> them to...”</li> <li>-So, we must give <i>careless First able</i> to them...”</li> <li>- “.Delinquent behavior is most famous in the 14-to 15 years-old age group ...”</li> </ul>	<ul style="list-style-type: none"> <li>- “I advise them to...</li> <li>-So, we must first of all pay attention to these factors.</li> <li>-."Delinquent behavior is most common in the 14-to 15 years-old age group..."</li> </ul>
c- Mechanics	<ul style="list-style-type: none"> <li>-...help them? <i>high school</i> is enough for the majority <i>But</i> according to the new data college education is necessary</li> </ul>	<ul style="list-style-type: none"> <li>-...help them? High school seems enough for most people but according to the new data, collage education is necessary.</li> </ul>
d- Content	<ul style="list-style-type: none"> <li>-Poor argumentation</li> <li>-Poor paragraph linking</li> </ul>	<ul style="list-style-type: none"> <li>- Better content.</li> <li>- More connected prose.</li> </ul>

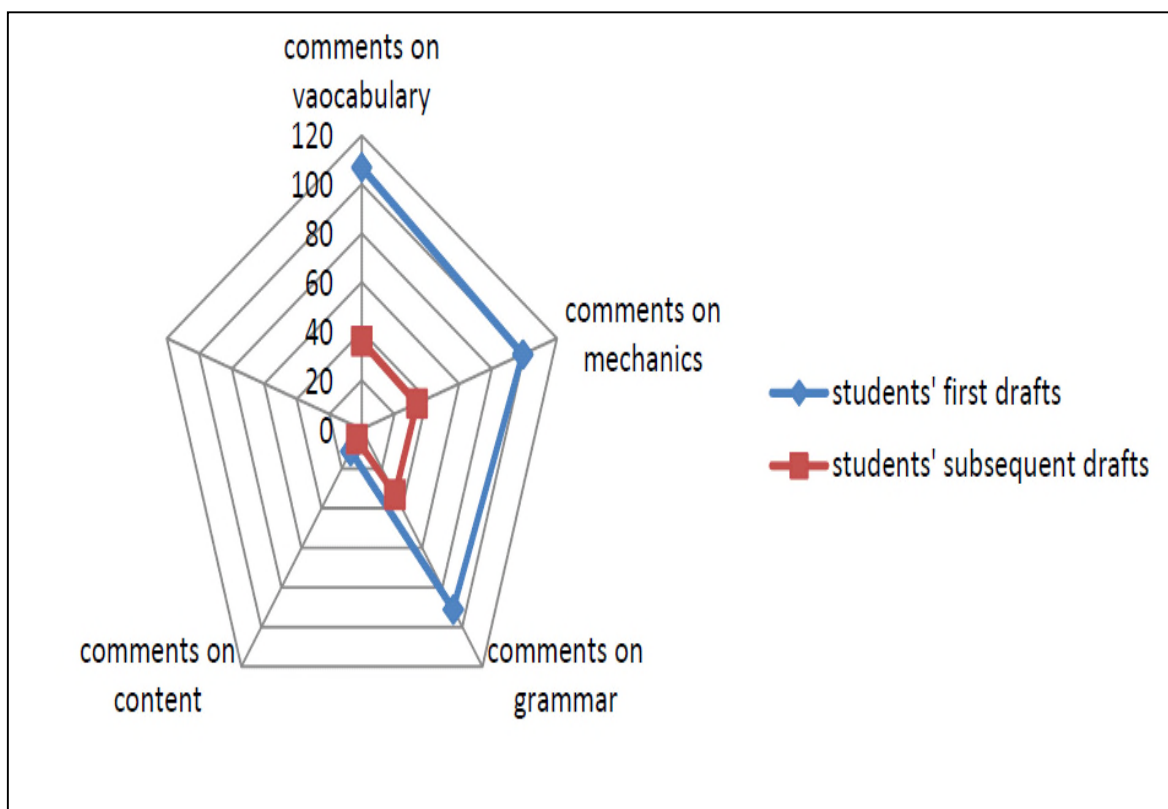
**Figure3-15:** Students’ Responses to Feedback

There were a total of 306 comments on the first drafts (15 essays) according to the statistics. Each essay received an average of 20.4 comments. The lowest number of comments received was 6; while the maximum number received was 38. Figure 16 depicts the proportion comments in the students’ first attempt compositions.



**Figure 3-16:** Proportion of Written Feedback in the First Drafts

The prior numbers (statistics) changed significantly when the teacher pointed out the problems, presented recommendations for improving the pieces of writing, and gave the students time to consider the Feedback they had received. The final drafts received a total of 108 comments. Each essay received an average of 7.2 comments. The lowest and highest numbers were 2 and 12. That is to say, as the researcher hypothesized, the students took into account a significant amount of the written comments received on first drafts. Only roughly 35 % of the written remarks were ignored, while the remaining 65 % were responded to and processed by the participants, resulting in an overall improvement in the subsequent drafts. The situation is depicted in figure 3-17 on the following page.



**Figure 3-17:** Proportion of Written Feedback across Drafts.

### 3-4 Conclusion:

This chapter has presented the results yielded by the two research instruments used in the current study. Throughout it, the teachers' general practices, their writing instruction patterns, and their implementation in writing sessions have all been highlighted. The students' responses to received before the final drafts have also been examined. The finding revealed a substantial link between the variables of this study's hypothesis, namely, the feedback given prior to final drafts and the students' response to it. This form of feedback had two effects: the first was that it improved students' revision skills and repair mechanisms, and the second was that it improved students' general writing quality while working on a different drafts of the same assignment. Therefore, feedback that occurs between drafts should be incorporated into the writing classes at Al-ARBI BELKHIR secondary school given its conceivable effect on getting the students respond to it and improve their writing performance thereby.

**Recommendations:**

The purpose of this section is to help teachers of English at Al-ARBI BELKHIR secondary school to develop and modify their feedback provision techniques so that students can meet the pedagogical goals. One of the numerous educational difficulties that teachers face is how to prevent students from disregarding written comments, which is discussed in this study. As a solution to such a problem, the findings of this study recommend implementing “between drafts” feedback system, which displays before final versions and allows learners to integrate the remarks.

However, as revealed by the results of the questionnaire analysis, teachers are frustrated by the amount of time it may take to receive such feedback. To remedy this issue, teachers can adopt any of the strategies identified in the questionnaire analyzed by the instructors themselves. They should also consider all or some of the suggestions below, which were adapted from Ferris (2003) and address the nature of the comments.

-Teachers do not have to address every problem noticed in students’ work. Instead, they should set priorities and target only major and / or prevalent problems in students’ performances.

- Teacher must provide feedback that is as clear as possible because students, logically, take a long time to analyze feedback that they find difficult to understand. Hence, because the use of coded feedback isn’t seen to take up too much time, teachers must agree with students on a list of codes to use when replying to the written work. This is stated by Ferris (2003:118) “you (teachers) must explain your feedback philosophies and strategies to your students and be consistent.”

- Teachers should have a rough notion about what their students expect from their Feedback.

- They must construct encouraging comments that encourage the student to use the provided feedback.

Another way in which providing feedback can be less time consuming has to do with the practice of writing feedback rather than its nature. Regarding the increasingly growing number of students who have computer skills and the fact that the English club of AL-ARBI BELKHIR secondary school has certain computer facilities, Electronic comments may be very useful for and easily incorporated by the students. According to Harmer (2004: 114):

Text editing packages, such as the “Track change” tool that comes with Microsoft Word Application, allow teacher or other respondents to make amendments and corrections, and also to leave notes and questions on a word-processed document which the students can react to at the same time as they edit that document on the screen.

If the teacher is unable to identify a suitable location for Feedback prior to final drafts utilizing any of the mentioned strategies, a home redrafting exercise may be a possible alternative. Once again, regarding the fact that people are getting more and more acquainted with the use of computers and the internet at their homes , an "e-feedback "seems worth trying



**Suggestions for Further Studies/Research:**

Actually, the purpose of this study was to monitor students' incorporation of the teachers' written remarks as a result of delivering them appropriately both in the short and in the long term. What was supposed to be done was to see how much the students' disrespect for written feedback diminished in subsequent versions (short term) as well as in other future compositions (long term). However, for some reasons, achieving this goal was not possible, therefore; only the short term effect could be studied.

Therefore, it is hoped that a longer term study, perhaps over a semester, will be done on the incorporation of the suggested "between-draft- written comments. It would be a great idea to conduct such a research on both an experimental and a controlling group to end up with sophisticating results.

A comparison of the impacts of coded vs. no coded Comments on students' response to teacher's feedback; the use of conferencing as an adjunct to written comments; and the use of computer mediated commentary are all other possible research topics.

# *General Conclusion*

## **General Conclusion**

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### **General Conclusion**

The teaching-learning dichotomy has always been related to the notion of feedback in language learning theories. Feedback is the means through which information and output from the teacher is mediated to the learner in order to enrich his stock of knowledge, his input and thereby his performance. In the writing context, the overlap between the three is clearly charted by the fact that EFL/ESL students find themselves in dire need for developing both linguistic and non linguistic repertoires toward the production of well written end-products. Hence, to meet their students' needs, teachers of writing need to provide effective feedback and hybridize it to enrich learners' linguistic as well as non linguistic repertoires and enable them to produce good prose thereby.

However, awareness of the importance of feedback provision does not necessarily mean that teachers imply it appropriately. Appropriate feedback provides learners with information, recommendations, and cues to improve their performances but before all, it is one which the learners can respond to, process, and use. To be appropriately executed, the teacher's feedback on writing does not need not be postponed until final drafts to be well implemented; otherwise, its relevance would be undervalued and the purposes for which it has been created would be lost.

If writing can be compared to a play in which both the teacher and students stand for performers in such a fine theatre as the classroom, the teacher's feedback should not be delayed to the last scene for it stands for a transitional event upon which is based the whole plot of the play.

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- [http://www.kaganonline.com/freearticles/research and rationale/ increase achievement.php](http://www.kaganonline.com/freearticles/research%20and%20rationale/increase%20achievement.php)
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# Appendices

# **Appendix I**

## **Teacher's Questionnaire**

## Appendices

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### Appendix 1

#### Teacher's Questionnaire

I will be very grateful if you take a few minutes to complete this questionnaire whose aim is to gather information about teachers' practices in the writing class, their conceptions of feedback, and the way they incorporate written feedback in their writing instruction. Thank you very much for taking the time to share your thoughts and experiences with us. Your input is very important and greatly appreciated.

**Guidelines: For each item, please tick the appropriate box or write in the space provided.**

**1. Age:** .....

**2. Gender:** Male  Female

**3. Degree(s) held:** BA (Licence)  MA (Master / Magister)  PhD (Doctorate)

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

**5. Subjects taught:**.....

**6. What type of approach do you follow in the writing instruction?**

a- Product Approach  b- Process Approach

c- Genre Approach  d- Eclectic Approach

**7. What are the most prevalent writing issues you have come across in your students' work?**

a- grammar mistakes  b- interference of the mother tongue

c- Poor content/ideas  d- poor vocabulary

e- Poor organization of ideas  f- mechanics

**8. Which of the following aspects in your writing instruction do you place high priority on (rank them in order of importance)?**

a-Grammar  b-Vocabulary

c-Content  d-Mechanics

**9. Do you require your students to write multiple drafts while writing about a specific topic?**

Yes  No

Why/ why not? .....

## Appendices

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**10. If you answered "yes" to the previous question , on which of the drafts do you usually, Provide feedback?**

- a- First
- b- Intermediate
- c- Final
- d- All of them

**11. What role does feedback provision play in teaching of writing?**

- a- Very important
- b-Important
- c- Moderately important
- d- Of little importance
- e- Not important

**12. Do you believe your feedback influences revision and improves your students' writing?**

- Yes
- No

**13. How often do you ask your students to redraft their early drafts using your comments?**

- a-Always
- b- Very often
- c- Sometimes
- d-Rarely
- e- Never

**14. What form does your feedback take?**

- a- Written comments
- b- Conference /oral comments
- c- Grade
- d- Others.....

**15. What is your feedback usually about?**

- a- Feedback on grammar and mechanics
- b- Feedback on content
- c- Others .....

**16. When you give feedback, you normally focus on**

- a- The students' background knowledge (only what they have been taught in the classroom)
- b- All aspects of the writing skill?

**17. If your answer to the previous question is (b), give some examples.**

.....  
.....  
.....

**18. Which of the previously mentioned types of feedback (Q15) do you think benefit your students most? Why?**

.....

## Appendices

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**19. How do you usually comment on errors you find in your students' writings?**

- a- Indicate where the error is and correct it for the students
- b- Indicate where the error is, what type it is and let the student himself correct it
- c- Indicate where the error is using symbols and let the student discover its type and correct it
- d- Others: please, specify.....

**20. Is your definition of feedback expanded to include positive feedback (praise) or is it restricted to include only comments on writing deficiencies?**

.....

**21. When you give comments to your students, how often do they respond?**

- a-Always
- b- Very often
- c-Sometimes
- d- Rarely
- e- Never

**22. Which of the following statements do you believe your students would agree with?(you may choose up to 4 answers)**

- a- Teachers' written input should focus on grammar and mechanics.
- b- Teacher's written input should focus on content.
- c- Teacher's written input should focus on mechanics, grammar, and content.
- d- Teacher's written input should be direct (detailed).
- e- Teacher's written input should be indirect (codes/symbols).
- f- Teacher's written input should include praise as well as critic
- g- Teacher's written input should include critics (indicating errors) only.
- h- Teacher's written input should include grades.
- i- Teacher's written input should not include grades.

**23. Which of the following may constitute a possible reason for students' disregard for your feedback?**

- a-the use of red ink
- b-the ambiguity of the feedback (they do not understand what it is about)
- c-They are not given a chance to use it (if the teacher does not enter the scene until the Final draft without asking them for a retrial)
- d-Others: please, specify

.....

**24. If your students overlooked your feedback, what would you do to make them take it into consideration?**

.....

# **Appendix II**

## **The Model Writing Process**

**II.1. Students' First Drafts**

**II.2. Key Correction and Second Drafts with Written  
Feedback**

**II.3. Final Drafts (Typed by the Students)**

## **II.1. Students' First drafts**



## Appendices

### Student One:

- Plan: Delinquency
- 1 - Definition <sup>the problem</sup> → introduction
  - 2 - Causes. →
  - 3 - Effects. → } expository ideas.
  - 4 - Solutions. → conclusion



Delinquency is a bad phenomenon which we usually find it at the level of young people. It is badly behaving made by young people specially in the age between 14 and 25 years old.

In fact, all the world's countries have the problem of delinquency but it depends from one to other. There are many causes of delinquency, such as: bad education by parents, injustice in the society, jobless, ~~drug trade~~, ... etc.

When this problem grows up in certain country, it causes other problems like: killing, sin, stealing, destroying of society, ... etc.

At last and not at least, we should find solutions to the delinquency by looking for its real causes and repair them with reasonable way and insist to responsables to take their responsibilities about this <sup>big</sup> ~~great~~ problem.

Student Two:

Delinquency

2

In fact our society nowadays, suffer from many social aspects such as, drugs, moral disintegration, vagabonds, thieves and delinquency. This latter is considered as the most spread and the most dangerous as it touches the class of youth. Delinquency is a result of many causes, its source is from society, and it influence not only the delinquents but all the society, that obliges us to find <sup>for</sup> solutions.

Many causes can contribute led to

Environment

In order to know about delinquency we should know about its causes. First of all, family is considered the first cause as it is the first environment in which the child takes his education. If the family suffer from problems as divorce between the parents, the child also suffer this due to led to the neglect of the child ~~from~~ by his parents, and how will be suffering from suffering from lack of affection. Not only the family, the society as well as, as this latter is the second environment after his family. Society manipulated the child. Because the child deviates when he lives in bad conditions. For instance, ~~poverty~~ <sup>poverty</sup>, homelessness and employment and racism and at last the school like causes and employment, or suffer from marginalization, bureaucracy and racism. In addition to all this, delinquency is due to empty life; which providing recreational facilities and let the person research always about new things anything that is new even it is bad. Maybe this seems according to mass media and the bad usage of it. Besides this, school like make the pupils have much free time and fill it by bad things.

Of course all these causes have a very bad consequences over the delinquent itself, the family and ~~the~~ especially the society.

Perhaps, the most major effects harm the delinquent, as he could be a criminal, a thief. He will use drugs and drink alcohol. As concern the society, delinquency has a direct influence ~~on~~ and in a very bad way. Because he will be suffer from crime, thieves, vagabonds, appearance of new disease and the increase of the death rate. I mention that for the more, the substance ~~delinquency~~ increase of delinquency in a society led to what we call terrorism.

At last we can say that, delinquency is a very dangerous problem which menaces may have the society's secret. For that reason, we should find solutions for it, which may summarize in a unity of family which gives the best education to the child and obtain him a normal life with his parents. Improving the schools, in order to secure a good education for him. And also we should providing laboratories and halls of sports to attract children and full their free time. Finally, as the mass media with its different methods is very important in our life, we should use it in a reasonable and wisdom way.

2



Appendices

Student Three:

Delinquency:  
 - Introduction: → infinity of delinquency - (T.S).  
 - Body:  
 I) Forms of delinquency:  
 1. Stealth  
 2. drug addiction  
 3. hoodlums  
 II) Causes of delinquency:  
 1. Broken homes  
 2. poverty  
 3. unemployment  
 III) Solution (Conclusion):  
 - Parents role (good education)  
 - Government role!

(3)

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Delinquency is bad or criminal behaviour produced by people specially teenagers. This phenomena ~~has many forms~~ ~~is a result of many causes~~ is on the increase because of many causes and in various forms.

On the one hand ~~some~~ people express their angry feelings by behaving foolishly or badly in different ways. ~~For example~~ for example, we have the stealth, which is: ~~take~~ to take the fact of taking somebody's property without permission, this kind of delinquency is now spread. ~~It is~~ among different classes of the society. In addition ~~to that~~ it is also ~~spread~~ among different classes of the society. In addition ~~to that~~ it is also spread among different classes of the society. We mean by that the continuation of taking illegal substances (i.e., cocaine or heroin) for pleasure. Recently it extends among the teenagers, unless or should be more that they become

and also to escape from the problems of adolescence. Another illustration is the hooliganism - it is a noisy violence, which usually made by young people especially those who like football. It appears in breaking the chairs, saying bad words and sometimes by shoplifting. On the other hand, delinquency is due to many causes. First of all, the major cause of it is broken homes and lack of affection of the family which effect on the psychology of the child. This child grows up with a violent behaviour and the lack of affection which is found in his family. Second, we find poverty which is the main cause which push the poor people to steal in order to satisfy their needs. Last but not least, it is unemployment which effect on the young people and to escape from the problem they find ~~in the streets~~ drug as a refuge to escape from the problem.

In sum, delinquency is a big problem, it needs from us to unify our effort to put an end to it. ~~It needs~~ The family plays an important role to try to educate the children and provide necessary conditions of life for them. Other side the Government also plays an important role by offering jobs to the people and give a good system of education in schools and universities. ~~and offering the security~~ These solutions are ~~not~~ mean exhaustive but only representative.

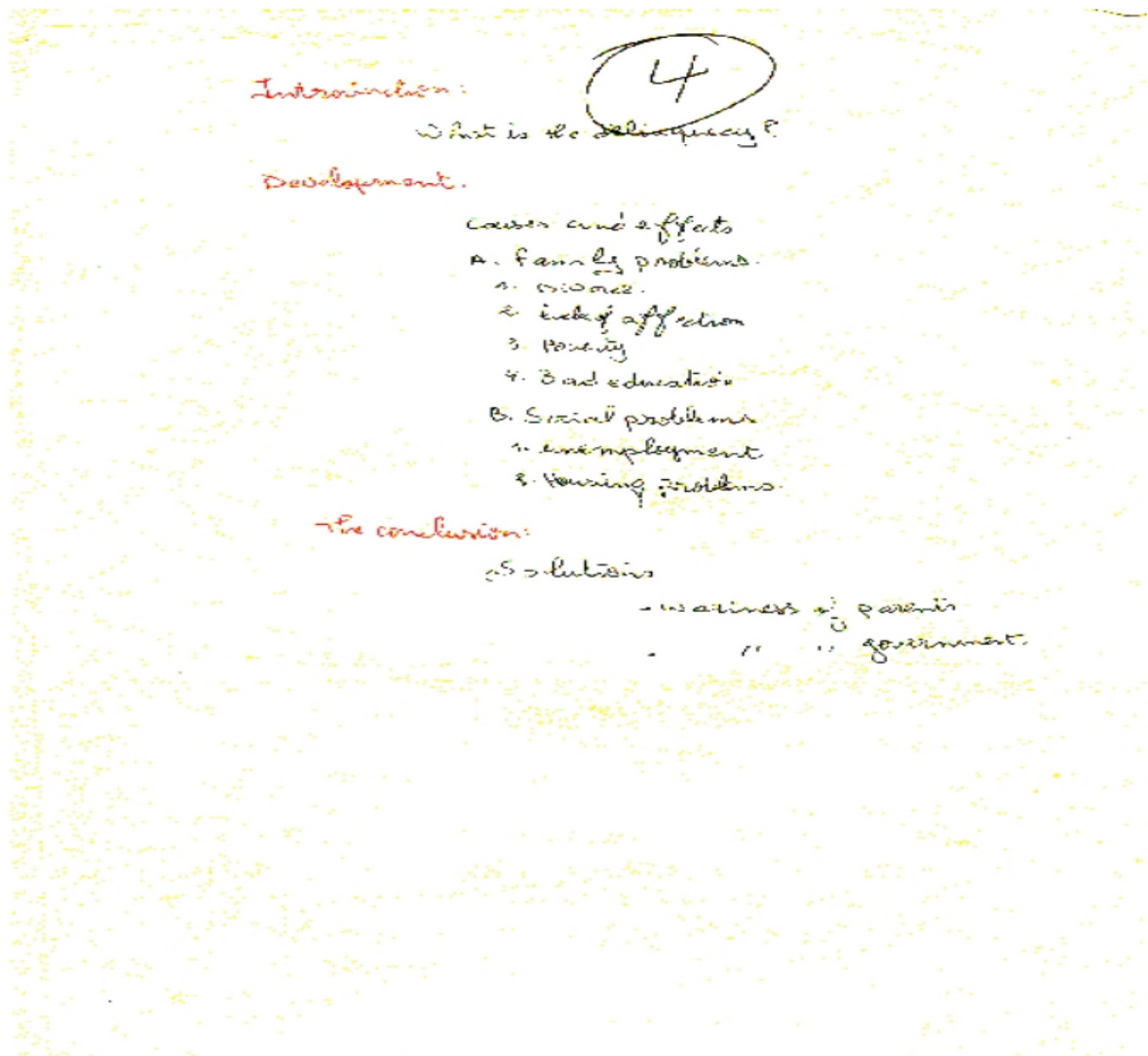
(3)

## Appendices

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### Student Four:

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# Appendices

## Student Five:

5

I. introduction  
talking about delinquency in general, causes, remedies and solutions

II body  
the first paragraph: the causes and effect of certain forms of delinquency.  
(Alcohol, divorce, etc.)  
the second paragraph: solutions made by the authorities and by different institutions in order to resolve such a problem in our society

III conclusion  
my point of view about such problems.

psychology  
psychology  
ph

## **II.2. Key Correction and Second Drafts with Written Feedback**



### Key Correction

S = Spelling

C = Concord ( agreement, Subject and verb)

S/P = Singular / plural.

W/ O = Word order

T = Verb tense

V = Vocabulary, wrong word or usage

App = Appropriacy (inappropriate style or register)

P = Punctuation

Cap = Capitalization

Ir = Irrelevant information

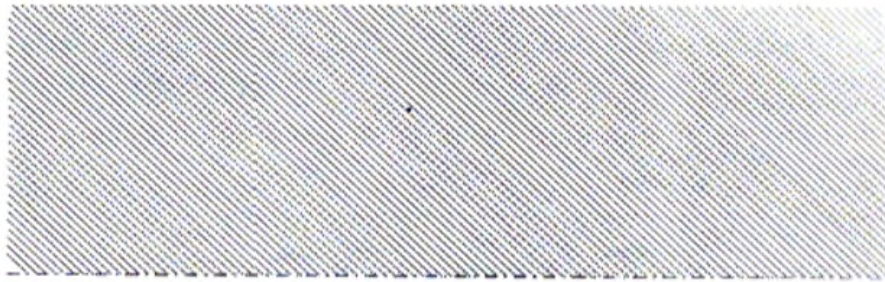
?M = :Meaning not clear

^ = Word missing

^^ = Words missing.

## Appendices

### Student One:



① "Delinquency" No title!

Delinquency is a bad phenomenon which we usually find it <sup>at</sup> the level of young people <sup>sp. ?!</sup> in any country. It is badly behaving made by young person, specially in the age between 13 <sup>or 19</sup> and 25 years old. <sup>especially</sup>

In fact, all the world's countries have this <sup>No!</sup> problem but it depends from one to other. There are many causes of delinquency, such as: bad education in the childhood by parents, injustice in the society, jobless, <sup>??</sup> drugs trade, etc <sup>etc. Not well said</sup>

When the delinquency grows up in certain country, it causes other problems like: killing, rain, spilling.

to destroy (ing)  
destroying of society, institutions, etc.  
the responsibility is last but not least.  
At last and not at least, we should find  
solutions to the delinquency by looking for its  
rational and real causes and then we repair <sup>Verb</sup> them  
in reasonable way. Also, the responsibles in the  
society must take their responsibility about this  
great problem. agreement?

- Too many spelling mistakes
- Try to think in English
- Revise your irregular verbs!

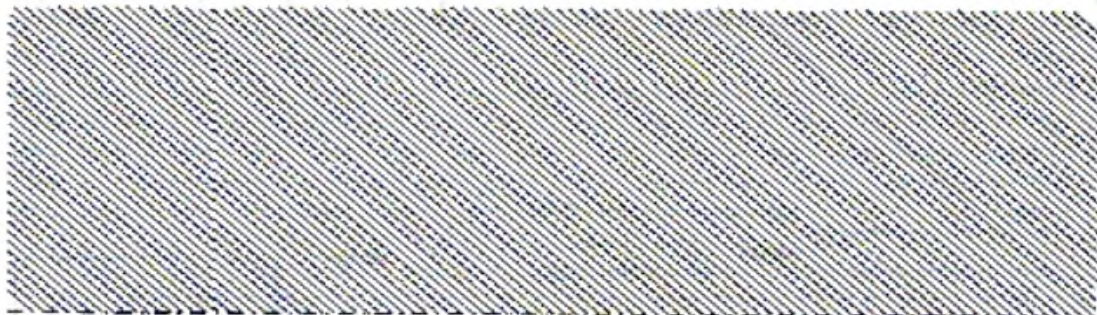


# Appendices

## Student Two:

EPREUVE DE .	إختبار في :	NOTE العلامة
<u>Delinquency</u>		
<p>In fact our society <u>is</u> <u>in</u> <u>trouble</u>, <u>and</u> <u>suffer</u> <u>from</u> <u>many</u> <u>social</u> <u>aspects</u> <u>such</u> <u>as</u> <u>drugs</u>, <u>moral</u> <u>disintegration</u>, <u>vagrants</u>, <u>thieves</u> <u>and</u> <u>delinquency</u>. This latter is considered as the most spread and the most dangerous as it touches the class of youth. <u>Delinquency</u> is a result of many causes, its source is from society, and its influence not only the delinquent but all the members of the society. <u>It</u> <u>obliges</u> <u>us</u> <u>to</u> <u>find</u> <u>for</u> <u>it</u> <u>solutions</u>.</p>		Verb here. Present Style Verb talks "is" or "are" with he, she/it?
<p>In order to know about delinquency, we should know about its causes. It is not all families in general, the first cause as it is the first environment in which the child takes his education. If the family suffers from problems such as divorce between parents, the child also suffers, this leads to the neglect of the child by his parents, and suffering from lack of affection. Not only the family but, the society as well, as the latter is the second environment of a child's family. Because the child deviates when he lives in bad conditions. For instance, poverty, homelessness and unemployment, as well as social marginalization, bureaucracy and corruption. In addition to all this, delinquency is due to easy life which providing recreational facilities and let the</p>		





the person <sup>or</sup> research always about any thing that is new even it is bad!  
Maybe this ~~is~~ according to mass media and the bad usage of it.  
Bite death, school failure make the pupils have a much free time and  
full of bad things. **School Failure**

Of course, all these causes have a very bad consequences  
over the delinquent itself, the family and especially the society. Perhaps  
the major effects ~~from~~ the delinquent, he could be a criminal,  
as he could be a thief - he will use ~~straggled~~ drink alcohol...  
concern the society, delinquency has a bad influence and in a very bad  
ways. Because he will be suffer from crimes, thieves, vagabonds, ...  
appearance of new diseases and the increase of the death rate. So the  
more, the substance increase of delinquency in the society led to what  
we call ~~to~~ **terrorism** → **not the expression**

It's hard to say that, delinquency is a very dangerous problems  
which may menace the society's secret. For that reason, we should  
find solutions for it; which one of them ~~is~~ **importance of family**  
which gives the best education to the child and that aims to have a normal  
life with his parents. Improving the schools; in order to secure  
a good education for him. And also we should providing laboratories and  
skills of sport to attract the children and full their free time with  
good things. Finally, as the mass media is very important in our  
life, we should use it in reasonable and wise way. **wise!**

→ A lot of spelling mistakes  
write short and simple sentences!  
Respect punctuation



Appendices

Student Three:

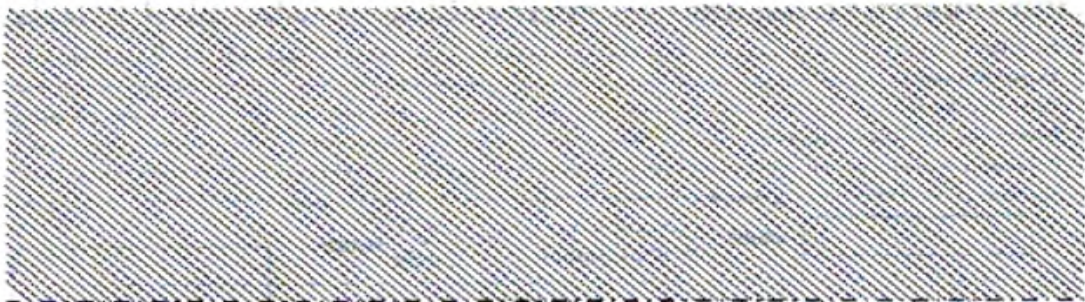
EPREUVE DE : إختبار 2 NOTE العلامة

Delinquency  
Delinquency is a kind of criminal behaviour produced by people especially teenagers. This phenomenon is on the increase because of many causes and it has various forms = different / various.

In the one hand, some people express their angry feelings by behaving foolishly or badly in different ways. For example, we have the stealth which is the fact of taking somebody's property without permission. This kind of delinquency is more spread among different classes of the society. In addition to that, drug addiction is a big mean by that the consumption of taking illegal substances (i.e., cocaine or heroin) for pleasure. Recently, it extended among the teenagers, males or females, to prove that they become adults and also to escape from the problems of adolescence. Another illustration is the hooliganism; it is a violent violence which usually made by young people, especially those who like football. It appeared in parking chairs,

SP. Str 11 increasing various express NOT supposed to explain that SP punct. extended Str illustrating Not the over verb





The result of  
- saying bad words or sometimes by shoplifting.  
On the other hand, delinquency is due to many causes.  
First of all, the major cause it is broken homes,  
of the family which affect on the psychology of the child.  
This child grows up with a violent background in-  
order to get the lack of affection which is not found  
in his family. Second, we find poverty, it is the  
main cause which pushes the poor people to steal  
in order to satisfy their needs, last but not  
least, it is unemployment. Its effect on the young people  
and they find drugs as a refuge to escape from  
the problem. OK! ??

STP In deed, delinquency is a big problem, it needs  
for us to unify our efforts to put an end to it.  
The family plays an important role by educating  
the child and provide necessary conditions of life  
to him. On other side, the government also plays  
an important role by offering jobs to the jobless and  
give a good system of education in schools and  
universities. There are many more measures  
but only represented.

Exhaustive  
Pay Attention to spelling mistakes -  
and bad structures.

# Appendices

## Student Four:

EPREUVE DE .	: 20 min!	NOTE
<p>It goes without saying that delinquency has been the biggest danger that is menacing our children, and that when these are young of course, their parents should be in a position to be rooted in the family and to share with each of them seems in a set of circumstances.</p>	<p>Str Try to avoid <u>handwritten</u></p> <p>Punct</p> <p>Art</p>	
<p>In fact, the family is the primary factor that leads to many problems related to many causes. Divorce is the primary cause, when the child finds himself in between the parents, he is with the mother or with his father that leads him to prefer the street. Lack of affection and communication among the members of the family can push him to chase the street boys or communicate with a gangster who contributed to his delinquency.</p>	<p>Str not the family</p> <p>We communicate here!</p> <p>Why him and not her?</p> <p>Str to communicate</p>	



## Appendices



- because of the necessity and the hunger, the child found himself as a beggar

trying to get even a small amount of food by which he may survive. At least that's the

best factor is that of the lack of education is the family, in spite of the fact that

the life conditions are unstable, we may find children getting lost and lost a

the best is another factor that contributes with many students studying in

a bigger and worse situation than employment, for example, in a big problem to

take the anger of the youth and pushes them to do bad and risky behaviors.

All the more when the family doesn't own a house, in this unstable situation,

the child is automatically going to the street and going to him.

Ask it <sup>SP</sup> almost the high line to ring the bell of this danger in order to find

solution to get rid of lost youth. To achieve this, measures must be arisen

throughout the detection, managing the danger of social catastrophe and

calling parents to try to make well-organized families based on the education, not at the end of the line

Appendices

Student Five:

EPREUVE DE

إختبار 2

NOTE

~~SP~~ Nowadays, delinquency is really widespread  
 in a destructive way, and forming a great threat to our  
 societies. In fact, this phenomenon is due to many  
 reasons, and ~~one~~ of the most serious ones  
 affects on the delinquent himself or the ~~rest~~ other  
 people surrounding. This social problem can  
 be discussed and solved in many different ways.

It sounds like there is a reason for each  
 problem or result, and ~~delinquency~~ is one of the different  
 many results of poverty, lack of education, divorce  
~~These~~ social problems can really create a little monster  
 which can't tolerate a drug or a poverty, for example,  
 is one of the social problems that can make a person  
 steal only for the sake of sum of money, or even kill for  
 the same reasons. Alcoholic people, too, usually tend  
 to be delinquent by breaking the law while they  
 are not sober, or even ~~to~~ <sup>might</sup> kill someone crossing  
 the street while they are driving drunk or ~~drunk~~ <sup>drunk</sup> or  
~~As~~ a way of compensation, is often considered to be  
 one of the serious causes that break some psychological  
 psychological problems for children which ~~develop~~  
 later on leading to what is called delinquency.

As a result, high authorities have been  
 thinking about solutions ~~that~~ which ~~is~~ <sup>is</sup> made

??

Unclear

Runct

ok.

These

Cap.

SP

no cap.

be tidy.

SP

What high

authorities?





- in order to avoid or reduce such problems like delinquency -  
 They focus that the best solution for this problem is to educate people, especially, parents, aware about the danger and the seriousness of many  
 mistakes they ~~commit~~ towards their children and the youth in general.  
 Many of these ~~problems~~ ~~are~~ ~~being~~ ~~the~~ ~~other~~ ~~to~~ ~~defect~~ ~~ignorance~~ ~~and~~  
 other social problems which ~~are~~ ~~lead~~ ~~to~~ ~~delinquency~~ ~~and~~  
 so many other ~~problems~~, by helping people, target ~~actions~~  
~~to~~ ~~get~~ ~~started~~, raising some money for poor people to fight  
 with a problem like it is done in a many developed countries, like  
 France. They provide jobs to people with ~~a~~ ~~small~~ ~~amount~~ ~~of~~ ~~money~~.  
 At the end ~~of~~ ~~pass~~ to say that each ~~of~~ ~~the~~ ~~commit~~ ~~of~~  
 several problems while ~~the~~ ~~country~~ ~~is~~ ~~an~~ ~~under~~ ~~develop~~ ~~country~~, it  
 is in always or hope to ~~solve~~ ~~these~~ ~~problems~~ ~~sooner~~ ~~or~~ ~~later~~.

In the end,  
 -> A lot of spelling mistakes - late  
 -> Respect punctuation  
 and capitalization  
 -> Pay attention to structure.

## **II.3. Final Drafts (Typed by the Students)**

## Appendices

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### Student One:

Delinquency is a bad phenomenon which we usually find at the level of young people in any country. It is a bad behaviour of young persons by young person, specially in the age between 13 and 19 years old.

In fact, all the countries of the world have this problem, but it differs from one country to another. There are many causes of delinquency, such as: bad education in childhood by parents, injustice in society, jobless parents, drugs,...etc.

When delinquency grows spreads in a given country, it causes other problems like: killing, sins, stealing, destruction of society, divisions,...etc.

Last but not least, we should find solutions to delinquency by looking for its rational and real causes then we find a solution to them in reasonable way. Also, the responsible in society must take care of youth by fixing their problems.

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### Student Two:

In fact our society nowadays, suffers from many social aspects such as drugs, moral disintegration, thieves and delinquency. The latter is considered as the most spread and most dangerous as it touches the class of youth. Delinquency is a result of many causes, its source is from society, and it influences not only the delinquents, but all the members of the society.

In order to know about delinquency, we should know about its causes. First of all, family is considered the first environment in which the child takes his education. If the family suffers from problems as divorce between parents, the child also suffers. This leads to the neglect of the child by his parents, thus he suffers from lack of affection. The society also affects child's education as well. The latter is the second environment after his family . Because the child deviates when he lives in bad conditions. For instance, poverty homelessness or suffers from marginalization, bureaucracy and racism. In addition to all this, delinquency is due to easy life; which provides creational facilities and lets the person look for any thing that is new even it is bad. Besides of this, school failure make the pupils have much free time and replace it by bad things.

Of course, all these causes have very bad consequences over the delinquent himself, the family



## Appendices

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and especially the society perhaps the major effects harm the delinquent, as he could be a criminal. On society . Delinquency has very bad influence and in many ways. Because it causes crimes, thieves . Furthermore, delinquency in society leads to what we call terrorism.

In conclusion, we can say that, delinquency is a very dangerous problem which may threaten the society security . For that reason, we should find solution to it, by giving to the best education to children and help them have a normal life with their parents. Also improving the schools, in order to give a good education. We should also provide youth with sports facilities to attract them . Finally, as mass media is very important in our life, we should use it in reasonable and wise way.

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### Student Three:

Delinquency is a phenomenon that can be treated if we try to understand the young people and respond to their needs appropriately.

Some people express their angry feeling by behaving foolishly or badly in different ways. For example, we have the stealing which is the fact of taking somebody's property without permission. This kind of delinquency is more spread among different classes of the society. In addition to that, drug addiction is found we mean by that the continuation of taking illegal substance (i.e, cocaine or heroine ) for pleasure. Recently, it extends among the teenagers, males or females, to prove that they have become adults and also to escape from the problems of adolescents. Another illustration is hooliganism; it is a noisy violence which is usually made by young people especially those who like football. It is characterized by breaking chairs, saying bad words or sometimes by shoplifting .

On the other hand, delinquency is due to many causes. First of all , the major cause is broken homes of the family which effect on the psychology of the child . This child grows up with a violent behaviour in order to attend the lack of affection which is not found in his family. Second, we find poverty. It is the main cause which pushes the poor people to steal in order to satisfy their needs. last but not least, it is employment , it affects or the



## Appendices

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young people and they find drugs as a refuge to escape from the problems.

Indeed, delinquency is a big problem, it needs from us to unify our efforts to put an end to it.

The family plays an important role by educating the child and provide necessary conditions of life to him. On the other side the government also plays an important role by offering jobs to jobless and give a good system of education in schools and universities. These are by no means exhaustive but only representative.

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### Student Four:

It goes without saying that delinquency has been the biggest danger that is menacing our children all the more those are younging. Of course, there are many reasons, one is said to be rooted in the family and the others in society , each of them results in a set of consequences .

In fact, the family is the primary factor that leads to many results related to many causes. Divorce is the primary cause; when the child finds himself in between his parents, neither with his mother nor with his father that leads his to prefer the street. Lack of affect and communication among the members of the family is another cause that pushes him to choose the street . Poverty also contributes to this danger; because the necessary and the danger, the child finds himself as a beggar trying to get even a mouthful of food to survive . Last but not least factor is that of the lack of education in to the family; in spite of the fact that all the life condition are available , we may find children getting lost and lost.

The society is another factor that contributes with many reasons resulting in a bigger and worse results . Unemployment, for example is a big problem to rise the anger of youth and pushes them to do bad and ugly behaviours.

## Appendices

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All the more when the family does not own a house or life in an unbearable situation, the child chooses the street as a refuge to him.

Now, it is high time to ring the bell of this danger in order to find solution to get rid of the lost youth. To achieve this, awareness must be arisen throughout the societies, minimizing the danger of such catastrophe and calling parents to try to make well organized families based on education, communication and affection.

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### Student Five:

Nowadays, delinquency is really widespread in a destructive way, and forming a great threat to our societies. In fact, this phenomenon is due to many reasons, and at the same time it has serious effects on the delinquent himself or the other people surroundings. This social problem can be discussed and should in many different ways.

It sounds like there is a reason for each problem or result, and delinquency is one of the different many results of poverty, lack of education, divorce ...etc.

Those social problems can really create a little monster which can be later on a dragon. Poverty for example, is one of the social problems that can make a person steal only for the sake of some money, or even steal for some reason. Alcoholic people too, usually become delinquents by breaking the law when they are not sober, or even might kill somebody crossing the street while they are driving drunk. Divorce, also, as a way of exemplification, is often considered to be one of the serious causes that break some psychological problems for children which develop later on leading to what is called delinquency.

As a result authorities, have been thinking about solutions which should be made in order to avoid or



## Appendices

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reduce such problems leading to delinquency. They found that the best solution for this problem is to make people, especially, parents aware about the danger and the seriousness of many mistakes they commit towards their children and the youth in general.

Many of associations are also, trying their best to defeat ignorance, and other social problems, that might lead to delinquency, and so many others, by helping people to get more chances to get educated, raising some money for poor people to defeat such a problem like it is done in so many developed countries like France, by providing jobless people with a weekly amount of money.

At the end. I want to say that each society has its own problems which lead to others is an endless series, but at least there is always a hope to get over these problems sooner or later.

## Abstract:

The importance of teacher feedback in the development of adequate writing skills cannot be overstated. However, feedback that the students do not and/or cannot process is considered useless. The ultimate purpose of this study was to ensure the incorporation of feedback into the learners' written productions through the use of two separate research tools. The instructors' actual practices and patterns of teaching writing at AL-ARI BELKHIR secondary school are revealed through the use of teacher's questionnaire. The results of the second research instrument, a writing test, mirrored the efficacy of teacher comments proposed in this study: The participant students not only incorporated a significant proportion of their teachers' remarks, but they also made fewer errors. Moreover, there was an overall improvement in subsequent drafts. The findings of this study encourage teachers to integrate the multiple draft technique into classrooms, and more crucially, to provide comments on preliminary drafts rather than their final drafts.

**Keywords:** Feedback, multiple draft technique, preliminary drafts, final drafts.

## Résumé:

On ne saurait trop insister sur l'importance de la rétroaction de l'enseignant dans l'acquisition de compétences en rédaction adéquates. Cependant, la rétroaction que les étudiants ne traitent pas et/ou ne peuvent pas traiter est considérée inutile. Le but ultime de cette étude était d'assurer l'intégration de la rétroaction dans les productions écrites des apprenants au moyen de deux outils de recherche distincts. Les pratiques et les modèles réels d'enseignement de la rédaction à l'école secondaire AL-ARBI BELKHIRE sont révélés par l'utilisation du questionnaire de l'enseignant. Les résultats du deuxième instrument de recherche, un test d'écriture, reflétaient l'efficacité des commentaires des enseignants proposés dans l'étude : les étudiants participants ont non seulement incorporé une proportion significative de la remarque des enseignants, mais ils ont également fait moins d'erreurs. Les résultats de cette étude encouragent l'enseignant à intégrer la technique du brouillon multiple (l'ébauche multiple) dans les salles de classe, et plus important encore, à fournir des commentaires sur les brouillons préliminaires plutôt que sur leurs ébauches finales.

**Les Mot-clé :** Rétroaction, technique d'ébauches multiples, ébauches préliminaires, ébauches finales.

## المخلص:

لا يمكن المبالغة في أهمية ملاحظات المدرسين في تطوير مهارات الكتابة المناسبة. ومع ذلك، فإن الملاحظات التي لا يعالجها الطلاب و / أو لا يمكنهم معالجتها تعتبر عديمة الفائدة. كان الغرض النهائي من هذه الدراسة هي إدراج الملاحظات المكتوبة في الوضعيات التعليمية للمتعلمين من خلال استخدام أداتي بحث منفصلتين. تم الكشف عن ممارسات المدرسين وأنماطهم الفعلية لتدريس الكتابة في ثانوية العربي بلخير من خلال استخدام الاستبيان. كما عكست نتائج أداة البحث الثانية، اختبار الكتابة، فعالية تعليقات المعلم المقترحة في هذه الدراسة: فلم يكتف الطلاب لمشاركون بتضمين نسبة كبيرة من ملاحظات معلمهم، ولكنهم ارتكبوا أخطاء أقل أيضاً. علاوة على ذلك، كان هناك تحسن عام في المسودات اللاحقة. تشجع نتائج هذه الدراسة المعلمين على دمج تقنية المسودة المتعددة في الفصول الدراسية، والأهم من ذلك، تقديم التعليقات على المسودات الأولية بدلاً من المسودات النهائية.

**الكلمات المفتاحية:** الملاحظات، تقنية المسودة المتعددة، المسودات الأولية، المسودات النهائية.