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***The Impact of Teachers' Corrective Feedback on Learners' Writing
Performance***

***The Case of EFL Third Year Secondary School Learners at BOUADI Merzoug Secondary
School, Saida***

***A Dissertation submitted to the Department of English Language and Literature
as a partial fulfillment of the requirements for the degree of Master in English-
Didactics.***

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DEDICATION

*To the memory of my father, May Allah have mercy
and rest on your soul.*

*To my beloved mother, May Allah heal you, bless
you and protect you.*

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Profound praises to the Lord of the universe, Allah, whose power over all allowed us to conduct this research. I thank the Almighty for bestowing courage, patience, and knowledge on me. This work has also been completed successfully due to the prominent contribution of many people. Candid thanks would go to my supervisor **Dr. Miloud BOUCHEFRA** for his precious advice, regular guidance, and prized confidence. He has been actively engaged and interested in my research, promoting and fostering me to persist.

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ABSTRACT

This study aims at investigating the impacts of different strategies of providing teachers corrective feedback on EFL students' writing performance. Three feedback strategies (direct, indirect and teacher's group conferencing) are employed in this study. Also, an endeavor is made to investigate secondary school teachers and learners' perceptions of teachers' corrective feedback. To attain these objectives, action research is conducted to pursue the ultimate goal of the study. In this respect, a mixed-method approach is carried out through triangulation. This latter includes a quasi-experiment that is conducted on two third-year scientific stream classes selected purposely from Bouadi Merzoug secondary school. Additionally, two separated questionnaires are designed to investigate the sample population. Firstly, a student questionnaire is administered to the tested learners after the assignment. Secondly, a teacher questionnaire is administered to 16 secondary school teachers of English. The obtained results from analyzing the three data gathering tools show that the incorporation of teacher's direct and indirect written feedback alongside group conferencing can be more effective in fostering EFL secondary school learners' performance in writing and alleviating some of their deficiencies. Also, the teacher's written feedback turned out to be more favored by EFL learners than the oral one. Finally, commentary and conferencing are the most useful feedback strategies that are employed by EFL secondary school teachers. More importantly, some recommendations are proposed based on the research findings at the end of this study. Most important of which is the incorporation of different feedback strategies in correcting students' writing and measuring their progress using an assessment grid.

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LIST OF ACRONYMS AND ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as Second Language

CF: Corrective Feedback

IDF: Indirect Feedback

WCF: Written Corrective Feedback

DF: Direct Feedback

M: Mean Score

MOVIE

M: Stands for Mathematical precision and accuracy

O: Stands for Objectivity

V: Stands for Verifiability

I: Stands for Impartiality

E: stands for Expertness = Skillfulness (the state of being cognitively skillful)

PCT: Percentage

L2: Second Language

GENERAL

INTRODUCTION

As language is considered to be the main means of communication and the vehicle of information, writing as one of its axes tends to be quite difficult to grasp and use. Therefore, the majority of EFL learners face a plethora of challenges when it comes to writing, including their lack of vocabulary knowledge, their misconception of paragraph structure and their mother tongue interference, among others. These factors render writing a challenging task for learners and put the teacher's corrective feedback in writing on the table of investigations to find solutions to students' writing problems and foster their writing performance. The findings of many studies (Bitchener & Knoch, 2010; Chalander, 2003; Ellis et al, 2006; Ferris & Roberts, 2001; Lalande, 1982; and Rassaei & Moinzadeh, 2011) agree that teacher's corrective feedback is very helpful and effective in fostering students' composition. However, discrepancies in findings, mainly initiated by Truscott (1986), suggest that teachers' corrective feedback is neither effective nor useful, and even harmful to students' learning.

In the Algerian context, compared with the other skills, writing is being marginalized by the secondary school syllabus due to the insufficient time devoted to it. Consequently, many EFL secondary school teachers found themselves dealing with it hastily to keep up with their overloaded syllabus. Since a little time is given to the writing skill, a little importance is paid to feedback in writing. Therefore, it was thought that the insufficient or the absence of teacher's feedback on students' written productions may be one of the reasons that contribute to learners' writing difficulties and leading to their low performance in this skill. Additionally, many students point out that feedback on their written compositions is not always provided which make their learning chaotic. For that, in the present study, the researcher assumes that by using the different forms of feedback (teacher's direct and indirect uncoded written feedback or group conferencing), EFL secondary school learners might improve their writing performance and overcome their writing deficiencies.

The overall objective of the current research is to investigate the effectiveness of the different forms of teachers' feedback in enhancing EFL secondary school learners' writing performance. Also, it aims to investigate EFL teachers and learners' preferences towards types of feedback. Moreover, the present research is set to explore teachers' most effective forms of feedback used

in correcting secondary school pupils' written compositions. Hence, an endeavor is made to investigate the challenges that EFL secondary school teachers of English encounter when providing their learners with corrective feedback in writing.

Aligning with the research objectives listed above, the current study addresses four main questions. These questions are interrelated and serve to provide a focal point.

1. What is the impact of the different forms of feedback on secondary school pupils' writing performance?
2. What are the preferences of learners towards the different forms of feedback in writing?
3. What are the most useful forms of feedback used by EFL secondary school teachers in correcting their pupils' written compositions?
4. What problems do EFL secondary school teachers encounter when providing feedback to their students' written productions?

Regarding the above research questions, the researcher puts forward a set of hypotheses that are as follows:

1. Teacher's different types of feedback are likely to promote secondary school pupils writing performance.
2. EFL secondary school learners may prefer their teacher's oral feedback rather than his/her written feedback in writing.
3. Oral feedback might be the most useful feedback strategy used by EFL secondary school teachers.
4. Providing feedback to pupils' written productions is characterized by several complications.

A rigorous research design is more than a must in the accomplishment of valid and reliable research. Considering the stated details, the researcher will follow a mixed-methods approach to examine the issue. This research takes the form of action research. It is primarily a quasi-

experimental comparative study, that is, a comparison between different types of teachers' feedback. Teachers' direct and indirect written feedback is compared to teachers' group conferencing or oral feedback. Following the quasi-experiment methodology, two data gathering tools are chosen to be the main methods to collect the necessary relevant data. These are the in-class test and two separate questionnaires. The questionnaires are designed to both teachers and learners respectively. They have been administered to English secondary school teachers (semi-structured items) and Third Year scientific stream pupils (structured items, unstructured). They have been employed to measure both teachers' and pupils' perceptions of the use of corrective feedback in writing. Also, the questionnaires have been used to complete the practical part and verify the research hypotheses.

The present research unfolds through three different chapters. To begin with, the first chapter is the review of the literature, which deals with the theoretical background of the study and reviews the related studies that touch upon the present topic of the subject matter. This chapter includes two sections. The first section is dedicated to reviewing the writing skill, including its fundamental aspects, approaches, and challenges. Meanwhile, the second section tries to define feedback and shed light on the types of teachers' corrective feedback in writing. Second, the second chapter is the research methodology chapter that encompasses two different sections. The first section provides a theoretical background of the research approach and methodology; whereas, the second section aspires to address the employed research tools, the structure and the purpose for which they are used, and the investigated sample population.

The third and last chapter is a data analysis and discussion chapter, and it consists of three sections. The first section deals with the analysis of the research gathering tools. The second section deals with the discussion of the findings and draws a line between them and the previously raised questions in an attempt to answer them. Finally, the last section is devoted to some recommendations and implications which are drawn from the research findings. All in all, the actual study is thought to be constructive in the understanding of corrective feedback to pupils' writings and its enhancement.

Chapter One: Review of Literature

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1.1 Introduction

The writing skill is the most important language skill and the most sophisticated one. It is a complex phenomenon that includes different elements of language such as Lexis, grammar, mechanics, syntax, vocabulary, and accuracy. Also, it is considered the heart of language mastery since it represents one's ability to express his thoughts, feelings, and attitudes in the high statue of formality and appropriacy. Making errors is recurrent and monotonous in students' writing. Therefore; it was thought that teacher's different feedback strategies may have a significant impact on improving student's written work and reducing such errors. On the whole, this chapter aims at presenting the theoretical background of the study through shedding light on writing skill in general with a focus on the teacher's feedback on student's writing. Besides, this present chapter is divided into two sections. The first section provides a general background to this skill with an emphasis on its major aspects. Also, it highlights some of its fundamental approaches and tackled some of the students 'problems and challenges. Meanwhile, the second part deals with an overview of the teacher feedback with an emphasis on different types of teacher feedback on students writing and its importance on improving students' writing performance.

Part One: Writing

1.2. Definition of writing

Writing is defined differently from various perspectives. Traditionally, writing is merely the representation of speech sounds in the form of written symbols to communicate a given message. For Pincas (1962, cited in Choubane, 2014, p. 5) "***Writing is a system of graphic symbols, i.e. letters or combinations of letters which are related to the sounds we produce while speaking***". However, others argue that writing is more than graphic symbols. Nunan (2003) states that "***writing is an intellectual activity that involves finding ideas and thinking about ways to arrange them into sentences and paragraphs that is clear to be understood by people.***"(P.88). Moreover, this view is supported by other scholars such as Grabe and Kaplan (1996), who claim that the development of written speech needs a high level of thinking and consciousness despite

its difference in speaking in terms of form and use. Also, this idea is supported by White and Arndt (1991) cited in Hammad (2015) state that *“writing is a thinking process that involves brainstorming, planning, goal setting, monitoring, and assessing what the writer is going to write, and using correct linguistic forms to express clear message”*(P.3). Also, the Writing skill is explained also from the social perspective. According to Hamp Lyons and Kroll (1997, p. 8), this skill is regarded as *“an act that takes place within a context, that accomplishes a particular purpose and that is appropriately shaped for its intended audience”*. Thus, writing is used for a specific purpose to achieve the goal of communication. Furthermore, writing is influenced by many factors and it differs from one context to another depending on its purpose. According to Rinnert and Kobayashi (2009) cited in Zourez (2017):

“The writing of EFL students is affected not only by their first language (L1) but also by the educational context where they learn to write. This socially and culturally characterized context provides meta-knowledge about writing (i.e. The view of an audience and goals of writing) as well as linguistic and textual knowledge, affecting the ways in which students process and produce writing” (P. 23).

In this vein, writing is influenced by many factors, including, learners’ mother tongue interference, their cultural background, and the environment where this skill is being taught.

In sum, though several definitions have been yielded to the writing skill, they all agreed that it is the most difficult and sophisticated skill to be mastered by learners. As it was mentioned earlier, writing is a complex skill that involves complex procedures. Thus, it needs much more practice, time and effort in order for the individual to write well.

1.3 The difference between writing and speaking

Though Writing and speaking are productive skills, they differ in many aspects O’Grady et al (1996) pointed out that;

“Speaking and writing are different in both origin and practice. Spoken language is required without specific formal instruction. Whereas, writing must be taught and learned through deliberate effort... there are many people who are unable to write? While speaking form comes naturally to human beings, writing does not”
(p. 591).

This implies that although writing and speaking are considered productive skills; they are totally different. Many aspects among which speaking are naturally acquired compared with writing, which must be taught. Also, the spoken form does not obey grammatical, stylistic, and functional norms meanwhile the written form is restricted by numerous norms and rules that identify what is meant by formal and academic writing. Byrne (1979, p. 03) suggests a list of differences between speaking and writing which are summarized in the following table:

Speech	Writing
<p>1. Takes place in context references are always clear (e.g.: that thing over there)</p> <p>2. Speaker and listener (s) in contact. They interact and exchange roles</p> <p>3. Immediate feedback is given and expected it can be either verbal such as questions, comments, murmurs or non-verbal such as facial expression</p> <p>4. Speech is transitory which is intended to be understood immediately</p> <p>5. Sentences can be completed or in completing and sometimes can be ungrammatically added to pauses and hesitations and some repetition and redundancy</p> <p>6. A range of devices: stress, intonation, pitch to help convey meaning</p>	<p>1. Creates its own context consequently it has to be fully explicit</p> <p>2. The reader doesn't present and no interaction</p> <p>3. No immediate feedback possible writers may try to anticipate reader's reaction and incorporate them into the text</p> <p>4. Writing is permanent it can be reread</p> <p>5. Sentences must be carefully structured, linked and organized to form a text</p> <p>6. Range devices: punctuation, capitals and underlying</p>

Table 01.01: Difference between speech and writing (Byrne, 1988, p. 3)

Out of this comparison, one can conclude that unlike speaking skill, writing is a complex phenomenon that is limited by a set of rules and norms. Therefore, one should respect and obey these rules to be able to express his or her feelings, thoughts and attitudes.

1.4 The importance of writing

Writing is one of the four skills that students are required to master in learning English. They need to write for their academic purpose to be able to write clear and well-organized compositions. However, the majority of them find writing difficult; so, the students should make efforts to write successfully. Harmer (2004, pp. 33- 34) listed the following important reasons for learning writing:

- a. Writing encourages students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts their mind.
- b. Writing also allows learners to perform different types of activities. It enables learners to design questions, interviews, questionnaires, and surveys.
- c. Writing can be also used as an integrated part of a larger activity where the focus is on something else, such as language practice, acting out, or speaking. The teachers ask their learners to write a short dialogue in which they will act out.
- d. Writing can be used as a warm-up for some activities in which the students are asked to write some sentences expressing their ideas and thoughts
- e. Writing is a tool that is used in reinforcing language that has been taught. Teachers use writing tasks and ask learners to practice the recently learned grammar point.
- f. Unlike speaking activities, writing activities provide students with a longer time to think and choose and to write. Thus, students are able to select the suitable words that enable them to express their own ideas they can also have time review their grammar pattern and correct their spelling mistakes

In this respect, it is clear that the significance of writing makes a strong link between this skill and the EFL level of proficiency. Writing is no longer seen as a draft, rather; it is considered as a means of communication whereby learners translate their thoughts and ideas into a concrete final

product. The rationale behind writing is strongly related to many aspects of one's life. It is not only being involved in language learning through using words, but it also elaborates one's thinking to explore new subjects and experience in a second language.

1.5 The Element of effective writing

Writing is the most commonly used skill that learners employ to express their ideas to others. Thus, to effectively do so, they need to take into consideration six traits that are the qualities that teachers, writers, and readers think are important in good writing. These traits are ideas, organization, word choice, sentence fluency, voice, and conventions. Spandal (2005) points out that:

“... So when you become familiar with those criteria, you are not only prepared to assess writing with greater skill, ease, and consistency than ever before, but you are also prepared to teach it with confidence and insight you never thought. The traits will fully support, complement, and enhance the best of your own curriculum (p. 09)”

Hence, the aforementioned traits do not only enable writers to express themselves in a very accurate and appropriate way but also allow them to reach a higher level of formality. These criteria are explained in details as follows:

1.5.1 Ideas

According to Peha (2003) *“ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme”* (p. 1). Also, he stated that the ideas must include interesting details that help the audience understands the main idea. Also, he described this trait as the *“heart and the soul of good writing”* (p. 4). He also provided a guideline for this trait. Firstly, the topic should be narrow, clear and manageable. Secondly, the supporting details provide information about what was stated. Thirdly, the writing must show

knowledge and experience about the idea. Finally, through these ideas, the reader should be able to understand what the writer is trying to convey

1.5.2 Organization

Once the idea or topic is narrowed, students should begin the organization of their writing piece. Peha (Ibid p.7) describes it as “*the internal structure of the writing piece and how it is presented. Besides, it holds the information together and can be easily comprehended by the author*” Also, this criterion should be based on contrast, comparison, and logical chronological order. Also, he added that the organization should catch the audience’s attention at the start and makes them want to read more. Additionally, it must feel finished at the end and make the audience think about what was written. Furthermore, the parts should be arranged in the best order and easy to follow from a part to another. Using organizational methods in writing allows writers to present their ideas in a structured way so that readers can follow them. Starkey (2004) declares:

“By following one of the organizational methods..., you will guide your reader from the first to the last sentence. He will be able to see how the various points you make in your essay work together and how they support your thesis. The direction and purpose they get from the organization help their reader to believe what they are saying and to willingly follow their lead” (P. 02)

Therefore, the organization should advance and showcase the central idea or storyline. The order, structure, or the presentation of information must compile and move the reader through the text. Not only it should have a logical sequence, but also it should have an introduction that draws the reader’s attention and satisfying conclusion that leaves him with a sense of resolution.

1.5.3 Word Choice

To convey a message to the reader, it is highly important to learn how to choose the most appropriate words to produce a piece of writing. According to Peha (Ibid) word choice involves the use of the appropriate words that clarify and evoke feelings, moods, likes, and dislikes, and creates vivid pictures in the reader's mind. Hence, this trait has a specific guideline. Firstly, words must be specific in order to make the reader understand what it is written. Secondly, the language must be used appropriately and effectively for the meaning to be conveyed. Thirdly, writers should select words that demonstrate an action or movement and words that help the reader see feel, hear, taste and understand. Peha (Ibid) supported this view and he added that the word choice is a trait that involves the use of strong verbs that tell how actions are performed. Also, it includes adjectives and adverbs that make things more specific. Furthermore, it comprises words and phrases that make the reader remember them after he finished reading them.

1.5.4 Sentence fluency

In a well- written piece of writing, sentences should vary in length and structure allowing the reader to add expression while reading them. Peha (Ibid) describes it as the rhythm and flow of the written language where sentences are used smoothly and clearly. Also, this trait has the following guidelines. To begin with, sentences should enhance the topic or the main idea. Next, they also need to match the mood of writing and vary in the length and structure. Moreover, sentences beginning must have a purpose and variety. In addition, transitions and connections must be found in the sentences to show how they are related and built upon each other. Furthermore, sentence fluency includes variety in the sentence beginnings, variety in the sentence length and structure. Besides, it must be easy to be read, sound great when reading aloud, and uses rhythm, rhyme, alliteration and other sounds.

1.5.5 Voice

According to Peha (Ibid), voice indicates a sense of the writer's personality that comes out throughout the writing piece. Also, it shows the engagement of the writer and leaves a sense that a real person is speaking to them and caring about the topic. In addition, the author should add a sense of emotions, motivation, and enthusiasm to build a relationship between him and the reader. Furthermore, this criterion has a lot of features. First, the writers should use ways that show that they are interested in the topic and also they should use ways to make the readers engage in their writing pieces. Next, throughout their writing, writers should make their readers connected to them and highly engaged. In addition, another important aspect of this trait is that the writer's personality must be revealed and presented.

1.5.6 Conventions

Peha (Ibid) states that “*conventions in writing are the editing process. This includes spelling, indentation, punctuation, grammar, capitalization, and paragraphing*” (p, 19). The appropriate use of convention rules allows readers to follow the text and gain meaning from it. He also added that convention involves the use of outside punctuation, which includes periods, interrogation and exclamation marks. Also, it involves the use of the inside punctuation, which includes the use of commas, colons, dashes, parenthesis, and semicolons. Furthermore, this trait also involves the consistent use of capitalization throughout writing to indicate where new ideas begin and also to indicate names and places. Moreover, Spandal (2015) provided the following guideline for this criterion. Firstly, writing is left to right and up to down. Secondly, proper use of grammar that clarifies the piece. Thirdly, the spelling must be correct and punctuation is accurate and appropriate. Finally, the suitable use of paragraphing within the writing to show how the related sentences contribute to building a coherent paragraph.

To sum up, in order to write effectively, writers should take into account the six traits of writing that are as follows: First, ideas and content which are considered the heart of the message in which the main theme is well-defined, clear and focused. Second, an organization which is considered the skeleton of the written work which propels the reader toward the key points or

logical conclusions. Thirdly, word choice which involves the use of rich and colorful words that makes the message clear, understandable and convincing. Fourthly, sentence fluency which deals with the rhythm and flow of language, in other words, the way the writing plays with the ear. Fifth, the voice in which the writer addresses his or her unique and personal touch through his words. Finally, conventions which demonstrate the mechanical correctness of the writing through which writers should demonstrate a good grasp of standard writing conventions and also use specialized conventions effectively to enhance the layout and readability of the text.

1.6 Approaches to writing

Writing is one of the most difficult skills for EFL students to master. Also, the idea of teaching this skill is not easy. Therefore, many ESL /EFL teachers have been working hard to come up with the most effective theories, approaches and methods to develop and improve student's writing. Thus, a great number of approaches have emerged to develop practice in writing skill. Although none of these approaches can be considered as ideal, they all have proven to be successful under certain circumstances. Those approaches have emerged over time in different geographical settings, Hyland (2003) stated that "*These approaches are complementary and overlapping perspective, representing potentially compatible means of understanding the complex reality of writing* "(p. 2) These different approaches are explained as follows:

1.6.1 The Controlled-to-Free Method Approach

Under this approach, students are given pieces of writing such as sentences or paragraphs, and they are asked to make some grammatical or lexical changes such as using the present tense instead of the past, or the plural instead of the singular, or to change phrases into clauses or vice versa. This type of exercises enables learners to write frequently and correctly without mistakes because their productions are strictly controlled. Only after having improved this first type of highly controlled-writing, can the students move to free compositions in which they express their own ideas. Furthermore, one of the most important features of the controlled-to-free approach is

that it focuses on accuracy rather than fluency, in other words, it emphasizes on the structural aspect of the language and it neglects its communicative aspect.

1.6.2 The Free-Writing Approach

Free-writing means that the students are free to write without teacher's interference, and are encouraged to focus on content and fluency first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy. For Peyton and Staton (1996) as cited in Nmouchi (2014) "*Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writings, which are time-limited, done individually, and not always shared, and dialogue journals, written to a teacher, a classmate or other partner who then responds*" (p. 34). On the other hand, such writings may be kept in a notebook. Out of these pieces, themes may emerge that can act as a facilitator for more extensive writing that can be later on discussed, revised, edited and published.

1.6.3 The Power Writing Approach

It was developed by J. E. Sparks in 1989 at the University of Southern California when he published his book entitled "Power Writing". He developed the concept of "Power Writing", as a method of writing, which assigns numerical values to the main idea, major and minor details. Power writing consists of what it is called "Power graph". This method not only includes a formula for writing paragraphs but also aids students in the identification of the main idea and supporting details. Traditional Power Writing, according to Sparks, is based on a numerical approach to the structure of writing. It erases and replaces the complex and ambiguous abstract terminology with a numbered structure that students can easily keep in mind. This numerical structure can be used in all types of development: expository, argumentative, perspective, descriptive and so forth.

1.6.4. The Product-Oriented Approach

The product approach has its origin in the traditions of rhetoric and focuses its study on model texts in order to make students aware of the text features. It consists of analyzing the students' writing in order to identify and quantify their strengths and weaknesses. It is clear that when such an approach is adopted, it leads to accuracy. In fact, it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft. Gabielato (2002) states that *"A product approach is a traditional approach in which students are encouraged mimicking a model text, usually is presenting and analyzing in early stages"* (p. 5). Moreover, this approach focuses on the final output of the written product in which accuracy is highly appreciated. This idea is supported by Nunan (1989) who states that:

"The product approach to writing focuses on the end results of the act of composition.i.e.The letter, essays, and story and so on. The writing teacher who subscribes to the product approach will be concerned to see the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on"(Nunan, 1989, p. 36).

Thus, one can conclude that the product approach to writing focuses on the end result of the act of composition. Here, the aim is to see the correctness and grammaticality of the produced pieces of writing. Teachers can provide support for learners during the composition, in order to avoid mistakes.

1.6.5 The Process Approach

Hairston (1982 cited in Kroll, 1997) view that the process approach as "a paradigm shift", from the focus on the written texts' students produce in the writing process they follow. Similarly, Raimes (1983) agree that a new perspective in writing has begun to shift from an emphasis on the product to emphasis on the process of writing. Students have to realize that what they write in the first draft is not necessarily the final product, but just the beginning. So, how do

I write this? How do I get started? Are central questions students to ask before writing? In fact, if students are given time for the process, they will discover new ideas, words, and sentences as they plan, write the first draft, and revise what they have written for a second draft. Therefore, in the process approach, students are given the opportunity to explore the topic through writing, teachers and peers' feedback to improve their composition. Also, Hogue and Oshima (1999) state: ***"Writing is a process, not a product."*** (p. 03) Consequently, Applebee (1986 cited in Kroll, 1997 p. 96) note that the process approach "provided a way to think of writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar). Besides, it is viewed as ***"An approach to the teaching of writing, which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models"***(Tribble 1996, p.160). In other words, students do not copy an already made piece of writing, but rather commit themselves to write on their own. So, they are likely to be creative writers. More importantly, writing is not linear because writers need to go back and forth throughout the different steps to write appropriate ideas (Hedge2000; Taylor 1981 cited in Kroll, 1997; Zamel, 1983 cited in Kroll, 1997). In fact, students write and rewrite until they reach the purpose of writing about a given topic.

1.6.5.1 Stages of the writing process

In the process approach, Kane (2000) argues that ***"writing has three steps: thinking about it, doing it, and doing it again"*** (p. 17) the first step, "thinking", involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing", is usually called "drafting", and the third, "doing again" is "revising". According to Harmer (2004), writing has four stages. They are planning, drafting, editing (reflecting and revising), and publishing each of the stages is explained below:

1.6.5.1.1 Planning

In this stage, writers plan what they are going to write. To do this, they have to consider the purpose of their writing because this influences the type of the text, the language, and the

information needed. They also have to consider the audience that determines the type of text and the choice of language. They, additionally; have to think of the form and content of their writing. Lipson (2005) believes that it is not necessary to draw a plan, what's important is to have a plan in your mind. Also, he adds that this plan is not the final version; the writer may change it by either adding some ideas or deleting others. Furthermore, studies show that good writers are likely to revise their plans as they proceed and plan more than poor writers, spending more time reflecting, thinking or making notes before creating the first draft. The next stage then is the drafting stage, which involves the actual writing process.

1.6.5.1.2 Drafting

It is the second stage of the writing process. It involves the use of a draft, which refers to the first version of a piece of writing. Writers jot down their ideas and plans, having the intention that it will be altered later. Similarly, Harris (1993) states that *“writers translate plans and ideas into a provisional text”* (p. 55), which leads them to write the final version. Moreover, drafting is a technique or the strategy that allows students to explore, to make discoveries and change their ideas in other words, students can redefine their concepts, think of new ideas and new linkages between ideas and may even change their minds over an argument or a point of view. Once students have finished drafting, they will have to move to the next step which is editing or revising.

1.6.5.1.3 Editing (Revising)

In this stage, writers review their writing. They spot unclear words, incoherent ideas, misspelled words, and misplaced punctuation marks. They can also make changes on the basis of comments and suggestions provided by their peers. As a result, this helps them improve their writing to prepare the final version as it is planned to be. Furthermore, editing involves careful checking of the text to ensure that there are no errors that will impede communication such as errors of spelling, punctuation, word choice and word order. The next and final stage is the publishing stage.

1.6.5.1.4 Publishing

This is the final stage of the writing process. After the last version is being edited, writers are ready to publish their writing to its envisioned audience. It is also called the presentation stage as after student planned, drafted, and edited his text, he becomes ready to present it to his public.

These stages are described as follows:



Lyons and Heasley (1987) mention three stages of the writing process. These stages are pre-writing, writing, and post-writing. To start with, pre-writing involves thinking about the selected topic and decides about the appropriate way and information to write. In fact, it is an active stage, in which students discuss the topic and bring extra reading material to get new ideas and different perspectives. Secondly, the writing stage is organized as "a writing workshop", which promotes cooperative learning. In other words, students write a composition either in pairs or in groups under their teacher's guidance to be assessed. Finally, the pre-writing stage includes editing and proofreading. Students critically edit their writing to spot mistakes that have been made in the writing stage. With regard to proofreading, they re-read their writing to correct minor mistakes or errors such as misspelling, subject-verb agreement. Both editing and proofreading can be done collaboratively. According to Brown and Hogue (1989), the writing process is composed of three stages. The first stage is preparing to write. Preparation for writing depends on the reader, the purpose, the content, and the situation. The second stage is drafting, where students really begin writing. They do not worry about spelling, grammar, punctuation or wording. To see what has been written, students can write beginning sentences to come back later or use the writing space. For example, they write on every second line or second page. The third stage is revising, which involves checking that the content and the purpose are clearly and appropriately stated to the audience in a specific writing situation. It is about not only checking spelling, punctuation, and grammar, but also arranging, changing, adding, and dropping out the words.

In conclusion, all these approaches have been introduced in the language classroom so as to improve student's writing proficiency and finding solutions to overcome their writing difficulties and deficiencies. Nevertheless, the process approach proved to be the most advantageous among all of them. Tribble (1996) points out that the process approach is a process of teaching writing, which stresses the creativity of the individual writer, and pays attention to the development of good writing rather than the imitation of models. On the contrary, the product-oriented approach is viewed by White and Arndt (1991) as a traditional approach which is based on the reproduction of a model. Concerning the controlled approach is considered to be less productive one since students are guided and are not free to express themselves. Furthermore, though students are given the freedom to write in the free-writing approach, they still need their teacher's interference and feedback. So, it is concluded that each of the mentioned approaches has pros as well as cons. So, it depends on teachers to choose the approach that suits best their learners.

1.7 Writing Assessment

Assessment is a fundamental procedure that cannot be separated from the learning and the teaching process. It serves at identifying the learner's level, weaknesses, abilities, progress through judging their outcomes.

As writing is challenging to be taught and learned, it is also very challenging to be assessed, especially in an L2 context; since it's based on different standards of task and evaluation that teachers should consider when assessing their learners' written productions. In light of this, Brown (2003) highlights the following basics of the writing assessment:

“The assessment of writing is not a simple task. As [we] consider student's writing ability as usual [we] need to be clear about [our] objectives and criterion. What is it [we] want to test: handwriting ability? Correct spelling? Writing sentences that are not grammatically correct? Paragraph construction? Logical development the main idea? All of these, and more are possible objectives and each objective and each objective can be assessed through a variety of tasks” (p. 218)

This means that writing assessment must not be done in a vacuum, in other words, EFL teachers should take a lot of criteria into consideration when evaluating their learner's written productions. Also, when assessing a student's writing, teachers should consider the learners' writing deficiencies. O'Neil, Moor, and Huot (2009) noted that the writing assessment procedures should be tolerable, thus, they should be appropriate for learners.

1.7.1 Testing

Weigle (2002) states that in choosing or designing a writing test, the logical place to begin is by considering what we plan to use the test for, in other words, what is the purpose of testing the writing ability. Also, Bachman and Palmer (1996) discuss two important goals for language tests: firstly, the primary purpose is making inferences about language ability. Secondly, is to make inferences about the language ability based on these inferences. In this context, they identified three types of inferences that are made on the basis of the language test: proficiency test, diagnostic test, and achievement test; these types of test inferences are explained by Weigle (2002) as follow:

Firstly, we use inferences about general language proficiency to make decisions such as admission to academic programs, placement of into different levels of the language program, selection for a particular job. Secondly, we use inferences about diagnostic to finding out the strengths and the weaknesses of individuals as they are used by teachers to tailor their instruction to meet their learner's needs. Thirdly, we use inferences about achievements to measure the degree to which individual or groups of students have met the specific instructional goal.”(P.40).

Hence, one can say that tests are used according to their purposes. They can be used to test a proficiency level for job admission or academic program. They can be also used as diagnostics by teachers to spot the areas of flaw and strengths of their students. Finally, the can be used as an

achievement tests to measure a progress in students' performance after specific interventions or treatments.

1.7.2 Portfolio Assessment

Weigle (2002, cited in Wolcott, 1999 p. 4) defines portfolio assessment as “purposeful collection of student work that exhibits to the student (and / others) the student's efforts, progress, or achievement in given areas”. It is also a collection of texts written for different purposes over time. This implies that portfolio is a set of written work rather than a single one. Hamp, Lyon, and Condon provide the following characteristics that are present to a greater or lesser degree in portfolios:

- a. A portfolio is a collection of written works, rather than a single writing.*
- b. It enables the writer to display a range of writing performances, in different genres and for different audiences and purposes.*
- c. A portfolio possesses context richness in so far as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context.*
- d. Portfolios generally involve reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development.*
- e. A portfolio can provide a means for measuring growth along with specific parameters, such as linguistic accuracy or the ability to organize and develop an argument.*
- f. Portfolios can provide a means for measuring development over time in ways that neither the teacher nor the student may have anticipated.*

(Weigle, 2002 p. 199)

All in all, one can say that a portfolio is an ongoing type of writing assessment. It does not involve only teachers as the only evaluators but also students are involved as an essential part in

this process through either their self or peer assessment. Also, both teachers and learners reflect upon the students' draft and try to organize them and develop them through practice.

1.8 Mistakes of EFL learners when writing

Writing is the most difficult language skill for learners to master, Goma (2010) cited in Ada and Bakir (2013) indicated that *"students' first language affects learning the target language"* (p. 255). This is why students make certain mistakes and repeat them. This means that the influence of the student's first language pushes them to make numerous mistakes in the target language. She provided some mistakes that are committed by learners:

a. Run-on sentences: Run-on sentences in Arabic are accepted since writers can write endless sentences in Arabic, with no punctuation marks and that is not accepted when writing English.

b. Arabish: it occurs when the students translate words from Arabic into English; as most of the time, they fall in the trap of using words causing misunderstanding and confusion. As in this example provided by Goma (2010), students may write a sentence like "Flu infection spreads by peace with the hand" is grammatically correct but meaningless. The student means by this sentence "Flue infection is caused by greetings and handshakes "as the words, greetings, and peace are of the same meaning in Arabic and they are also homographs so the learner writes one instead of the other.

c. Punctuation: a lot of learners with Arabic backgrounds have a big problem with punctuation since Arabic has few limitations in the use of commas and periods than English, the semi-colon and the exclamation marks are not very commonly used by students when writings in Arabic.

d. Writing Organization: Arabic essay structure is totally different from the circular structure in the English essay (with the topic sentence of the same idea in the conclusion) is foreign to Arabic essay where the conclusion has to bring something new (Ibid, p. 287).

1.9 Causes of Writing Problems

According to Al-Khsawneh (2010), students identified two main causes of their weaknesses in English language, they are the teaching methods and the environment; he added that the learner's weak qualification in English language is either related to the lack of their motivation, or their teacher's interest. Most of the learners use their first language because of the isolated culture, in other words, they are not familiar with the foreign language culture as when writing in English or any foreign language they think in their mother tongue. Yet, methods of teaching English included the medium of instructions, using Arabic as an important aid in English classes, writing done in Arabic as most of the teachers have low proficiency in English, and they lack the practice of writing in educational institutions. Also, limited vocabulary knowledge is also one of the most important causes for learner's writing difficulties therefore; they end up repeating the same words which hinder their creativity. Rabab'ah (2003), points out that learners could not give voice to their ideas as they lack the adequate stock of language repertoire. Moreover, students are not caring and unwilling to share their work with other students and the absence of their teacher's feedback and error correction.

In conclusion, this section was meant to highlight the writing skill, its importance and its fundamental aspects. Also, it provided a theoretical background to its major approaches, and highlighted some mistakes and problems that are encountered by EFL writer.

Section Two

1.10. Definition of Teacher's Feedback

Hattie and Timperley (2007) define feedback as:

“Information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide correct information, the peer can provide an alternative strategy, a book can provide

information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of the response. Feedback thus is a consequence of performance” (P. 81).

In this respect, feedback is a response to a specific behavior in other words; it is someone's reaction to something in which he may correct, suggest, inform and answer any given situation regarding aspects of others' performance. However, Hyland and Hyland (2006) view that feedback is a social act; it embraces all the aspects (context, participants, medium, and goal) that together give any communicative act its identity. For them, like other communicative acts, feedback occurs in the context of a particular kind (institutional, pedagogical): it appears between participants of particular identities (teachers, peer, learners) and it is delivered by a particular medium (peer, conference, written comment) and it is designed to accomplish certain educational, pedagogical and social purposes.

All in all, teacher's feedback is kind of correction of learner's errors or mistakes in the learning process so as to enable them to distinguish between the correct and the incorrect form of language in order to improve their proficiency level. Brookhat (2008) emphasizes that feedback is an important component of good formative assessment since it addresses both cognitive and motivational factors at the same time. From one hand, it gives the student information they need so they can understand where they are in their learning process and what to do next (the cognitive factor). On the other hand, once they understand what to do and why, most students develop a feeling of control over their own learning (motivational factor).

1.11. Teachers' Corrective Feedback in Writing

Teachers' written feedback is the most widely used forms of feedback that students receive on their written work. This type of feedback is usually not immediate since the teacher has time to think about how to give feedback and on what. Ferris & Hedgcock (2014, p. 237) state that *“Teacher's feedback on student's writing is a critical part of writing instruction and can have a great influence on student writing”*. This means that teacher's feedback plays an important role in students' writing.

According to Wiggle (2002), the purpose of the teacher's feedback lies in providing guidance in writing. Written feedback tends to be given after a task. Response to the learners' writing can vary widely, and feedback practices differ according to the teacher's preferences as well as to the kind of writing task they have set and the effect they wish to create. L2 researchers and practitioners have investigated the effect of written corrective feedback (WCF) on increasing L2 learner's writing ability from different aspects. They have tested a different aspect of written corrective feedback so as to see its impact on student's writing proficiency. However, the effectiveness of providing WCF has increased a great deal of controversy among L2 researchers. Truscott (2007) stated that the best estimate is that correction has a small negative effect on the student's writing ability to write accurately. He persisted that WCF is harmful feedback because it may hinder L2 learners to engage themselves with more complex structures due to the stress of getting wrong, therefore, it influences the complexity of the written output.

1.12. The Types of Teacher Feedback on Students' Writing

There are different ways of providing feedback on writing and the teacher is not the only source of it. Feedback falls into different categories according to who gives it and how. It can be either direct or indirect feedback, teacher group or student conferencing, peer feedback and written commentary.

1.12.1 Direct and Indirect Feedback

Direct teacher feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, phrase, or morpheme and providing the correct form. It clearly states what is wrong and how it should be written, whereas the indirect feedback involves underlining or circling the error or the mistake by the teacher on the student's written work. Ellis (2008) mentions that the advantage of direct feedback is that it provides explicit information about the correct form. Furthermore, Lee (2008) adds that direct feedback may appropriate for beginner students or in a situation when errors are "untreatable" that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want

to direct student attention to error patterns that require student correction. Nevertheless, indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating the error without providing the correct form. According to Petchpasert (2012, p. 1115), indirect feedback has two types. First, coded feedback in which the teacher underlines the error and writes a symbol above the error, so as to enable the student to determine the nature of the error. The second type is uncoded indirect feedback in which the teacher underlines the error, but he does not write the correct answer or a symbol to indicate the error. In sum, Ferris (2006) stated that direct WCF is more likely to improve untreatable errors while indirect WCF might be helpful for treatable errors it also gives the student's maximum responsibility and opportunity to reflect on their mistakes. Additionally, Ferris (2006) adds that:

“Student writers not only have to come up with the correct form, but think about what types of error it is, what rule (s), if any, may apply to the construction, and perhaps consult an appropriate source (grammar book, dictionary) for help; such reflection are urged to promote long-term language acquisition because students are actively engaged in the process of problem-solving” (p. 150).

To summarize, the direct teacher feedback gives a straightforward correction to student's mistakes without involving him or her in the process while the indirect corrective feedback encourages the learner to be self-reliant and responsible through making him/her an important part in the correction process.

1.12.2. Group or Individual Conferencing (Oral Feedback)

It involves a face-to-face discussion between the teacher and his students about their mistakes and errors and how they can be treated. Hyland (2003) defines it as *“an approach lauded by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants, and as a method that provides both teaching and learning benefits”* (p. 5). Hyland (2003) argues that the teacher conference is a way which does not only open the door for teacher –student's interaction, but also it allows teachers to have a clear insight about their

student's needs and inquiries. Hyland (2003) highlights that "*The nature of the conference gives teachers a chance to respond to the diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving uncertainties while saving them the time spent in the detailed making of paper*" (p. 192). Furthermore, this type of feedback is advantageous because it provides students with clearer ideas with their points of strengths and weaknesses.

Nevertheless, learners need to play the role of active participants rather than passive recipients in such conversation and this can be achieved by giving them opportunities to discuss, negotiate and ask questions about their writing's strengths and weaknesses. Zamel (1985) as cited in Lounis (2009) acknowledged the usefulness of the teacher conference since both teachers and students can benefit from the opportunities of "immediacy", "negotiation", and "clarification". Teachers are advised to adopt conferencing to written comments because the former provides students with more focused and useable comments. However, by studying its advantages and disadvantages, Hyland and Hyland (2006) believe that writing conferences are not successful in every writing class and this view was supported by Ferris (2003) who mentioned the following reasons. First, employing such feedback requires a high mastery of both oral and aural skills to be able to understand the teacher feedback content and discuss it. Second, some students cannot interact even in informal settings, it would be impossible for them to interact in a formal discussion on writing. Therefore, they blindly would accept their teacher feedback. The third reason is that teachers find themselves in a need for considerable amounts of time to deal with each student's writing individually. Nonetheless, Hyland (2003) upholds that "*The nature of the conference gives teachers a chance to respond to the diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities while saving them the time spent in the detailed making of paper*" (p. 192) Furthermore, this type of feedback is advantageous because it provides student's with clearer ideas with their points of strengths and weaknesses.

Anderson (2010) in his study gives many concepts of the term conferencing or conferring, as follows: A writing conference is a conversation:

- ✓ The point of a writing conference is to help students become better writers.

- ✓ Writing conferences have a predictable structure.
- ✓ In conferences, teachers and students have predictable roles.

It's important to communicate to students in conferences that we care about them as people and writers. Also, Anderson (2000) gives the roles of both teachers and students when conferences take place between them. He draws a table that includes all the previous roles:

The Role of the Teacher and Student in a Writing Conference	
The Teacher's Role	The Student's Role
<i>In the first part of the conversation</i>	
<ul style="list-style-type: none"> ✓ Invite the child to set an agenda for the conference ✓ Ask assessment questions ✓ Read the student's writing - Make a teaching decision 	<ul style="list-style-type: none"> ✓ Set the agenda for the conference by describing his/her writing work ✓ Respond to his/her teacher's research questions by describing his/her writing work more deeply
<i>In the second part of the conversation</i>	
<ul style="list-style-type: none"> ✓ Give the student critical feedback ✓ Teach the student ✓ Nudge the student to "have-a-go" ✓ Link the conference to the student's independent work 	<ul style="list-style-type: none"> ✓ Listen carefully to his/her feedback and teaching ✓ Ask questions to clarify and deepen the understanding of his/her teacher's feedback and teaching ✓ "Have-a-go" with what the teacher taught him/her ✓ Commit to trying what the teacher taught him/her after the conference

Table 1.02: The role of teacher and student in a writing conference (Anderson, 2000, P.03)

1.12.3 Written comment

Praise or positive comment can be provided in writing in the form of “well-done, well- written and so forth. Comments are generally written on the margin of the students’ written work. They show how successful is the written work and how it could be improved. Brookhart (2008) points out that the teacher needs to choose the most appropriate words and phrases to present his written comment in such a way that the student hears what you intend. She stated that:

“It is all choosing words and phrases that show that you value the student as a person who learns, it is about choosing the words and phrases to support students in seeing themselves with scholar’s identity (self-efficacy for learning). And as active and strategic in managing that learning (self-regulation)” (p. 32).

Commentary is the most common form of feedback that involves the handwritten comments on the student's paper. Responses may take the form of both marginal and end comments. Hyland (2003) asserts that *"A comprehensive end note allows more space and opportunities for the teacher to summarize and prioritize key point and to make a general observation on the paper"*(P.180). Here, one can say that the teachers’ comments or notes that summarize students’ performance in an unfocused and general way.

1.12.4. Peer Feedback

Bartels (2003) as cited in Ayuningtyas (2014 p. 20) outlines that *“peer feedback is also referred to as a peer review, peer editing, peer evaluation, and peer response in which students read each other’s writing and provide feedback to the writer”*. Falchikov (2001 cited in Ayuningtyas, 2014, p. 20) reports that peer Feedback involves *“an interaction with peers to develop their ideas in writing skill”*. It means that students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their knowledge of vocabulary, grammar, and organization. In addition, students have roles and responsibilities in commenting on and critiquing each other’s writing in both written and oral formats in the process of writing.

1.13. The Importance of Feedback in enhancing students writing

Teacher's feedback plays an important role in improving students' writing skills. Han (2006, p. 6) who emphasizes that *"feedback informs, regulates, strengthens, sustains, and eliminates errors in language learning"*. This means that feedback is very helpful tool and element for the improvement of EFLs' writing. Also, it provides them with an opportunity to learn and motivate them to do better. Sheen et al (2009) added that *"corrective feedback may enhance learning by helping learners to first, notice their errors in their written work. Second, engage in hypothesis testing in systematic ways and third, monitor the accuracy of their writing by tapping into their existing explicit grammatical knowledge"* (p. 567). This implies that teachers' feedback on students' writing is an essential part in language learning and teaching as well because it makes learners be aware of their errors and makes them feel responsible for correcting them. Therefore, feedback increases students' autonomy and sense of responsibility in language learning. This view is supported by Hattie (2012) who claims that *"In second or foreign language writing, research has found that both teachers and students hold that teacher feedback on student writing is a critical part of writing instruction and can have a great influence on student writing"* (p. 271). Moreover, Sommer (1982) mentions that there are three main purposes that the teacher feedback is important in students' written work. Firstly; it informs the writers as to whether their written products have conveyed their intended meanings. Secondly, it gives the student writer the sense of audience (their interest and expectations) and helps them ameliorate their writing accordingly. Thirdly, it offers students with the impetus for revision, and to do so teachers must present an input so that student could revise.

1.14. Ways of Giving and Using Feedback

Using feedback from teachers does not come naturally to all students. Brookhat (2003) notes that:

"Teacher feedback describes the performance and also suggests strategies for improvement. The strategies you suggest and model will

become a part of the students' repertoire for practicing that skill. The criteria you describe in your feedback will become a part of the students' own criteria for knowing that kind of work. Gradually more and more self-assessment should occur: as the concepts become more familiar, students come up with their own learning strategies and less feedback is needed" (p. 58).

In this regard, through feedback teachers can install some learning strategies on their students' mind and drive them to reflect upon them, and adopt them as techniques in their language learning. Moreover, she added that one of the best ways of teaching feedback is modeling, i.e., teachers can model giving and using feedback as a part of the lesson. They can also model openness to criticism by creating a classroom environment where mistakes are recognized as opportunities to learn. In addition, teaching self-assessment skills increases students' interest in feedback since it answers their own question and helps them develop self-regulation skills. Furthermore, the use of rubrics can be used also as a guide and evaluation of the students' work since it sounds like the teacher speaks to students. For example, providing rubrics for mechanical errors. Finally, giving tests since students quickly learn that a test is an important evaluation that becomes part of their grade as results students tend to focus on the task and try to work on their mistakes, therefore, they are likely to take the feedback more seriously than ever.

1.15. Conclusion

The conclusion that can be drawn from this literature review is that improving student's writing skill is a challenging task as it is not an easy thing to teach. Also, implementing strategies on how to improve it is a skill that requires practice, patience, and perseverance. On the other hand, teaching the writing skill involves the use of effective, insightful and useful corrective feedback that enables learners to develop their writing. Additionally, EFL teachers must not only provide feedback to student's written work, but they also must study which type of feedback is effective to help students foster their writing. The next chapter will, thus, be devoted to the investigation of the effectiveness of different feedback strategies on students' writing and how students perceive these types of feedback on their written work. Also, knowing their views and

attitudes towards those feedback strategies is a key tool in choosing the most appropriate feedback type that can have a significant impact on students' writing.

Chapter Two : Research Methodology

Chapter Two: Research Methodology

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2.1. Introduction

The present chapter presents the fieldwork or the research methodology underlying the study. Initially, it is divided into two parts: the first part provides a theoretical background of the research methodology. An endeavor is made to define the research; its types, the research approach, its different types, the purpose of research, and its benefits, meanwhile the second part aspires to address the adopted methodology that is used to probe the pre-stated hypotheses and answer the raised research questions. More importantly, it provides a detail description of the research design, the rationale behind the selection of each of the data collection methods, the sample population that the researcher investigated, and the structure and content of each data gathering tool.

Part one: Research Methodology

2.2. Definition of the research

According to Godin (2001, as cited in Douida (2015), the word research is derived from the fourteenth-century French word "Rechercher" or "recerchier" a compound word from "re-" + "cerchier", or "searcher", which means to examine something thoroughly. The earliest recorded use of the term was in 1577. Also, Godin (2001) states that the word research, in fact, was not associated with the scientific inquiry until the nineteenth century (as cited in, Douida (Ibid), p. 12). Additionally, the word « Research » is a combination of two syllables: Re + search. Re: is a prefix means again, a new or over again while search: is a verb which means to examine closely and carefully, in other words, to test or to prove something. Together they form a noun describing a careful, systematic and patient study and investigation in some field of knowledge, undertaken to establish facts or principles (Chelli, 2014).

Scholars provided many definitions of the word research. Bassey, (1999) states that “Research is a systematic, critical and self-critical inquiry which aims to contribute to the advancement of knowledge and wisdom” (p. 38). Cohen and Manion, (1994 p. 5) as cited in Douida (Ibid) provide the following definition to the research “Research is a

combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth”. (p. 10). In fact, when searching for the meaning of research, one can find many definitions with various interpretations. Some of these definitions give a general idea about what research is in nature and some others provide technical meanings to it.

2.3. Types of Research

2.3.1 Descriptive Research

Kothari (2004) asserts that researchers, through this type, describe the state of a phenomenon as it exists. They have no control over the variables; they can only report what has happened or what is happening. According to Chelli (2013), this type of research provides information about the living conditions of a community or describes attitudes towards an issue.

2.3.2 Exploratory Research

According to Gupta and Gupta (2011), this type, within the domain of social sciences, is particularly important for clarification of any concept and throwing new light for further research. This means that this type of research is designed and conducted for the purpose of providing a better understanding of situation(s) or problems(s) that are not clearly defined. Chili (2013) adds that the exploratory research is flexible and can answer what, who and why questions and it can be undertaken to decide if it is worth to conduct a detailed study or not.

2.3.3 Correlational Research

From its name, one can recognize that this type of research is conducted for the purpose of discovering the existence of a correlation “relationship, association or interdependence” between two variables or more. In other words, it studies whether an increase or a decrease in one variable corresponds to an increase or a decrease in the other variable (Kalla, 2011, para. 5). Kalla (Ibid) adds that there are three types of

correlations that are identified. Firstly, positive Correlation which happens when the increase in one variable leads to an increase in the other variable and the decrease in one variable leads to a decrease in the other two. Second, negative Correlation happens when an increase in one variable leads to a decrease in the other and vice versa. Thirdly, no Correlation happens when a change in one variable does not lead to a change in the other variable.

2.3.4 Applied Research

According to Saihi, (2013) as cited in Douida (2015)“applied research is designed from the beginning to apply its findings into a particular situation”. Through this type, researchers attempt to discover how things can be changed and then reports the results in common language. For Kothari (2004), this type aims at finding solutions to immediate problems. This type of research comprises most types of research that are conducted within the social sciences, i.e., the research techniques, procedures and methods that form the body of research methodology are applied (Chelli, 2013).

2.3.5. Action Research

(AR) refers to any study that is conducted to solve an immediate problem. Hamilton (1997, p. 3) AR as “a process of systematic inquiry into a self identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem’s improvement”. This kind of research is generally conducted by teachers to solve some classroom issues, to enhance their personal awareness or to improve their ways of teaching.

2.3.6. Explanatory Research

Explanatory research (also known as causal experimental research) is an investigation into an issue or a topic that looks at the effect of one thing or variable on another (businessdictionary.com, 2015). In other words, it explains why and how there is a relationship between two aspects of a situation or a phenomenon. Maxwell and Mittapalli (2008, Para 1) as cited in Douida (Ibid) outline that:

“This type of research is intended to explain, rather than simply to describe, the phenomena studied (...) It [is] quantitative in nature and it typically test [s] prior hypotheses by measuring relationships between variables, [i.e.,] the data are analyzed using statistical techniques.”

In conclusion, there are a number of research types, which can be carried out according to the subject under- investigation and the circumstances. So, researchers should reflect upon their subject matter and try to adopt the type that can help them fulfill the ultimate goal of their study and make it easier for them to approach their final objectives , solve the problem of their research and find answers to their research questions.

2.4. Research Approach

Research approach is, in its broadest sense, the theoretical framework that underlies a particular study. Research approaches can be divided into a trichotomy consisting of: a quantitative approach, a qualitative approach, and a mixed method approach:

2.4.1. The quantitative Approach

It can be defined as an approach that is used to explore and understand a particular phenomenon. It is generally concerned with quantifying the variation rather than describing it. Dörnyei (2007) reports, ‘... it involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. Typical example can be a survey research using a questionnaire, analyzed by statistical software such as SPSS’ (p. 24).

2.4.2. The qualitative Approach

According to Kothari (2004), “the qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviors” (p. 5). This means that this approach is not an objective one since it involves subjectivity. Therefore, it is said to be biased approach. Also, the qualitative approach is considered to be an unstructured approach of inquiry. It involves primarily social sciences and other domains. Dörnyei (2007)

states,”... it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non- statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis “(p. 24). In this respect, unlike the quantitative approach, the qualitative approach is much more descriptive and explanatory approach, which tries to investigate the phenomenon in a subjective manner rather than an objective one.

2.4.3. The Mixed Method Research

This approach involves the integration of both quantitative and qualitative research to gain more depth and understanding. Dörnyei (2007) explains that the mixed method researcher ‘... involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. A typical example: consecutive and interrelated questionnaire and interview studies’ (p. 24). Therefore, since the main aim of the present study is to test the efficacy of the different types of the teacher’s feedback strategies on student’s writing performance, student’s attitudes towards the different types of teacher’s feedback and the most useful types of feedback used by EFL secondary school teachers, it was obligatory to opt for the mix method approach to prove the hypotheses and to answer the research questions.

In conclusion, there are a number of research types, which can be carried out according to the subject under- investigation and the circumstances. The following section shall outline the overall structure of the undertaken study by highlighting the research design and the employed methods, addressing the used tools and referring to the population.

2.5. The Significance of Research

Research is the basis of any development in human’s life since it is the cornerstone of any invention, advancement, and innovation in all fields such as education, economy, industry or business. Kothari (2004, p. 5) used Hudson’s maxim to give a clear idea about the significance of research: “All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to the invention”.

Research, in fact, helps to build strong personalities and improving intellects. We may like to call this process a person's thinking game or whole-brain activity and the psychologists call it right and left brain attributes (Cherry et.al., 1993 as cited Douida, 2015). Sheikh justifiably says that "researchers think, assess, reassess and make decisions about the best possible means of obtaining information that is trustworthy". Kothari (2004) suggests some areas in which research has a great significance: Research provides the basis for nearly all government policies in our economic system. Research has its special significance in solving various operational and planning problems of business and industry. Research is equally important for social scientists in studying social relationships and in seeking answers to various social problems. The significance of research can also be understood keeping in view the following points:

- a) To those students who are to write a master's or Ph.D. thesis, research may mean way to attain a high position in the social structure;
- b) To professionals in research methodology, research may mean a source of livelihood
- c) To philosophers and thinkers, research may mean the outlet for new ideas and insights
- d) To literary men and women, research may mean the development of new styles and creative work.

2.6. The Purpose of Research

Research is generally conducted for seeking for new knowledge, answering some questions, or for finding some solutions to certain problems. Educational research, for instance, aims at investigating one of the different issues which are related to education (teaching, learning, classroom environment, motivation, etc.). Research in English as a Foreign Language Education, as mentioned previously, is conducted for the purpose of studying any aspect related to foreign language acquisition/learning, foreign language

planning, learning theories, teaching methods, the different affective factors that may hinder the student's learning process and the like of these aspects.

2.7. Benefits of Research

There are several benefits that any undergraduate or postgraduate researcher could obtain from doing any sort of educational research. They can be personal, educational and/or professional. Research is a fortune for students to advance their knowledge, to improve their skills and to explore and examine the different phenomena that occur around them. Madan and Teitge (2013) assert that:

Research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jumpstart their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions. Through research, students can develop their critical thinking skills, apply what they have learned before in real-life situations, communicate with others who share similar interests and build self-confidence which may help them work independently.

2.8. Characteristics of a Good Research

The previous definitions gave a general idea that research is a process of collecting, analyzing and interpreting information to answer a question, solve a problem or to describe a phenomenon. To reach its objectives, this process must have certain characteristics. Scholars and researchers from different disciplines provided various sets of criteria that characterize any kind of scientific research. Gupta & Gupta (2011) states that some of them gave a traditional description of five characteristics spell out as « MOVIE » where:

M: Stands for Mathematical precision and accuracy.

O: Stands for Objectivity

V: Stands for Verifiability

I: Stands for Impartiality

E: stands for Expertness =Skillfulness (the state of being cognitively skillful)

Part Two: Field Work

2.9. Research Design

To carry out this study, action research is adopted so as to probe the pre-stated hypotheses and answer the research questions underlying the study. The present research that is based on a quasi-experimental design attempts to test the effectiveness of the different types of teacher's feedback on students' writing tasks. It uses non-randomization in which the sample that is under-investigation is selected purposely. In view of this, it should be revealed that this research does not aim at generalizing its results. For that, quasi-experiment is chosen as a type of experimental design that eliminates some potential matters, such as some restrictions related to time and participant management.

The present research involves quantitative and qualitative approach. In other words, it is mixed-methods research. As a quantitative method, quasi-experiment is used to investigate the relationship between the research variables. One of its common designs, two group pretest-posttest, is adopted to ease the process of inquiry and provide precise data about the subject under- investigation. In particular, this experiment includes three stages (pretest, intervention, and posttest) and is conducted on two groups from third-year scientific experimental stream learners at Bouadi Merzoug Secondary School of Saida. Thus, two experimental groups of 40 participants are selected using a non-probability sampling design. One of the most common types of this sampling procedure (i.e., purposive sampling) is used to select those participants, which involves a sample that is less than 45 learners.

The qualitative approach is appertained to investigate the participants' perceptions and opinions regarding the subject under-investigation. For this reason, two questionnaires are used as a method of data collection in the present research. Both questionnaires in a printed form are administered at the end of our experiment. This qualitative research tool serves to elicit data, validate the hypotheses, and strengthen the validity of the research.

2.10. Population and Sample of the quasi-experiment and the student's questionnaire

The population the research includes the sum of 5 groups (≥ 25 or > 30 students in each group). In fact, it is composed of 115 Third Year scientific learners at Bouadi Merzoug, Saida secondary school. Indeed, the average age of our population is between 17- 18 years old. From all the third year scientific streams groups, two scientific experimental streams groups have been selected as a sample of the present study; A total of forty pupils with twenty learners for each group. Twenty-three of them are males and seventeen of them are females. The two groups are named group A ad B and each group has received different intervention. Group A has received the intervention of the teacher's direct and the indirect written feedback while group B has received the intervention of the teacher's group conferencing feedback. The two groups are benevolent and are regarded as two experimental groups for the research. In view of this, the sample that is chosen represents about 21.16 % of the whole population. The population and the sample of the quasi –experiment are described in the following table:

	Population		Sample	
	Number of learners	Rate (Percentage %)	Number of learners	Rate (Percentage %)
Females	51	44.34 %	17	42.50%
Males	64	55 ,65 %	23	57.5%
Total	115	100	40	100

Table. 2.01. Rate and total number of the population and sample of the quasi - experiment and the student's questionnaire

2.11. Population and Sample of the teacher's questionnaire

The second population of this research includes a number of 112 EFL secondary school teachers in Saida. The majority of them are females (65 females and 47 males). 22 teachers of them are seniors, and 33 teachers of them are trainees and the rest are mixture of principal teachers and novice ones. From one hundred twelve EFL secondary school teachers, 16 teachers from different secondary schools in Saida were chosen as a sample for the research underlying this study. The majority of those participants are females (11 females and 5 males). In view of this, the sample that is chosen represents about 14.28 % of the whole population.

	Population		Sample	
	Number of Teachers	Rate (Percentage %)	Number of teachers	Rate (Percentage %)
Females	65	58.05%	11	68.75%
Males	47	41.96%	05	31.25%
Total	112	100	16	100

Table: 02. 02. Rate and total number of the population and sample of the teacher's questionnaire.

2.12. Research Instruments:

In order to answer the research questions and the pre-stated hypotheses, two research gathering tools are used, an in-class test and questionnaires. First, in-class test is used as a quantitative research tool so as to measure progress in students' writing performance after each assigned intervention. Second, students' and teacher's questionnaire are used as a qualitative research tool in order to find out both learners and teachers views, opinions and attitudes regarding the teacher's feedback on student's writing.

2.12.1. Quasi-experiment

The present experiment is conducted at the secondary school of Bouadi Merzoug in Saida. Above all, it includes three main stages (a pretest, intervention, and posttest) and consists of ten sessions. Each stage has been allotted two sessions. For pretest, interventions and posttest, the writing topics have been adapted from the third year scientific stream syllabus; unit two, which is called safety first, particularly the aim of this experiment is fundamentally comparability between different types of teacher's feedback and measuring its effect on students' writing. Also, it aims to test which type of teacher's feedback (Written direct and indirect or group conferencing) has a significant impact on student's writing, mainly, on the four criteria which are adopted from the six writing grid. The targeted areas are as follows: Ideas and content, organization, word choice and conventions. These latter are explained in details in the previous chapter. Additionally, after undergoing each type of test accompanied with the different assigned intervention, the students' drafts have been corrected and their scores have been scaled in different excel files see Appendices (). The different tests are explained as follows:

2.12.1.1 Pretest

The first test is meant to find out the strengths and the weaknesses of the participants, and to get a clear insight about their current proficiency level in writing, therefore, both groups have been asked to write 100 word compositions about a topic which is likely related to the 2nd unit of their syllabus. Learners have been asked to write a paragraph to advertise any product. The first test lasts for 60 minutes for each group. After learners have finished their writing, their drafts have been taken and have been corrected by the teacher using the six traits writing grid. The scores that the students have had, they have been scaled in excel file, which has named pre-test group "A" and group "B" see appendix number 03 and 04.

Next, on the following day, group "A" has received a direct and indirect uncoded corrective feedback (mistakes are underlined only to be corrected by learners). Also, they are handed a correction symbol sheet that highlight the common errors and their

symbols and provide incorrect and correct examples, so that learners can identify the types of writing mistakes they commit. See appendix number 02. In addition, the teacher explains the correction symbol sheet and asks the learners to correct their mistakes that are underlined by the teacher using the previous sheet. The process of correcting their mistakes has taken learners more than 30 minutes; however, group “B” has received an oral teacher feedback about their mistakes. The learners in both groups have received the different assigned feedback based on the six-writing criteria grid, which include ideas and content, organization, word choice and conventions.

2.12.1.2 While Test

Both groups have been asked to write another short essay that is about the advantages and the disadvantages of advertising using some notes. Furthermore, the learners’ short essays have been corrected based on the earlier mentioned grid and their scores have been scaled on an excel file named while-test 02. Also, the learners have been handed their drafts and the same interventions have been given to them in which group “A” has received a direct and indirect uncoded corrective feedback in which learners’ mistakes are underlined without any provided code for the mistake, whereas group “B” has received oral teacher feedback or a group conference feedback.

2.12.1.3. Posttest

After having two times different feedback interventions, both groups have had a third test which has meant to be posttest so as to assess the degree to which the two experimental groups have met the specific instructional goals. Thus, both groups have been asked to write the last short essay which is about a letter of complaint about a fraud advertised holiday. Then, their paragraphs have been corrected using the six writing grid and learners’ drafts have been evaluated according to their performance in each targeted area. Then, their scores have been scaled in excel file named test 03. See appendix number 06 and 07. Also, means scores and percentages are calculated to compare between the two experimental groups.

2.12.2. The Structure and content of the quasi Experiment

Tests	Tasks	Intervention		Assessing grid Criteria	Indicators					
		Group A	Group B		6	5	4	3	2	1
Pretest	Short essay 01: Advertising a product	Direct &Indirect	Conferencing	Ideas &content Organization Word choice Conventions	Exemplary	Strong	Proficient	Developing	Emerging	Beginning
While-test	Short essay 02: Advantages and the Disadvantages of advertising	Direct &Indirect	Conferencing							
Posttest	Short essay 03: A letter of complaint	/	/							

Table 2.03. The Structure and content of the Quasi- Experiment

2.13. Questionnaires

2.13.1. The Rational and Aim of Student's Questionnaire

The purpose of the students' questionnaires was to explore their current level in writing, their opinions toward the writing skill, and to investigate the difficulties they encounter in the writing task. Additionally, the heart of the student's questionnaire is to investigate the student's preference of teacher's feedback on their writing. Also, their perceptions about the different feedback strategies used by their teacher's in correcting their mistakes to foster their performance in writing. The questionnaire was translated to the learner's first language so that they would be able to understand the questions and answer them according to their opinions and views. For more information about the student's questionnaire, see appendix number

2.13.2. The Rational and Aim of The teacher's questionnaire

In order to realize the significance of the writing skill, and whether feedback is given to students when writing takes place, this study tends to use a questionnaire for EFL teachers to know whether they pay attention to writing skill or not, and if they provide their students with corrective feedback or they do not follow these options in the classroom. Also, it aims at exploring their opinions about the common problems that they notice in their student's writing, and their views about the appropriate feedback strategy that can improve their student's performance. Finally, the main obstacles that prevent them from giving feedback on their students' writing drafts.

2.13.3. The Description of the student's questionnaire

The student's questionnaire is composed of three sections in which the questions were varied. That is, both close-ended questions, and open-ended questions were used in order to collect data about learner's perception about teacher's feedback in writing.

Section One: Student's Attitudes towards Writing

The first section of the student's questionnaire is made up of four questions. Question one and two are yes no questions; however, question three and four are multiple choices question in which learner's were asked to choose more than one option. The purpose of this section is to investigate learner's views about the writing skill, their current level in it and most of that the difficulties they encounter when writing.

Section Two: Student's writing Difficulties

The second section of the student's questionnaire consists of three questions and it aims at shedding light on the writing difficulties and the major problems that students encounter in their writing. The first question and the third questions are yes or no question; however, the second question is a multiple choice question. As it was mentioned earlier, the ultimate goal of this section is to investigate the student's difficulties in writing, and to dig in deep their weaknesses in different aspects in writing tasks.

Section Three: Student's Attitudes towards Teacher's Feedback Strategies

This section is the heart and the center of the research. It aims at finding as much as information about students' perception and attitudes toward the different types of feedback that is provided by their teacher on their written productions. This section includes 6 questions which are classified as follow: Firstly, two multiple choice questions in which students were requested to choose more than one option Secondly, two closed ended questions in which they were restricted to answer by either yes or no Thirdly, two open- ended questions in which students were given the chance to express their views, opinions and attitudes.

2.13.4. The Structure and the purpose of the student's questionnaire

Sections	Aim
Section one includes item one to four. It also includes three closed ended (yes or no) questions and one multiple choice question.	Student's attitudes towards writing skill.
Section two includes item Five to seven. It also includes two yes or no questions, and one multiple choice question.	Student's difficulties in writing
Section Three includes item eight to Twelve. It also includes: Two multiple choice questions, two multiple choice questions, and two yes or no questions.	Student's perception to teacher's feedback

Table 02.04 Structure and content of the student's questionnaire

2.13.5. The Description of the teacher's questionnaire

The teacher's questionnaire was composed of three sections in which the questions were varied. That is, close-ended questions, and open-ended questions, and multiple choice questions were used in order to collect data about the attitudes of EFL secondary school teachers towards feedback in student's writing and its importance in fostering student writing performance. Additionally, their views towards the different types of teacher's feedback and their efficacy on their student's written compositions. The teacher's questionnaire is described as follows:

Section One: Teacher's profile

The first section of the teacher's questionnaire is made up of three questions that are two multiple choice ones and one. The purpose of this section is to collect general information about teachers mainly their age, their teaching experience, and their gender.

Section Two: The writing Skill

The second section includes three questions which deal with the writing skill. This section aims to explore whether writing skill has a significant importance in the syllabus or it is neglected by both teachers and syllabus as well.

Section Three: The impact of Teacher's Feedback on Student's writing

This section is the one of the most important sections that aims to gather data as much as possible about teacher's feedback in writing. It includes four questions and aims at shedding light on the impact of teachers' corrective feedback on student's writing. In this section, teachers were asked about which aspect they focus on when providing feedback to their student's written production. Also, and it explores teachers' views about feedback and its importance in writing. Additionally, this section includes three multiple choice questions and it ends with an open-ended one where the teacher is asked to give reasons about the importance of feedback in student's writing.

Section Four: Teacher's attitudes toward the most effective feedback strategy

This section can be considered the heart of the teacher's questionnaire. It is composed of eight questions, including three multiple choice questions, and two open-ended ones. Also, it aims to explore teacher's views as well as their attitudes towards the different strategies of teacher's feedback on student's writing. Additionally, it aims to collect data about the most useful feedback strategy used by EFL teachers as well as the frequency of the given feedback provided on student's written compositions.

2.13.6. The Structure and the purpose of the teacher's questionnaire

Sections	Aim
Section one includes item one to three including three multiple choice questions.	Teacher's profile.
Section two includes item four to six, including two multiple choice questions and one yes or no question.	Teachers' views about the writing skill, its importance, and student's areas of weaknesses in writing.
Section three includes item seven to eleven, including three multiple choice questions, two open-ended questions, and one yes no question.	Teacher's attitude towards the impact of teacher's feedback on student's writing.
Section Four includes item twelve to twenty including four multiple choice questions, four open-ended questions.	Teachers' perception about the most effective feedback strategy. Also, the most useful feedback strategy used by them.

Table 2.05. The structure and content of the Teacher's Questionnaire

2.14. Basic Statistical Calculations

Mean score

It is also known as average, is the sum of all values divided by the number of values. X- Bar

Percentage

It is a number or the ratio expressed as a fraction of 100. It is often denoted using the percent sign “%”, or the abbreviations “pct”.

2.15. Limitations of the Study

The current study faced several difficulties and challenges. The most important ones are worth to mention. First, numerous strikes led by secondary school teachers and learners as well as to support the several popular movements that called for the radical changes in Algeria. Next, the current study was conducted at a time when the third-year program was not finished yet. Therefore, in order to keep up with the program, the teacher asked for extra sessions from other colleagues so as to complete the experiment. Second, it was a challenging task for teachers to balance between teaching and studying when both responsibilities were very heavy and difficult. Although the teacher's questionnaire was designed using Google forms, some EFL Teachers did not respond to the teacher's questionnaires consequently, the researcher was obliged to print it and take it till their workplaces so as to fill. The researcher was asked to get permission from Saida directorate of education so as to be able to conduct the experiment and distribute the different questionnaires. The response was not immediate which caused a two-week delay. Some learners seemed to be demotivated to respond to both the different tests and the student's questionnaire which led the teacher-researcher to make them a part of his evaluation process. All in all, though the current study was difficult, many lessons have been learned, new things were discovered and a great experience was lived.

2.16. Conclusion

The current chapter is intended to provide the readers with an overview of the research methodology and inform them about the design of the current research. The first part of this chapter is devoted to providing a theoretical background to the research methodology, in which the researcher attempts to define the research, its types, the research approach, and its different types. Also, an endeavor is made to shed light on the importance of research and its purpose. Meanwhile, the second part of this chapter aspires to address the research design underlying the current work. The researcher describes the research design and provides a detail description of the three data gathering tools. Also, the structure and the rationale behind the use of each one of

them are provided. Finally, a description of the population and the sample that the teacher has investigated is presented.

Chapter Three :

Data Analysis and Discussion

Chapter Three: Data Analysis and Discussion

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3.1. Introduction

The third chapter provides analyses of the data gathered through the in-class test and questionnaires. It is divided into three parts. The first part is concerned with the analysis of the data yielded by the research gathering tools and the presentation of their interpretation in the light of the research questions and hypotheses. The second part deals with the discussion and interpretation of the final results. Finally, the third part deals with pedagogical implications and suggestions. Additionally, this chapter reports the results that are obtained from the research instruments and draws conclusions based on those results. It also attempts to answer the research questions proposed in the present research and check the validity of its hypotheses. Hence, data obtained from the research tools will be coded and analyzed using tables and graphs. Thus, results will be discussed and presented, and some pedagogical implications will be inferred.

Part one: Data Analysis

3.2. Quasi- Experiment Analysis

This experiment consists of three tests. Firstly, a pre-test was carried out in which learners were asked to write about the same topic. After that, students' drafts were collected and then corrected using the six traits of writing grid. Also, learners' marks were put in an excel file named pre-test group A and B. Secondly, after having different interventions, learners were asked to write another topic. After that, their papers were corrected using the aforementioned grid and their scores were scaled in an excel file named while-test group A and B. Finally, after receiving different interventions for the second time, learners were asked to write the third and the last topic so as to measure their progress. Additionally, their drafts were corrected and scaled in an excel file named group A and B posttest.

3.2.1. Pre- test analysis

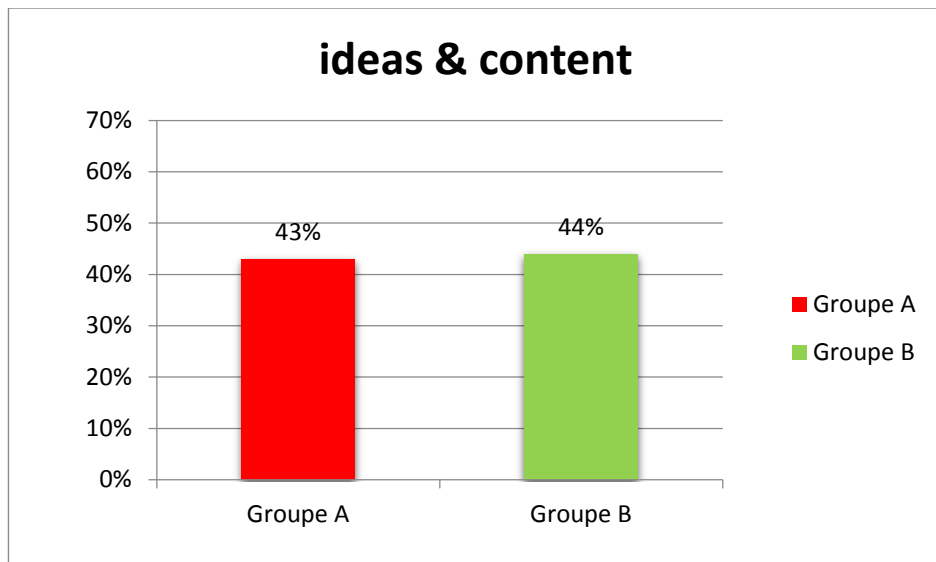
Test 1 Groups	Idea and content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Scores	Mean	Percentage %
Direct & indirect	52	2.60	43	47	2.35	39	39	1.95	33	28	1.40	23	166	2.26	35
Group A															
Group B	53	2.65	44	46	2.30	38	38	1.90	32	30	1.50	24	167	2.28	35
Conferencing															

Table 3.01: First Test Results

The above table represents the results of the first test (paragraph number one) after learners wrote their paragraphs, their drafts were corrected using the six-writing criteria grid, which was adapted from “Regina Public Schools from Vicky Spandel, Creating Writers, Regina, SK Canada”. The grid is based on the four criteria that are ideas and content, organization, word choice, and convention (see Appendix number one). Every criterion contains six indicators that scaled the learners’ performance from exemplary to the beginning. The indicators were referred to by numbers from six to one, indicating the different gradual variations in learners’ performance. After that, learners were graded according to their performance across the previously mentioned four criteria. Moreover, learner’s scores in each criterion were converted into percentages. Also,

mean scores were calculated to compare between students' performances in each targeted area. Furthermore, the same scores in each criterion were counted to know the frequency of the scores. Finally, the results of the first test table will be explained in detail in the following graphs.

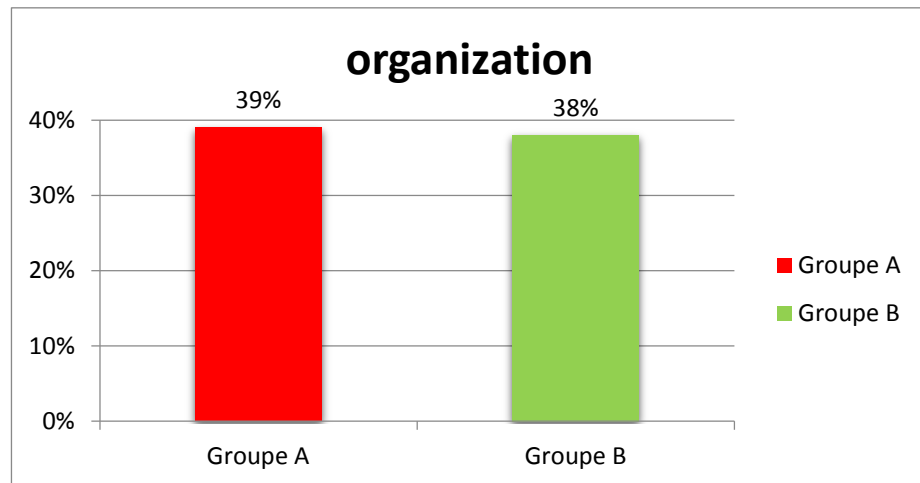
3.2.1.1. Ideas and content



Graph 3.01: Ideas and Content Test one.

As it can be interpreted from the bar graph above, there is almost no difference in both groups' performances as group A scored 43% while group B scored 44%. This similarity is evidently observable in the close mean scores obtained by both groups A ($M=8.60$) and B ($M=8.65$). This is because most of the learners in both groups used vague ideas with limited or simply unclear supporting details.

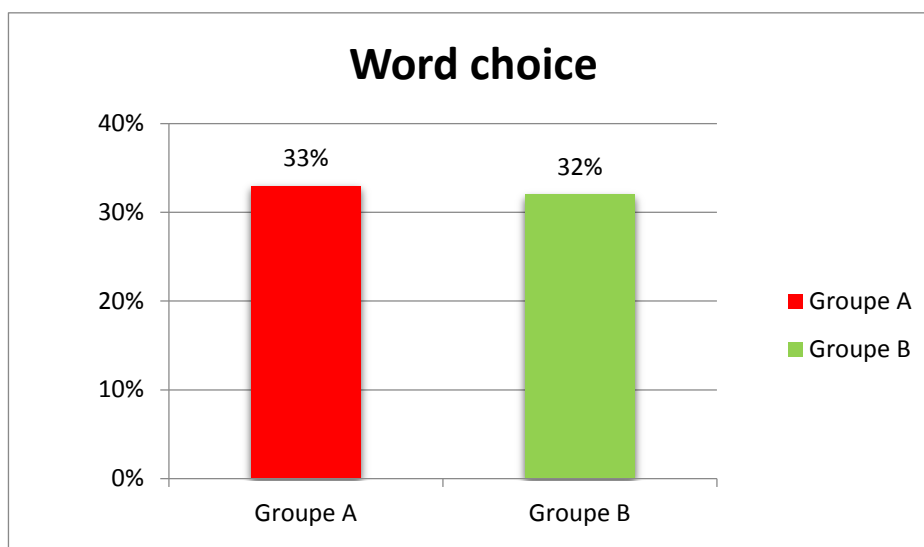
3.2.1.1.2. Organization



Graph 3.02: Organization Test 01

The result illustrates the almost similarity in learners' performance considering text organization. Group A scored 39%, whereas group B scored 38%. This is clearly evident in the mean scores yielded by both groups (A =2, 33; B =2.35). Also, it should be pointed out that the majority of learners were awarded 1 and 2 points, and that is due to the lack of cohesion recorded in students' paragraphs (i.e. the inappropriate use of transitions and subordinating conjunctions). Also, it was noticed that most of the learners did not include in their paragraph topic sentences that come at the beginning and introduce the main idea of the paragraphs, supporting sentences that give illustrations and explanations about the topic, and concluding sentences that summarize the whole paragraphs. This indicates a misconception of writing organization and structure.

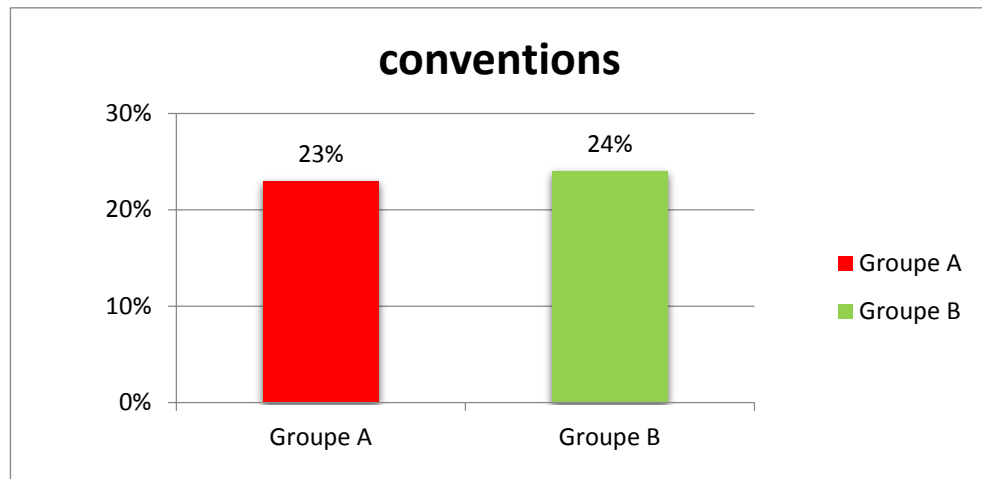
3.2.1.1.3. Word choice



Graph 3.03: Word Choice Test One

The chart shows almost no difference in students' performances as far as the word choice criterion is concerned. Group A scored 39%, while group B scored 38%. This is confirmed by means scores results obtained by both groups A (M=1, 90) and B (M=1, 95). Therefore, one can say that the students' level in terms of lexical range and use has been nearly the same since the difference between means is only 0.05. Also, the score value in both groups ranged between 01 and 02 points, indicating that learners in both groups used a lot of inappropriate, repetitious and limited words to express their ideas.

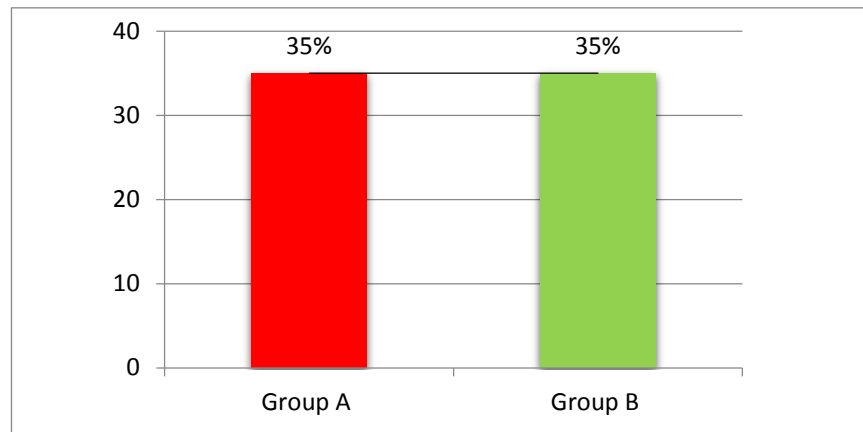
3.2.1.1.4 Conventions



Graph 3.04: Conventions Test one

The chart illustrates the students' performance regarding writing conventions. As percentages in both groups A and B are 23% and 24 %, respectively show, there is no significant difference between the groups. This is more apparent in means scores obtained by both groups (A =1, 40; B =1, 45). Therefore, one can conclude from the difference between mean scores (0.5) that the level of students is nearly the same in both groups as most of the learners ' score value ranged between 1 and 2 points indicating numerous errors in spelling, inappropriate use of tenses and verb auxiliaries, wrong word order, and random use of capitalization and punctuation. Therefore, one can conclude that learners are so weak in terms of convention mastery.

3.2.1.1.5 The Final First Test Results



Graph 3.05: General Results of First Test

It can be noticed from the above graph that the results resemble each other since both groups scored 35%. Also, this similarity is more evident in the close mean scores yielded by both groups ($A = 2.26$; $B = 2.28$); therefore, one can claim from this insignificant over scoring that the writing proficiency level is the same for both groups. Hence, any further over scoring in the coming tests will be due to the interventions.

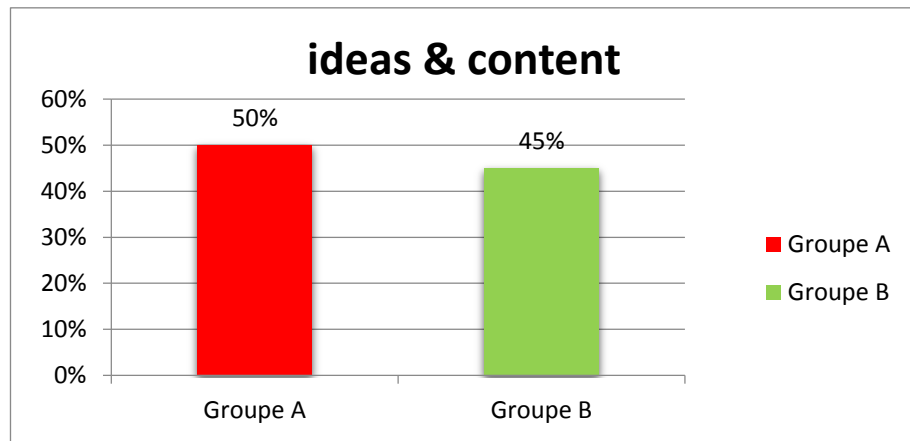
3.2. 2. Second Test Analysis

Test02 Groups	Idea and content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %
Group A Direct & indirect	60	3.00	50	51	2.55	43	43	2.15	36	37	1.85	31	191	2.58	40
Group B Conferencing	55	2.70	45	58	2.80	48	39	1.90	33	30	1.55	25	179	2.55	37

Table 3.02: Second Test Results

This table represents the results of the second test. After learners had received the different assigned interventions in which group A received direct and indirect uncoded corrective feedback while group B received conferencing or oral feedback, their drafts were collected then corrected and scaled in excel spreadsheets. Also, mean scores were calculated and scores were converted into percentages that will be analyzed in the following graphs.

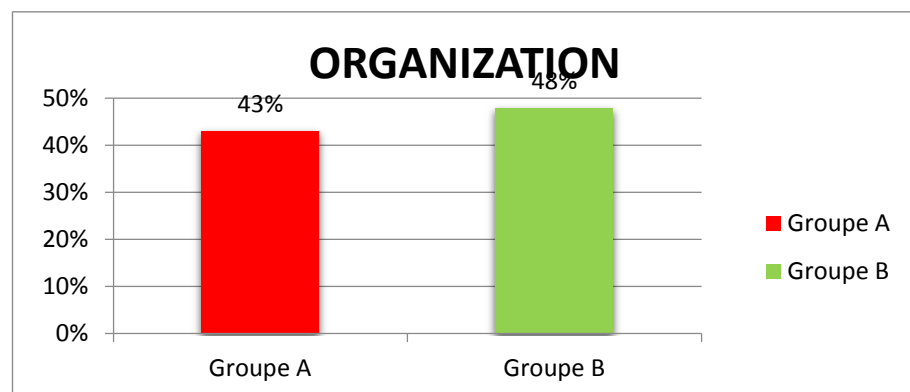
3.2. 2.1. Ideas and content



Graph 3.06: Ideas and Content Test 02

This graph highlights that group A recorded slightly higher than group B. As the former group got 50% while the latter rated 45%. Also, this is more apparent in mean scores yielded by both groups A ($M=3.00$) and B ($M=2.70$); which means that the group that received direct and indirect written feedback slightly outperformed the group that received oral feedback, as most of group A students were noted 3 and 4 points as a result of using evident main ideas with some relevant supporting details whereas, most of group B learners were noted 1 and 2 points which indicate poor ideas with minimal supporting details.

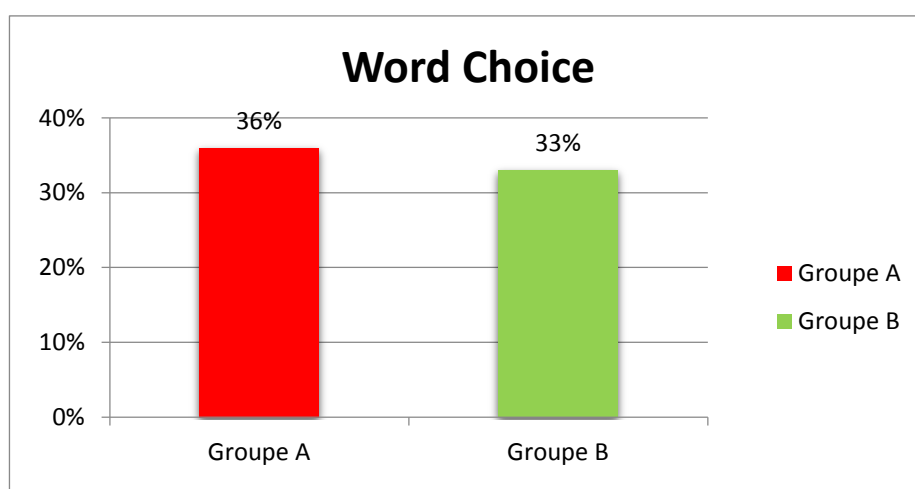
3.2.2.2. Organization



Graph 3.07: Organization Test 02

The above chart shows that group B performed slightly better than group A. As it can be noticed that group B has scored 48% while group A has scored 43%; this significant difference is evidently observable since group B mean score of 2.80 is higher than group A mean score 2.55. Additionally, group A learners were noted 2 and 3 points, details as they attempted at organizing their ideas by merely listing items; however, group B learners were noted 3 to 4 points as they showed some logical development; as far as the topic they were dealing with was concerned, they also tried to make use of some appropriate connectors and linking words to separate their ideas and sentences.

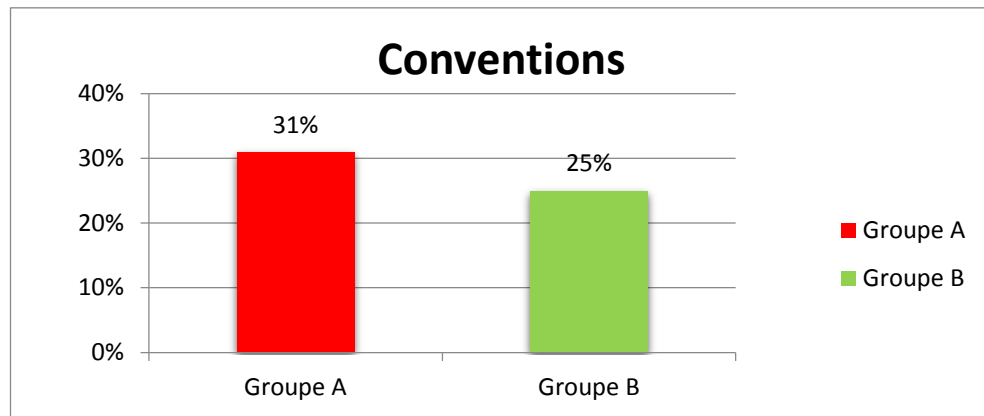
3.2.2. 3. Word Choice



Graph 3.08: Word Choice Test 2

As it can be interpreted from the above chart, group A obtained slightly better results than group B since the former group scored 36 % while the latter scored 33%. Also, the superiority of group A over group B. This is more evident in mean scores yielded by both groups (A=2.15; B=1.90). Additionally, group A learners showed an inclination to using appropriate words and expressions when conveying their ideas; hence, they have noted 3 and 4 points, unlike group B learners who were graded 1 and 2 points which indicate the dominant use of colorless, imprecise and misused words. Therefore, one may deduce that the written direct and indirect feedback had a more positive impact on student's performance than the oral one.

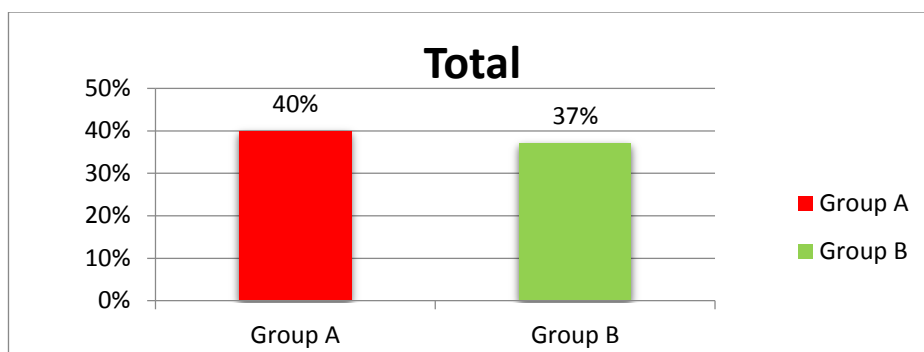
3.2.2.4 Conventions



Graph 3.09: Conventions Test 2

This graph reveals that group A outperforms group B since the latter group scored only 25% while group A scored 31%. Also, this is more apparent in means scores yielded by both groups A ($M=1.85$) while group B ($M=1.55$); this means that learners in group A showed a limited control of most of their writing conventions since they made less spelling and grammatical mistakes; therefore, most of their scores ranged between 2 and 3 points whereas group B learners made a lot of frequent errors in mechanics grammar and capitalization. Thus, the majority of their scores ranged between 1 and 2 points. Hence, one can say that indirect uncoded feedback decreased student's mistakes in mechanics.

3.2.2.5. Final Results of Second Test



Graph 3.10: Final Results of TEST 02

This chart highlights the final outcomes of the second test which indicates that the group that received both direct and indirect written feedback outperformed the group that received group conferencing or oral feedback. This significant difference is clear as group A got 40%, while group B got 37%. Additionally, this is more evident in mean scores yielded by groups in which group A (M=2.58) is higher than group B (M=2.55). Therefore, one can conclude that the direct and indirect corrected feedback treatment had a positive effect on students' written productions.

3.2.3. Analysis of the Third Test

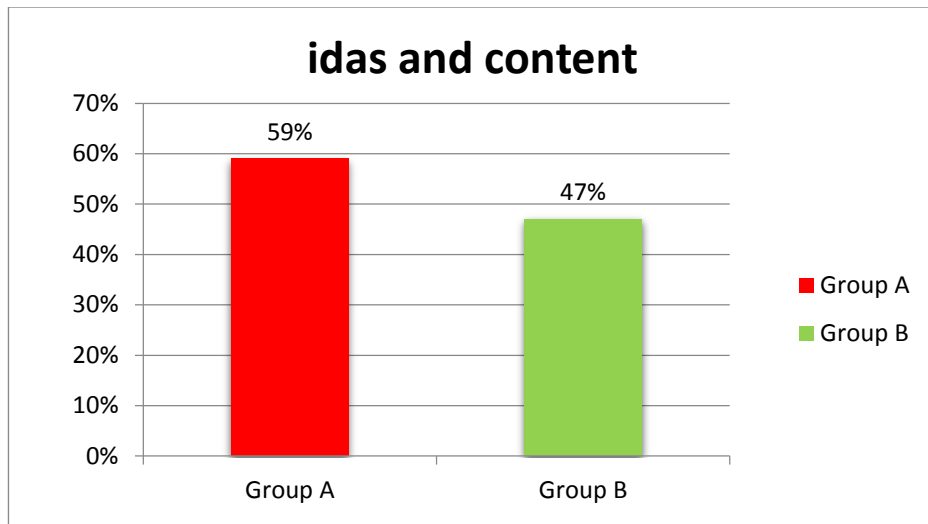
Test 3 Groups	Idea and content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %
Group A Direct indirect	71	3.55	59	53	2.65	44	55	2.75	46	54	2.70	45	233	2.91	49
Group B Conferencing	56	2.80	47	67	3.35	56	40	2.00	33	31	1.55	25	194	2.43	40

Table 3.03: Third Test Results

This table represents the final results of the third test and it compares the two experimental groups, after undergoing different interventions for the last time. Both groups' written compositions were corrected using the six-writing criteria grid and their scores were counted then means and percentages were calculated to compare students' performances. As the results in the table above reveal, the group that received written

direct and indirect uncoded feedback performed better than the group that received an oral intervention. The results of the above table will be explained in details in the following graph.

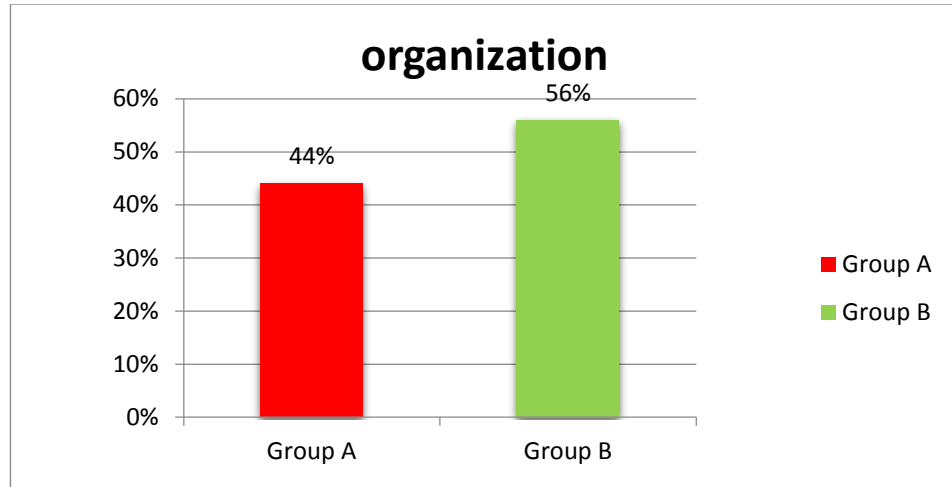
3.2.3.1. Ideas and content



Graph 3.11: Ideas and Content Test 03

As it is shown in the above graph, group A outperformed group B and this is evident when percentages in both groups are compared as they differ significantly since group A scored 59 %, while group B scored 47%. Means scores also show the superiority of group A over group B since the latter got a mean score of 2.80 while group A yielded a mean score of 3.55. Additionally, most of the group A learners' ideas were expressed in a pretty clear manner; therefore, their marks ranged between 3 to 4 and 5; by contrast, group B learners' ideas were somewhat organized but were not very clear, so most of their scores ranged between 2 and 3.

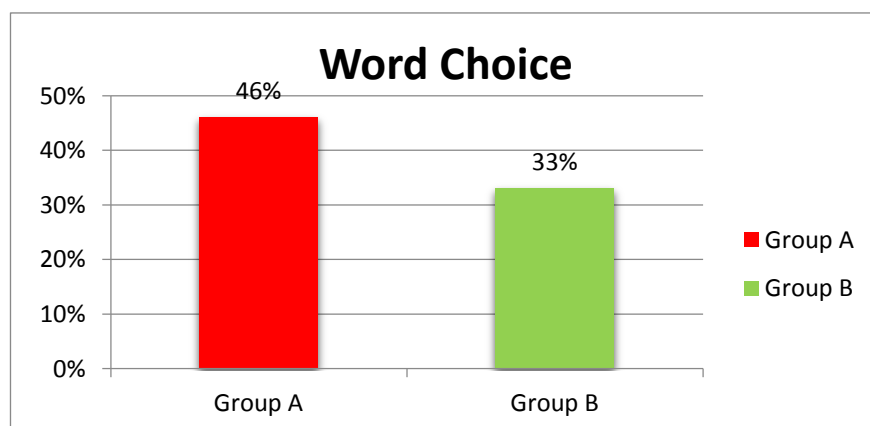
3.2.3. 2. Organization



Graph 3. 12: Organization Test 03

The above graph highlights that group B performed better than group A since the latter scored only 44 %, whereas group B scored 56 %, this is highly confirmed by means scores as group A ($M = 2.80$) while group B ($M = 3.55$). Also, group A scores ranged between 2 and 3 points indicating an average control of organization item mastery while group B scores ranged between 3 to 4 points indicating that consistent control of organization techniques.

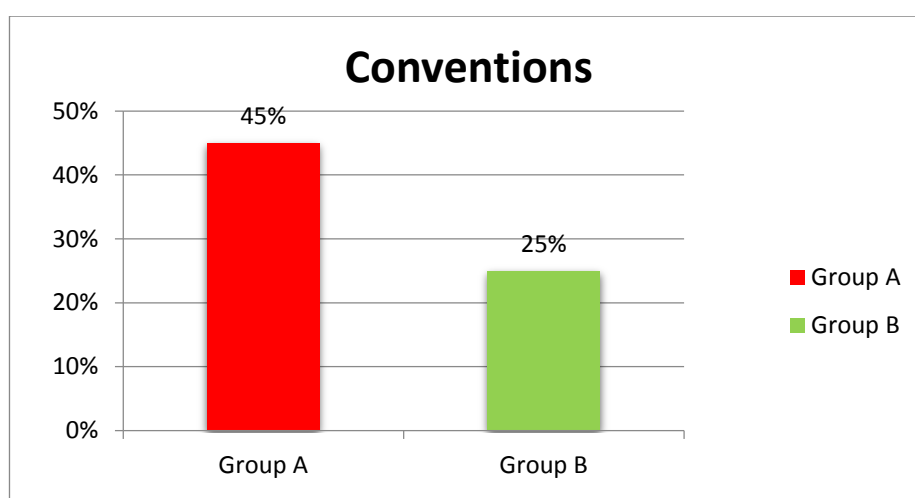
3.2.3.3. Word Choice



Graph 3. 13: Word Choice Test 03

This graph illustrates that group A yielded significantly better scores than group B. As percentages in both groups A and B are 46 % and 33%, respectively; there is a significant difference in students' performance. This is confirmed by means scores yielded by both groups (A=2.95. B =2.00). Also, group A learners 'scores ranged between 3 and 4 points, indicating a significant improvement in word choice mastery since learners' language was appropriate, purposeful and carefully chosen. On the contrary, group B learners' scores ranged between 1 and 2points as their word choice selection was poorly chosen, repetitious and wrong.

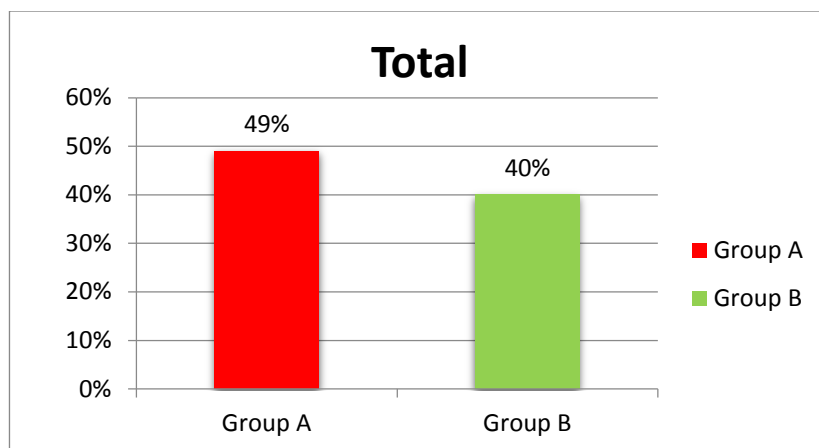
3.2.3. 4. Conventions



Graph 3. 14: Conventions Test 03

The graph below highlights that group A performed better than group B since this latter scored only 25%, whereas group A scored 45% to confirm the superiority of group A over group B. Mean scores were calculated and it turned out that group A mean score (2.75) is higher than group B mean score (1.55). Furthermore, most learners in group A showed control of most of their writing conventions techniques because they committed fewer mistakes; consequently, the great majority of them obtained 3 and 4 points; meanwhile, group B learners had made numerous errors in spelling, grammar, capitalization, and punctuation; Therefore, most of them got 1 and 2 points indicating poor performance in mechanics mastery.

3.2.3.5. Final Test Results



Graph 3. 15: Final Results Test 03

This graph shows that the group which received both direct and indirect uncoded written feedback outperformed the group that received oral feedback as group A scored 49% while group B scored 40%. This is very evident in mean scores yielded by both groups A ($M = 2.91$) and B ($M = 2.43$); therefore, out of these results, one may conclude that written direct and indirect teacher feedback is more efficient than oral or group conference feedback technique.

3.3. The Analysis of the Student's Questionnaire

Section one: The Writing Skill

This section contains four questions and it aims at finding as much information as possible about student's perceptions and attitudes towards the writing skill in general and also rating their level in it.

Question 01

It is a form of yes or no question. It aims at finding out students' attitudes towards the writing task; in other words, this question is meant to figure out whether EFL

secondary school learners have positive or negative feelings towards the writing task in general.

Options	Response	Percentage %
Yes	35	87.5
No	5	12.5
Total	40	100

Table 3.04: Students' attitudes toward the writing Skill

As it can be interpreted from the above table, most of the learners (87, 5 %) stated that they like the writing skill; however, only a few of them (12, 5 %) stated that they dislike writing skill. This might be interpreted as an indicator of learners' positive affective attitudes towards the writing task.

Question 02

This question is yes or no question. It aims to find out whether writing skill is an easy task for learners to do or not.

Options	Response	Percentage %
Yes	0	00 %
No	40	100
Total	40	100

Table 3.05: Students Views about Writing

As it was expected, all learners agreed that writing is not an easy task to do; this implies that writing is a challenging task for learners as it is a serious problem for them to write a small piece of writing.

Question 03

The third question of the student's questionnaire is also a yes or no question. It aims at gauging the students' views in regards to the importance of the writing skill mastery.

Options	Response	Percentage %
Yes	37	92.5
No	03	7.5
Total	40	100

Table 3.06: Students' views about the necessity of the writing skill mastery

The table shows that most of the learners (92, 5%) think that writing is very necessary to be mastered while only a few of them (7.5 %) opposed this view. This means that learners are aware of the importance of writing skill; therefore, one can say that students may have positive cognitive attitudes toward learning some techniques and strategies to improve their writing proficiency.

Question 04

The fourth question of the first section is a multiple choice question. It has been devised to ask learners to rate and evaluate their writing proficiency level.

Options	Response	Percentage %
Very poor	05	12.5
Bad	7	17.5
Average	16	40
Good	12	30
Total	40	100

Table 3.07: Learners Level in Writing

From the analysis of this question, 40% of learners stated that their level of writing skill is average, while 30% of them stated that they are good at writing. However, 17.5 % of them stated that their level is very poor in writing. Also, 12.5 % of learners stated that they are bad at writing skills. This implies that most of the learners are satisfied with their writing proficiency level.

Section Two: Learners' Writing Difficulties

This section includes three questions and it aims at shedding light on the writing difficulties and the major problems that students encounter in their writing

Question 05

The first question of the section of the student's questionnaire is a yes or no question. It aims at knowing whether students encounter problems in the writing or not.

Options	Response	Percentage %
Yes	39	97.5
No	01	2.5
Total	40	100

Table 3. 08: Student's perception of writing Difficulties

As it is shown in the table above, almost all learners (97, 5%) stated that they have difficulties in writing, except one learner (2, 5%) who stated that he does not have any difficulty in the writing skill. As it was mentioned earlier, writing is one of the most difficult tasks for learners to do as they encounter many problems in different angles when writing.

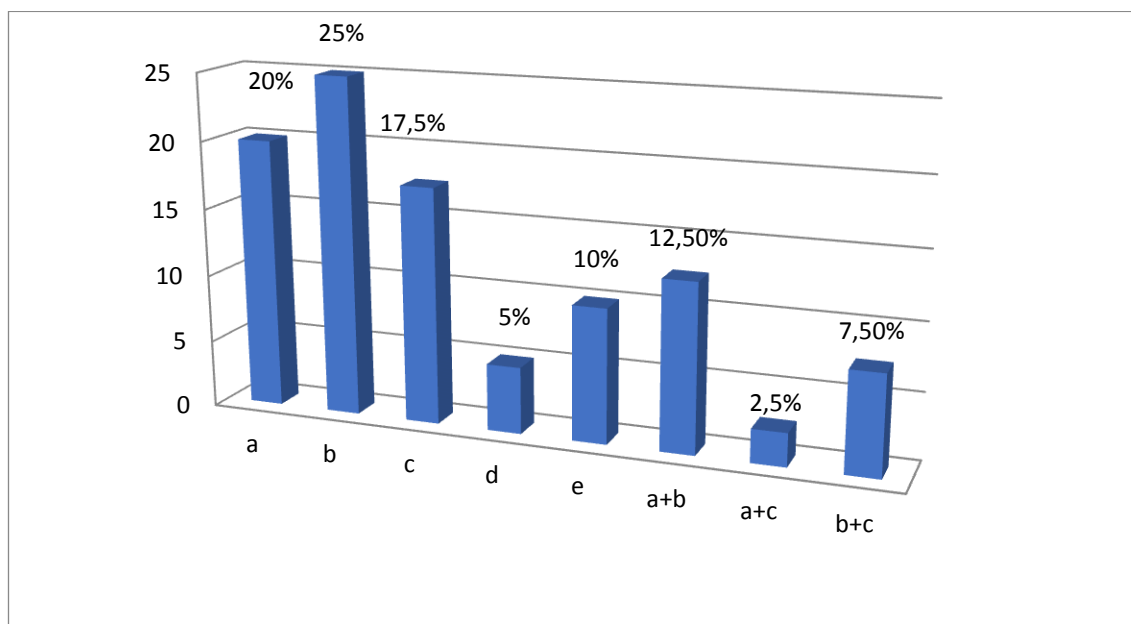
Question 06

This question is a multiple choice question. Students were asked to highlight the causes of their writing difficulties. This question aims to get a deeper understanding of the challenges and obstacles that students encounter when they write in the English language. Learners were asked to choose more than one option. These options are:

- a. I don't know how to form sentences.
- b. I don't know the words to express my ideas.
- c. I cannot find good ideas for the topic.

d. The teacher does not provide me with enough feedback

e. I don't like to write paragraphs in English.



Graph 3.16: Learner's Writing Difficulties

The results reveal that 25% stated that the learners' biggest problem in writing is their lack of vocabulary knowledge; however, 20% expressed their inability to form sentences in English, while 17.5% stated that they cannot find good ideas for their topics. However, only a few 5% stated that their teacher does not provide them with efficient feedback. Also, 10% stated that they dislike writing paragraphs in English. As the question is multiple choice one, some students chose a+b (5times) others chose option b+c (3times) and option a+c (1time). In light of these results, one may conclude that students' writing deficiencies are due to their limited vocabulary and their misconception of writing techniques.

Question 07

This question is a yes or no question. It is the second question of the second section of the student's questionnaire which aims at knowing whether EFL secondary school learners ask their teachers to help them overcome their writing difficulties or not.

Options	Response	Percentage %
Yes	25	62.5
No	15	37.5
Total	40	100

Table 3. 09: Learners' need for their teacher to help them in their writings

The table 3.10 shows that 62, 5% of the participants claimed they ask their teacher's help to overcome their difficulties in writing; whereas, 37.5 % of them declared that they do not ask their instructor to improve their writing deficiencies. This means that most of learners are very interested in their teachers' feedback on their written production as they need their teachers to be there to help them improve their writing proficiency level.

Section Three: Learners' attitudes towards teacher's Feedback

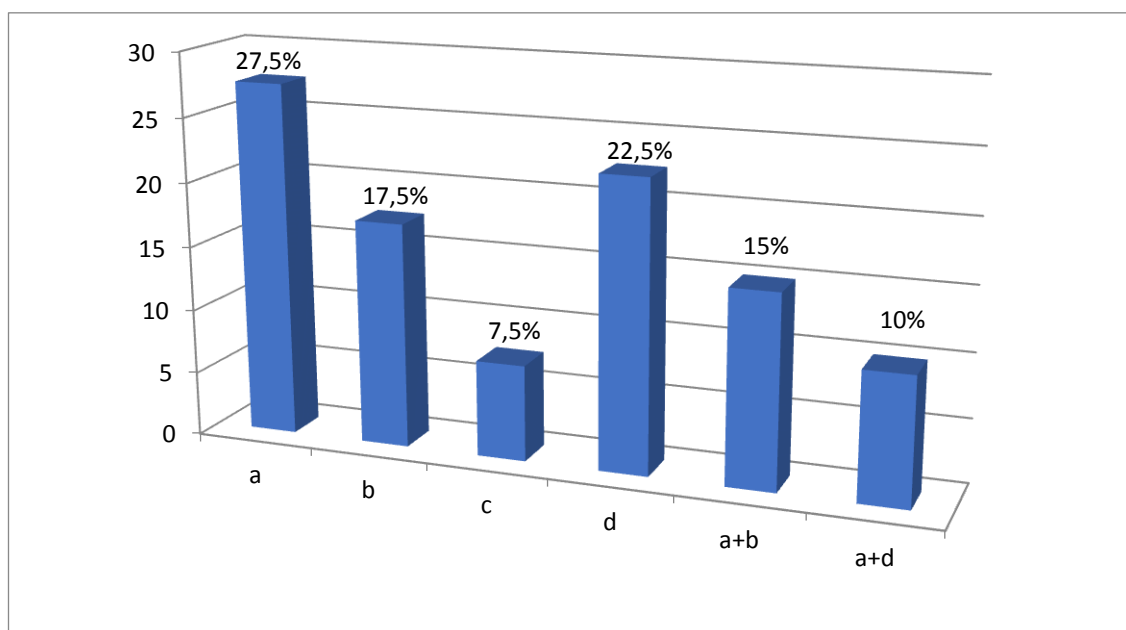
This section aims at finding as much as information about students' perception and attitudes toward the different types of feedback that are provided by their teacher on their written productions. Also, this section includes six questions the results are displayed in the following tables.

Question 08

This question is the first question of the third section of the student's questionnaire. It is a multiple choice question which aims at finding out students' preference to teachers' correction to their writing compositions. Also; students were free to choose more than one option. These options are:

- a. I don't know how to form sentences.
- b. I don't know the words to express my ideas.
- c. I cannot find good ideas for the topic.
- d. The teacher does not provide me with enough feedback

e. I don't like to write paragraphs in English e option.



Graph 3. 17: Student's Attitudes towards Teacher's Feedback

As it is clearly shown in the chart above, the results reveal that 25 % of students prefer direct written feedback on their written work. Meanwhile, 17.5% of students believed that it is preferable to be shown their mistakes using symbols; whereas, a minority (7.5%) preferred their mistakes to be underlined only without any provided correction. Additionally, 22.5% of students preferred their writing compositions to be corrected orally. As the question is a multiple choice one, 15 % of learners chose option a+ b (6 times) while 10 % of them chose option a+d (4 times). Out of this result, one can say that student's have different attitudes towards the form of teacher feedback on their written compositions.

Question 09

This question is a yes, no question. It aims at finding out whether students prefer to correct their own mistakes or not.

Options	Response	Percentage %
Yes	15	37.5
No	25	62.5
Total	40	100

Table 3.10: learner's attitudes towards self correction

The results reveal that the vast majority of learners do not prefer to correct their own mistakes. This means that they rely on their teacher to provide them with feedback on their mistakes. However, only 15 respondents showed a preference to self-correction as they want to take a part in the correction process.

Question 10

This question is an open- ended question. It aims at exploring why learners are against self – correction.

Learners who were against self-correction provided many reasons. First, they stated that they are not that good to correct their own mistakes. Second, they are not familiar with correction norms and rules. Third, they trusted their teacher feedback since the teacher is more knowledgeable about the types of errors and their correction.

Question 11

This question is a yes or no question that was devised to figure out whether students are interested in reading their teacher's written feedback on their papers or not.

Options	Response	Percentage %
Yes	29	72.5
No	11	27.5
Total	40	100

Table 3.11: Learners' reading to their teacher's written Feedback

The results show that the vast majority of learners (72.5%) read the written feedback that the teacher writes on their paper, while only a few (27.5%) stated that they do not read the written feedback on their drafts.

Question 12

This question is a form multiple choice question. It has been devised to investigate whether students read their teacher's written feedback attentively and carefully or just skim through it.

Options	Response	Percentage %
You read it carefully	29	72.5
You look at some of it	11	27.5
Total	40	100

Table 3.12: Learners way of reading their teacher's written Feedback

The result reveals that most of the learners (72.5 %) read carefully the written feedback given by their teacher on their short essays. This means that those who read their teacher's feedback attentively highly appreciate it and seek self –improvement; however, 27.5% of learners stated that they only look at some of the written feedback that is written on their papers. This implies that they are not interested in their teacher's written feedback on their written composition.

Question 13

This question is yes or no question and it aims at finding out the student's perception towards the teacher's oral feedback on their written composition.

Options	Response	Percentage %
Yes	16	40
No	24	60
Total	40	100

Table 3.13: Learner's participation in the oral feedback

The results show that 60% of learners stated that they do not 'participate in the group conferencing or the oral feedback session given to them about their mistakes. This indicates that those learners find it difficult to take part in the oral feedback session. Consequently, they stay quiet till the end of the session; however, 40% of learners declared that they participate in the oral feedback session. This means that those

learners enjoy the session and find it an opportunity to interact and negotiate their mistakes with their teacher.

Question 14

This question is not only the last question of the third section, but also the last question of the student's questionnaire. It is an open-ended one and it aims at getting a deeper understanding of the reasons that hinder students from taking part in the oral or the group conferencing session. Here is sample of students answer to this question:

Some of them stated that they are not good at oral skills, i.e. they are not, neither auditory nor orally competent so they don't know to express themselves in the target language, one student declared that she is shy and she fears public speaking because she gets easily frustrated if she makes a mistake other student added that if he mispronounced or used wrong words in English, his classmates will laugh at him Hence, it is better for him to keep silent.

3.4. The Analysis of the Teacher's questionnaire:

Section one: Teacher's profile

Section one includes three multiple choice questions. It aims to collect general information about teachers mainly their age, their teaching experience, and their gender.

Question 01

It is a multiple choice question. It aims to specify the participant's age. The answers are displayed in this table

Option	Response	Percentage
23-30 years old	07	43.75 %
30-40 years old	05	31.25%
40 and more years old	04	25 %

Table 3. 14 Participant's age

The data obtained from the above table shows that 43.75 % of teachers stated that they are aged between 23- 30 years old. This category involves trainees, novice and junior teachers. Also, 31.25 % of them stated that their age ranged between 30 to 40. However, only 25 % of them stated that their age is more than 40 years old.

Question 02

It is a multiple choice question which aims at specifying teacher's gender. The answers are shown in the table below:

Option	Response	Percentage
Females	11	68.75%
Males	05	31.25%

Table 3.15: Teachers' Gender

As it is shown in the above table, the vast majority of participants (68.75%) are female teachers while only a few (31.25%) are males.

Question 03

This question is also a multiple choice question. It aims to gather information about the participants' experience in teaching.

Option	Response	Percentage %
1- 5 years	07	43.75
5- 10 years old	06	37.5
More than 10 years	05	31.5

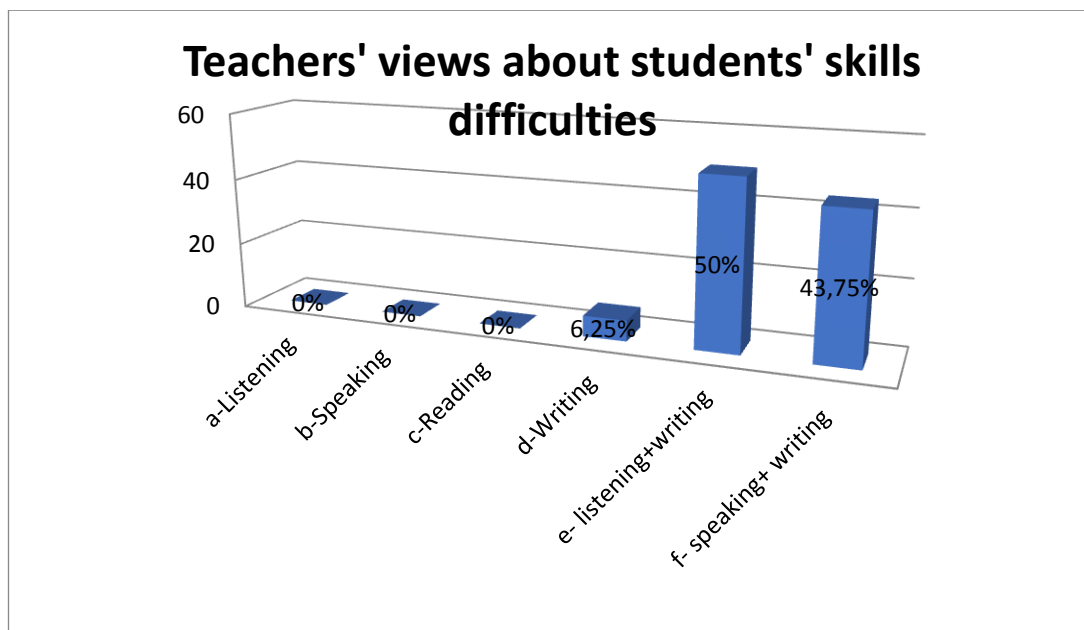
Table 3.16. Teachers' Teaching experience

The table shows that 43.75% of teachers have from one to five years experience in teaching 37.5% of them have from five to ten years teaching experience. Finally, 31.5% of teachers have more than ten years experience in teaching. This means that the majority of the respondents are novice and junior teachers; however few of them are seniors.

Section Two

Question 01

The first question of the second section is a multiple choice question. It aims to investigate the most difficult skill to be mastered by learners in their teacher's views:



Graph 3. 18. Teachers' views about the most difficult skill to be mastered by students

As it can be clearly shown in the above bar chart, one teacher stated that writing is the only difficult skill to be mastered by learners. However, seven teachers (43.75 %) stated that the most difficult skills to be mastered by students are listening and writing while eight teachers (56.25%) stated that speaking and writing are the most difficult skills for learners. Hence, as the results show, the writing is the most chosen skill to be the hardest by EFL secondary school teachers.

Question 02

This question is a yes or no question. It has been devised to explore the extent to which writing skill is covered by the current secondary school syllabus.

Option	Answers	The percentage%
Yes	00	00
No	16	100

Table 3:17. The coverage of writing by the current syllable

As it is clearly shown in the above table, all the informants (100%) stated that the writing skill is not well- covered by the current syllabus. This means that the writing skill is totally neglected and marginalized by the ongoing syllabus.

Question 03

The third question of the second section is a multiple choice question. It aims to find out the number of sessions that are devoted to the writing task.

Option	Answers	The percentage%
One session	06	37.5
Two sessions	10	62.5
Three or more sessions	00	100

Table 3:18 The Number of the sessions that are devoted to the writing task

From the analysis of the table, it is shown that 37.5% of teachers stated that they devote one session to the writing skill; however, 62.5% of them stated that they devote two sessions for it. This means that only one session or two are devoted to the writing skill per sequence.

Section Three

The third section includes item seven to eleven, including three multiple choice questions, two open-ended questions, and one yes no question. It aims at shedding light on the impact of teachers' corrective feedback on student's writing.

Question 07

This question is yes or no question. It aims to explore whether teachers provide feedback to their students' written productions or not.

Option	Answers	The percentage%
Yes	16	100
No	00	00

Table 3.19 Teacher's feedback on student's writing

From the analysis of this question, all teachers (100%) stated that they provide feedback on their students' written productions.

Question 08

This question is a multiple choice question which aims to investigate which type of feedback EFL secondary school teacher focus on when providing feedback on their student's written work.

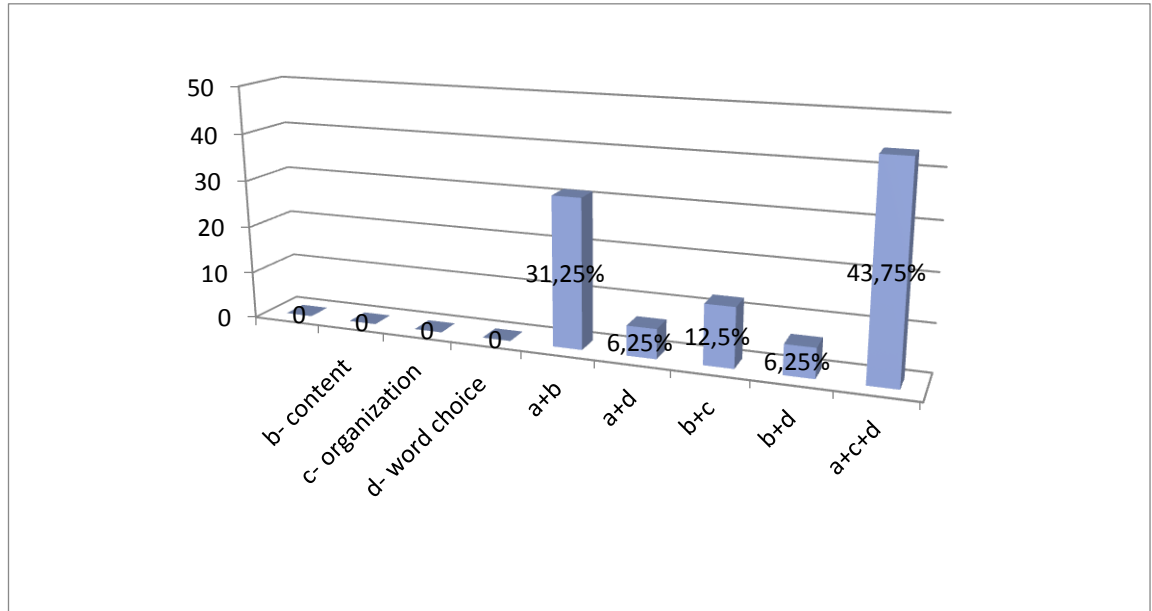
Option	Answers	The percentage%
Content	07	43.75
b.Organization	00	00
Conventions	09	56.25

Table 3.20 Aspect of teacher's feedback on student's written compositions

The table shows that 43.75% of teachers provide feedback on content, and 56.25% of them give feedback on conventions (grammar and mechanics). Nonetheless, no one of them provides feedback on form.

Question 09

This question is a multiple choice question and it aims to shed light on the most common problems of learners in the views of their teachers. Teachers were asked to choose more than one option.



Graph 3.19. Teachers' views of their students' difficulties in writing

According to the bar chart, 43.75% of teachers stated that students have problems in grammar, mechanics, organization and word choice while 43.25 % of them stated that learners have problems in grammar, mechanics and content. Additionally, 12.5% stated that learners have problems in grammar, mechanics and word choice. However, 6.25% stated that learners' problems are in content and word choice.

Question 10

This question is a multiple choice question. It aims to find out teacher's views about the importance of feedback in fostering students' writing performance.

Options	Response	Percentages %
Very important	16	100
Important	00	00
Somehow important	00	00
Not important at all	00	00

Table 3. 21. Teachers' views about the importance of feedback

As it is shown in the above table, all teachers stated that teacher's feedback is very important to enhance students' writing performance. This is justified as follows:

One teacher answered that "Giving feedback is the compass which orientates students about how far their writing has come so far. They will know their weaknesses and subsequently try to improve their writing. Also, it is an opportunity for teachers to design their teaching materials according to their student's needs".

Another teacher stated that "Giving constant feedback is very important since provides students with enough input that motivates them to write and to polish their work."

Another teacher answered "Feedback is very important since it is a key tool to enhance the student's writing quality."

From the analysis of the teacher's answer to this open-ended question, one can assert that EFL secondary school teachers are aware of the importance of the teacher's feedback to enhance their student's writing quality.

Section Four: Teacher's most useful feedback strategy in writing.

This section includes item twelve to twenty including four multiple choice questions, four open-ended questions.

Question 12

This question is a yes, no question. It aims to explore the frequency of teacher's feedback on students' writing.

Options	Response	Percentage%
Always	06	37.5
Often	09	56.25
Sometimes	01	6.25
Rarely	00	00

Table 3.22. Teacher's frequency of feedback

The table shows that some teachers (56.25%) stated that they often provide feedback on their student's written production. Others (37.5%) stated that they always give feedback.

Question 13

This question is a multiple choice question. It has been devised to explore the appropriate timing for providing feedback by teachers.

Option	Response	Percentage %
While the writing task	05	31.25
After the writing task	03	18.75
During and after the writing task	08	50

Table 3. 23: Teacher's views about the appropriate timing for feedback

According to the table, 31.25% of teachers stated that they provide feedback during the writing task 18.75 % of them stated that they provide feedback after the writing task. However, 50% of teachers stated that teacher's feedback must be given during and after the writing tasks.

Their justifications were as follow:

“I think that pupils learn best by being caught in action. If you wait days to tell someone that his or her performance is average, he or she cannot grasp the changes needed in order to change direction.”

” I do give feedback during the writing task because students always need help, sometimes they go off-topic, or they do not have enough ideas to discuss in their writing. After the task, I tend to give an overall evaluation of their pieces of writing.”

“During the writing task, to help learners, especially those with a limited vocabulary to put their ideas in words. After the writing task, to guide the learners to correct their own written productions and the ones of their mates to write a mistake-free composition.”

“Well, both of during and after feedback are crucial. During, for example, I provide them with guidelines, the plan, words, expressions that are related to the topic After the written expressions, I give remarks first and I prefer to handle the papers back with written information to help them improve their writing.”

As can be interpreted from the teacher’s answers to this question, one can conclude that most EFL secondary school teachers prefer to give feedback on their student’s written compositions during and after the writing process to improve their students’ writing performance and rectify their mistakes.

Question 14

This question is a multiple choice question which aims to investigate the most useful and appropriate feedback strategies that teachers think are more effective in enhancing their students’ writing quality. Teachers were asked to choose more than one option.

Options	Response	Percentage %
a. Commentary	00	00
b. Grades	00	00
c. Symbols and codes	00	00
d. Conferencing / oral	00	00
e. Direct written correction	00	00
a+b	3	18.75
a+d	7	43.75
c+e	2	12.5
e+d	4	25

Table 3. 24 Teacher's most useful Feedback strategy

As it can be interpreted from the above table, most of teachers (43, 75%) argue that they use commentary alongside with group conferencing feedback because they think that the previous mentioned strategies are the most effective ones. Nonetheless, others (25) stated to effectively enhance their student's written production they use direct written alongside with group conferencing or oral feedback. Additionally, some of them (12, 5%) stated that they use symbols alongside with direct correction. Finally, only few (6, 5%) stated that they direct correction alongside with group conferencing to foster their student's written composition.

Justifications:

Here is a sample of teacher's justifications of the previous question.

"My feedback is oral when writing is done at class; when it is an examination, I often use codes alongside with direct correction so that my learners read and remember my feedback"

" I underline the mistakes or put them in a circle. Then, I provide the correct form. But in the end, I write comments and general remarks about the most common mistakes committed by students "

"I prefer using oral feedback alongside commentary because they allow me to correct the root of the problems. Also, I use the oral one to explain what I gave as comments."

“The form of feedback I prefer to use is a mixture of oral and written comments because I can target all types of learners auditory ones as well as tactile and visuals. “

“By receiving appreciative comments, pupils are more likely to feel respected and engaged especially in front of their papers.”

As it can be analyzed from the teacher’s answers, most EFL secondary school teachers use commentary as a feedback strategy almost added to oral feedback to correct their student’s written productions.

Question 15

This question is an open-ended question it aims to find out the techniques used by teachers to encourage their students not to overlook their remarks and take them into considerations.

Here is a sample of the teacher’s answers:

“I would insist on the importance of the different factors that make a good piece of writing (word choice, syntax, semantic, coherence and cohesion...etc),and I always insist on the importance of the writing skill as a fourth skill that completes the jigsaw of learning a language. “

“I just let them bear in mind that I gave them my feedback because I care. “

“Marks are always a good incentive for them.”

Question 16

This question is yes or no question which aims to investigate whether teachers encounter problems when providing feedback.

Options	Response	Percentages %
Yes	16	100
No	00	00

Table 3. 25: The problems that encounter teachers when providing feedback

From the data obtained from the table, all teachers stated that they encounter problems when providing students with feedback.

Justifications

Teachers provided the following justifications:

“ The biggest problem that I encounter when I provide feedback is the insufficient time because we are limited by time and program and providing constant feedback may cause a waste of time “

“There are several problems actually; to begin with, there are students who cannot even write a simple sentence, let alone a paragraph. As a result, a gap exists between what they know, what they’re supposed to know and what I am supposed to teach them.”

“The insufficient time allocated for the writing sessions, i.e. to keep up with the program I find myself dealing with it hastily. I think that we need more training on how we teach writing and how to give feedback regarding this area”

“ The majority of the students have a very limited vocabulary, they think in Arabic and try to translate word by word into English.Many of them don’t know the syntactic rules They don’t read so they cannot write”

“, students do not seem to pay attention to remarks which leads to repeating the same mistakes over and over again”

“When the class is overcrowded feedback becomes an unpractical tool to be adopted for teachers instead of correcting student’s mistakes, teacher’s time is wasted in changing places and trying to prevent misbehavior”

According to the teacher’s answers to this question, one can conclude that providing feedback on student’s writing is a challenging task for teachers as they face many obstacles such as insufficient time, the huge number of students in the class, student’s disinterest of the feedback given.....etc.

Part Two

3.5. Data Discussion

3.5.1. Discussion of the In-Class- Test

In this study, different types of teachers’ feedback on students’ writing were compared: One group received direct written correction alongside indirect uncoded correction where learners were asked to correct their own mistakes using correction symbols; while, the other group received an oral correction only, in order to see the effect of the different types of feedback on students’ performance. This study reported that both teachers’ interventions had a significant impact on learners’ written productions differently. Hence, the hypothesis is confirmed since the data obtained from the three tests marked significant progress in students’ performance due to the different teachers’ interventions in the targeted areas.

To begin with, as far as ideas and content are concerned, the comparison between the students’ performances after each intervention showed that the group that received direct and indirect written uncoded intervention outperformed the group that received the oral intervention one. Thus, one can say that learners ‘performance increased significantly thanks to the direct written teacher feedback and this implies that students

need a written feedback on their papers rather than an oral one to improve their ideas and content skills since they may forget the oral comments that were given to them by their teacher as they remembered the written ones since they have the chance to read them again unlike the oral feedback.

Second, considering the organization criterion, the results show that the oral feedback group outperforms the direct and the indirect written feedback group since most of the students who received the group conferencing intervention increased their organization strategies. Also, learners were able to write appropriate topic sentences that come at the beginning of the paragraph in order to introduce the topic, supporting sentences that illustrate the ideas of the topic and concluding sentences that come at the end of the short essay to summarize what has been written. This implies that teacher oral feedback can be a powerful tool to improve students' organization performance.

Third, as far as the word choice criterion is concerned, the direct and the indirect non-coded feedback group outperformed the group conferencing one. This was mainly due to the use of the code correction sheet which was an effective technique that enhanced students self-correction of wrong words and helped them avoid the use of the misleading and inappropriate language when expressing their ideas; in other words, the indirect feedback provides students with a certain degree of autonomy to think of and choose the right form of word to be used. This result is in line with the argument provided by Ferris and Roberts (2001) who stated that the indirect corrective feedback enables learners to engage in reflective thinking about the linguistic forms, which may likely lead to long-term learning.

Finally, as far as convention criterion is concerned, the direct and the indirect corrective feedback was likely to improve students' writing convention rather than the oral feedback. This implies that this result is in line with the findings of Ferris & Helt(2000), Frantzen (1995), and Lee (1997) as cited in Westmacott (2017), which reported that the indirect corrective feedback on error helps learners improve accuracy in their writing. The result, however, is different from other studies that reported that teacher-written corrective feedback on students' errors in writing had a harmful impact

on them (Fazio, 2001; Truscott & Hsu, 2008). All in all, out of these results, one can conclude that to foster students' writing performance, EFL secondary school teachers are advised to provide both direct and indirect written feedback in accordance with the group conferencing or oral feedback on their students' writing.

3.5.2. The discussion of the student's Questionnaire

The data obtained from the students' questionnaire illustrates that the majority of students have a positive attitude towards the writing skill in general as they strongly believe in the importance of writing skill mastery. Also, they believe that writing is one of the most difficult tasks to be accomplished by them for many reasons such as their lack of vocabulary knowledge; in other words, their limited vocabulary repertoire in the target language makes it difficult for them to express their ideas and thoughts. Additionally, their lack of mastery of the most important writing techniques aspects grammar, mechanics, organization, language use and so forth make it challenging for them to write a short correct piece of writing.

Not only learners showed a strong preference to direct teachers' written feedback on their papers but also they think that teachers are more competent in terms of language knowledge, and they are more experienced in providing feedback in writing. Also, they believe that teachers are more "qualified", "accurate", "valid", "reliable" and "trustworthy". Yet, it is important to point out that others showed a preference for self-correction as a strategy to use in the correction process, which implies that these learners seek self-improvement. With regard to students' preference of the form of teachers' feedback, the vast majority of learners preferred written teachers feedback rather than the group conferencing or the oral one; this implies that the written form can be convenient for the great majority learners.

More importantly, some learners showed a negative attitude towards the oral feedback as they provided different reasons for that such as their inability to interact with their teacher about their mistakes because of their lack of linguistic competence. Similarly, there are some psychological factors that hinder the learners from taking part

in the oral feedback session such as being shy, fearing of getting embarrassment by peers, and the lack of self-confidence. Therefore, all these different factors make students feel nervous or anxious to interact with the teacher in the group conferencing session. All in all, out of this questionnaire results, one may claim that learners have a positive attitude towards teachers' feedback on their writing. Hence, the second hypothesis of the research which implied that oral feedback might be the most favored strategy by learners is disconfirmed.

3.5.3. The discussion of the teacher's questionnaire

From the analysis of the data obtained from the teachers' questionnaire, EFL secondary school teachers argue that writing as the hardest skill to learn is being neglected and marginalized by the current syllabus due to the insufficient time allocated to it. Hence, they believe this unfair neglect of this skill affects teachers' error correction and interventions; in other words, they argue that the lesser the time that is allotted to teaching writing skill, the lesser the feedback that is provided by the teacher. Also, teachers strongly believe that teachers' feedback on students' written productions plays a vital role in enhancing learners' writing performance. This view is in line with the argument provided by Hyland and Hyland (2006, 83) who maintain that feedback is a very helpful means for the improvement of the second language (L2) writing, both for its opportunity for learning and for motivating students to do better. Feedback is considered as a compass that orientates students and shows them their progress as well as their weaknesses.

Many problems are noticed by EFL secondary school teachers in their students' written compositions concerning different areas such as content, organization, word choice, and convention. To rectify these areas, constant feedback should be given provided that enough time is available. They also argue that feedback must take place during and after the writing process. On the one hand, during the writing process teachers think that learners should be caught in action so that they know how to write and what should be written. On the other hand, after the writing process, they think that learners' drafts should be corrected effectively so that

their mistakes would gradually decrease. Therefore, progress in their writing quality is likely to happen.

The vast majority of EFL secondary school teachers in Saida argue that they use commentary alongside group conferencing or oral feedback because they think that these strategies are the most effective ones to foster their students' performance. This implies that teachers use both oral and written feedback when delivering their error correction, .i.e., They vary in using their feedback strategies to target different learner's styles. Additionally, teachers view that feedback is not an easy task to do since they are restricted by time and syllabus. They argue that they need more time for this neglected skill so that they can address what can be rectified through the use of the different feedback strategies that are more appropriate and effective in enhancing their students' writing. They also asked for more training, more vivid materials and more experience to take up this skill and improve it. All in all, out of the results obtained from the teacher's questionnaire, the third hypothesis of current research which implied that teachers' most useful feedback strategy may be oral feedback is disconfirmed. More importantly, the teacher's questionnaire shows that teachers encounter a plethora of challenges when providing feedback to their learners' writing such as time and syllabus constraints, learner's low level, and large classes.

Part Three

3.6. Recommendations and General implications

Regarding research findings, the following recommendations are put forward:

3.6.1. For syllabus designers

- ❖ Time allocated for the writing skill session should be extended so as to provide more opportunities for teachers to fulfill the requirement of this skill and work on student's weaknesses by providing sufficient feedback. Teachers should be encouraged to integrate new materials and should be giving more

freedom to use their own materials rather than being syllabus-bound. Technology should be integrated to facilitate the learning of the writing skill, and students are better motivated to be more engaged and stimulated rather than be spoon-fed.

3.6.2. For Teachers

English teachers should integrate both oral feedback (group conferencing) alongside with direct correction for untreatable errors and indirect written corrections, i.e. codes or symbols for treatable errors, in order to meet different learners' styles and enhance student's autonomy for self-correction, and to develop students' writing competence and to push them to obey writing conventions and norms.

- ❖ Teachers should provide indirect uncoded feedback to foster their students' writing accuracy and to increase their autonomy.
- ❖ Teachers should provide direct written feedback alongside with conferencing in order to cover both accuracy and fluency and to produce more rapid and permanent results.
- ❖ Teachers should provide feedback on the right time and any delay only serves to strip away its effectiveness. If teachers leave feedback too long then it loses its value and its importance. It can also send a clear message that teachers do not care about their student's mistakes. Hence, the greater the delay, the less likely the feedback will be helpful or even listened to.
- ❖ Teachers should know how to give their corrective feedback to their students because it has the main impact on students' acceptance of the teacher's guidance. In other ways, teachers should have different motivational ways while giving any corrective feedback in order to make students accept and receive any data about their compositions.
- ❖ Writing grids should be implemented in correcting students' papers so as to grade them fairly and find out their areas of deficiency.
- ❖ Students' errors and mistakes shall be analyzed to provide different feedback strategies to solve them.

- ❖ Raising students' awareness about the importance of writing as a skill and feedback as a tool in fostering their writing quality and performance.
- ❖ Teachers should organize meetings and workshops to exchange ideas and find ways to improve students' writing.
- ❖ In order for the feedback to be taken into account, teachers should think of innovative strategies and techniques to encourage their learners to do so.
- ❖ Students should be trained to effectively use the learned feedback so as to master the English language, and subsequently the writing skill.
- ❖ Learners should be engaged in the feedback process, and their self-correction opportunities ought to be increased.
- ❖ Teachers should teach students that mistakes are inevitable, therefore learners should be open and honest about them. Teachers should implant in their students' minds that mistakes can be friends not foes because they tell them where they need to focus and apply more practice.
- ❖ Teachers should offer clear, specific and to the point feedback with no beating around the bush, in other words, teachers should use simple and direct language and avoid the vague message.
- ❖ Teachers should consider their students' learning styles and try to implement feedback to best suit all their learning styles.
- ❖ Teachers should be patient and passionate when giving feedback on their students' written work and give their learners time to reflect upon it and practice it.

3.6.3. For Students

- ❖ Students should see their teachers' comments and remarks from a positive perspective and follow them in order to achieve the aim of developing their writing competence and overcoming the different errors and mistakes that are made during the writing process.
 - ❖ Students should read extensively to familiarize themselves with the variation of language constructions and features.
 - ❖ They should employ various strategies to develop self-regulated learning.
-

- ❖ Learners are required to devote more time to practice writing out of the classroom context in order to enhance their writing ability.

3.7. Conclusion

The main objective of this chapter is to test the hypotheses and reach comprehensive answers to the research questions that were raised at the beginning of the present research. As the main concern of this investigation was to test the effectiveness of the different types of teachers' feedback strategies on students' performance and the perceptions of the students' towards these feedback techniques, two research tools were used: in-class test and both student's and teacher's questionnaires. Thus, the results yielded from the different tests reveal that students' performance improved significantly in the different targeted areas according to the different assigned interventions. Differences in the mean scores were also observed across different tests indicating progress in students' writing performance revealing that the direct and indirect written feedback is more effective in improving student's writing accuracy while the group conferencing is fruitful in enhancing student's organization mastery. Also, students' questionnaire reveals that students have different attitudes towards the different types of teacher feedback and as they strongly believe that teachers' feedback is of utmost importance to improve their writing performance. Additionally, the teacher's questionnaire revealed that the most useful feedback strategies employed by EFL secondary school teachers are commentary alongside with oral feedback. Also, it reveals that secondary school teachers face a lot of obstacles when delivering their feedback such as time constraints and students' disinterest.

GENERAL CONCLUSION

GENERAL CONCLUSION

The role of feedback on students' writing is undeniably important. The findings of many studies (Bitchener, 2008, Bitchener et *al.*, 2005, Ellis et *al.* 2006) maintain that teachers' feedback is very effective and helpful for students to improve their writing performance. However, Truscott and Hsu (2008) insist that feedback is ineffective and unhelpful. In the light of this dispute, this study sheds some light on the body of the research on writing in EFL by investigating the effect of combining direct and indirect written feedback and teachers' group conferencing on EFL secondary school writing. Also, an endeavor is made to investigate learners and teachers' perceptions of teachers' corrective feedback in writing.

The current work consists of three distinct, but interrelated chapters. To begin with, the first chapter is devoted to the literature review. Throughout the first chapter, the researcher attempts to highlight the most important elements related to the writing skill and feedback. The second chapter outlines the overall structure of the undertaken study by highlighting the research design, addressing the used tools, and referring to the population that the researcher investigated. Finally, the last chapter is devoted to the analysis and the discussion of the results along with some pedagogical implications and suggestions.

To approach answers to the research questions and test the research hypotheses, action research was pursued. In this vein, a mixed-method approach was adopted, through the use of two research instruments. First, a quasi-experiment that involved two-group (pretest-intervention-posttest design). The quantitative research was conducted with 40 Third Year scientific streams secondary school pupils. Second, two separated questionnaires were used as a qualitative means to explore teachers' and learners' views about their preferences regarding the feedback strategies used in correcting students' written compositions. Also, to investigate teachers' most useful feedback strategies used

in correcting their learners' written works. Not only this but also the challenges they encounter in providing corrective feedback.

The current work is premised upon four research questions that aim at 1) investigating the impact of the different forms of feedback on secondary school pupils' writing performance, 2) mapping learners' and teachers' preferences towards the different forms of teachers' feedback on writing, 3) investigating teachers' most useful feedback strategies that are used in correcting their students' compositions, and 4) investigating the problems that hinder EFL secondary school teachers from providing their learners with feedback in writing. Regarding these research questions, the researcher hypothesized that: 1) the teacher's different feedback strategies are likely to foster learners' performance in terms of ideas and content, organizations, word choice, and conventions, 2) learners may prefer their teachers' oral feedback rather than the written one, 3) oral feedback might be the most useful feedback strategy employed by secondary school teachers of English, and 4) Providing feedback to pupils' written productions is characterized by a number of complications.

The quasi-experiment reveals that the integration of different teacher's feedback strategies is very effective in enhancing students' writing performance. This result is in the line with studies of Bitchener et al (2005), Ellis et al., (2006), and Ferris and Hedgcock (2005) who state that CF is very helpful in improving students' writing performance. Accordingly, the teacher's direct written correction is more effective in fostering learners' writing in terms of ideas, content, and word choice. Meanwhile, the teacher's indirect uncoded feedback enhanced learners' conventions skills (see Ferris & Roberts, 2001). Additionally, the teacher's group conference turned out to be effective in improving learners' organizational abilities. Hence, the first research hypothesis is confirmed. Moreover, the findings of the questionnaire administered to pupils show that secondary school learners prefer their teachers' written feedback over the oral one since the vast majority of them state that they are not good at understanding spoken language. In this respect, the second hypothesis is disconfirmed. Finally, the questionnaire designed

for teachers' shows that commentary alongside with conferencing is the most useful feedback strategies. As for the hypothesis which implies that oral feedback is the most useful feedback form, it is disconfirmed. Last but not least, many challenges regarding feedback provision' were unveiled such as syllabus and time constraints, the relatively learners' low level and large classes. Therefore, the fourth hypothesis is confirmed.

In light of the current work findings, it is possible to suggest some directions for future research in the field of teacher's feedback on students' writing. Hence, future researchers are invited to investigate the effectiveness of other feedback forms in fostering learners' performance. Also, syllabus designers are urged to extend the time allocated to the writing skill teaching, to provide more opportunities for teachers to fulfill the requirement of this skill and work on students' weaknesses by providing sufficient feedback. Also, we recommend that secondary school teachers adopt a combination of different feedback forms to address different areas of students' weaknesses in writing and assess their progress in these areas using assessment grids such as the six traits of writing. All in all, although the current study was difficult, many lessons have been learned, new things were discovered and a great experience was lived.

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APPENDICES

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Appendix 15: The Students' Questionnaire

Appendix 16: The Teachers' Questionnaire

Correction Symbols

Symbol	Meaning	Incorrect	Correct
P	Punctuation	Where do you work_	Where do you work ?
Cap	Capitalization	algeria is located in north africa	Algeria is located in Africa
Sp	Spelling	She is <u>titcher</u>	She is teacher
Vt	Verb tense	they <u>go</u> last night	They went last night
Agr	Subject-verb agreement	There <u>is</u> five books	There are five books
S	Wrong word order	She <u>today works</u>	She works today
S	subject	<u>I</u> go to school	I go to school
V	Verb	she <u>is</u> on time	She is on time
Prep	Preposition	I wake up ^{at} 7:00 am	I wake up at 7:00 am
○	Word missing	she <u>is</u> working in restaurant	She is working in the restaurant
Ref	Pronoun reference error	My mother is very tender. <u>He</u> is so lovely	My mother is very tender. <u>She</u> is very lovely
W. W	Wrong word	The food is delicious. <u>Because</u> the restaurant is crowded	The food is delicious. <u>Therefore</u> , the restaurant is very crowded
Q	Unnecessary word	My teacher <u>she</u> is very competent	My teacher is very competent



Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content <i>☞ main theme</i> <i>☞ supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent
Organization <i>☞ structure</i> <i>☞ introduction</i> <i>☞ conclusion</i>	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion 	<ul style="list-style-type: none"> Attempts at organization; may be a "list" of events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
Voice <i>☞ personality</i> <i>☞ sense of audience</i>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through 	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer
Word Choice <i>☞ precision</i> <i>☞ effectiveness</i> <i>☞ imagery</i>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
Sentence Fluency <i>☞ rhythm, flow</i> <i>☞ variety</i>	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions <i>☞ age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read

*Adapted for Regina Public Schools from Vicki Spandel, Creating Writers.
Regina, SK Canada*

Group A DF& IDF (pre-test)

N°	learners	ideas & content						organization						word choice						convention						total	Over all								
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t													
1	Learner A				3			3				3			3							3				1	1	10	2,50						
2	learner B				3			3				3			3					2		2					2	10	2,50						
3	learner C					2							1		2							2				1	1	6	1,50						
4	learner D				3			3				3			3							1			2		2	9	2,25						
5	learner E				3			3					2									1				1	1	7	1,75						
6	learner F					2						3			3					2		2				1	1	8	2,00						
7	learner G				3							3			3					2		2					2	10	2,50						
8	learner H				3								2		3							2				1	1	8	2,00						
9	learner I					2							2									2				1	1	7	1,75						
10	learner J				3							3			3							2					2	10	2,50						
11	learner K				3								2		3							2				1	1	8	2,00						
12	learner L					2							2		2							2				1	1	7	1,75						
13	learner M				3							3			3							3					2	11	2,75						
14	learner N						1						2		2							2				1	1	6	1,50						
15	learner N				3							3			3							3					2	11	2,75						
16	learner O						1						1		1							1				1	1	4	1,00						
17	learner P					3							2		2							2				1	1	8	2,00						
18	learner Q				3							3			3							1					2	9	2,25						
19	learner P													1	1							2				1	1	6	1,50						
20	learner R			4								3			3							2					2	11	2,75						
Total								52						47						39						28						166		2,08	
Frequency		0 0 1 11 6 2						2,60 0 0 0 10 7						3 2,35 0 0 0 13 4						1,95 0 0 0 8 12						1,40		2,075							
Means								2,60						2,35						1,95						1,40						2,075			

Group B conferencing (pre-test)

N°	learners	ideas & content						organization						word choice						convention						Overall mean
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	total			
1	learner A				3			3				3						3			2		11	2,75		
2	learner B					2		2				2						2				1	7	1,75		
3	learner C					2		2				3						3			2	10	2,50			
4	learner D				3			3				3						3			1	9	2,25			
5	learner E				3			3					1									1	6	1,50		
6	learner F				3			3					2									1	8	2,00		
7	learner G			4								3									2	11	2,75			
8	learner H				3			3				3						3			2	11	2,75			
9	learner i					2							2								1	7	1,75			
10	learner J				3								2								2	8	2,00			
11	learner K					2		2				2									1	6	1,50			
12	learner l					2							2									5	1,25			
13	learner M						1					1									1	4	1,00			
14	learner N						1					1										5	1,25			
15	learner O			4									1								2	5	1,25			
16	learner p					2							2									9	2,25			
17	learner Q				3							3									2	9	2,25			
18	learner R				3																1	9	2,25			
19	learner S			4								3										11	2,75			
20	learner T				3							3									2	11	2,75			
Total									53												2	10	2,50			
Frequency		0	0	3	9	6	2	2,65	38						46	38						167	2,09			
Means								2,65	2,30						2,30	1,90						1,50	2,0875			

Group A DF& IDF (while-test)

N°	learners	ideas & content						organization						word choice						convention						total	Over all					
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t										
1	Learner A					2		2					2	2						2		2	8	2,00								
2	learner B				3			3					2	2						1		1	8	2,00								
3	learner C			4				4						4					3			3	13	3,25								
4	learner D				3			3				3			3					2		2	11	2,75								
5	learner E				3			3					2	2							1	1	8	2,00								
6	learner F				3			3					2	2			3					3	11	2,75								
7	learner G				3			3					2	2							1	1	8	2,00								
8	learner H			4				4				3			3					2		2	12	3,00								
9	learner I			4				4				3			3							3	12	3,00								
10	learner J				3			3					2	2							1	1	8	2,00								
11	learner K					2		2				3			3					2		2	10	2,50								
12	learner L					2		2				3			3					2		2	9	2,25								
13	learner M			4				4				3			3				1		2	10	2,50									
14	learner N				3			3					2	2					2			9	2,25									
15	learner N				3			3						3				3		2		2	11	2,75								
16	learner O				3			3				2			2				2			9	2,25									
17	learner P			4				4					2	2				3			1	1	10	2,50								
18	learner Q				3			3						3					2			9	2,25									
19	learner P					2		2					2	1						2		2	7	1,75								
20	learner R					2		2				3			3						1	1	8	2,00								
Total								60							51							43							37	191	2,39	
Frequency		0	0	5	10	5	0	3,00	0	0	1	10	9	0	2,55	0	0	0	3	12	5	1,85										
Means								3,00							2,55							2,15							1,85			

Group B conferencing (while-test)

N°	learners	ideas & content						organization						word choice						convention						total	Overall mean
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t					
1	Student A				3			3		5					5						1	1	1	10	2,50		
2	Student B					2			4						4					2		2	10	2,50			
3	Student C					2						2			2						1	1	7	1,75			
4	Student D				3			3			4				4						2	2	11	2,75			
5	Student E				3			3				3			3			3			1	1	10	2,50			
6	Student F				3			3				2			2				2		2	9	2,25				
7	Student G					2		2			3				3					1	1	8	2,00				
8	Student H				3			3	4						4				2		2	11	2,75				
9	Student I				4			4			4				4			3		1	1	12	3,00				
10	Student J					2						2			2					1	1	7	1,75				
11	Student K					2		2				2			2			3		1	1	8	2,00				
12	Student L							1				2			2				2		2	7	1,75				
13	Student M			4				4					3						2		2	11	2,75				
14	Student N				3			3					3								1	9	2,25				
15	Student N			4				4					3						2		2	11	2,75				
16	Student O				3			3				2			2					1	1	7	1,75				
17	Student P				3			3				1			1				2		2	7	1,75				
18	Student Q				3			3					3						2		2	9	2,25				
19	Student P				3			3					3							1	1	9	2,25				
20	Student R				3			3				3			3					2	2	10	2,50				
Total								56							58							39	183	2,29			
Frequency		0	0	2	12	4	1	2,80	0	2	4	7	6	1	2,90	0	0	0	0	0	10	8	1,50				
Means								2,80							2,90							1,95	1,50	2,2875			

Group A DF& IDF post-test)

N°	learners		ideas & content								organization						word choice						convention						total	Over all			
			6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t										
1	Learner A		5					5					2			2						3			2		12	3,00					
2	Learner B		5					5				3										3			3		14	3,50					
3	Learner C				4			4					2									3			2		11	2,75					
4	Learner D		5					5			4							4									16	4,00					
5	Learner E					3		3				3									2					2	10	2,50					
6	Learner F				4			4				3						4				4				4	15	3,75					
7	Learner G					3		3					2									3				3	11	2,75					
8	Learner H				4			4					2									3			2		11	2,75					
9	Learner I				4			4				3									2					3	12	3,00					
10	Learner J		5					5				3										3					14	3,50					
11	Learner K					3		3					2									3					11	2,75					
12	Learner L					3		3				3										3					12	3,00					
13	Learner M						2		2					2							2				1		7	1,75					
14	Learner N				4			4				3										3					13	3,25					
15	Learner N							1					2								2				1		6	1,50					
16	Learner O					3		3				3										3					12	3,00					
17	Learner P					3		3				3									2						11	2,75					
18	Learner Q					3		3					2									3					12	3,00					
19	Learner P					3		3				3									2				2		10	2,50					
20	Learner R					4		4				3									2						13	3,25					
Total									71							53							55							54	233	2,91	
Frequency			0	4	6	8	1	1	3,55	0	0	1	11	8	0	2,65	0	0	2	11	7	0	2,75	0	0	3	10	5	2	2,70			
Means									3,55							2,65							2,75							2,70			2,913

Group B conferencing (post-test)

N°	learners	ideas & content						organization						word choice						convention						total	Overall I mean			
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t								
1	learner A					2		2				3			3							3				1	1	9	2,25	
2	learner B				3			3			4				4						2						2	12	3,00	
3	learner C				3			3			4				4							2				1	1	10	2,50	
4	learner D					2						3			3							3					2	12	3,00	
5	learner E				3						4				4					2							2	11	2,75	
6	learner F				3							3			3							3				1	1	10	2,50	
7	learner G					2			2				3			3						1	1			1	1	7	1,75	
8	learner H				3						4				4												2	12	3,00	
9	learner I					2			2				2			4										1	1	9	2,25	
10	learner J					2			2				3			3										2	2	10	2,50	
11	learner K					2			2			4				4										1	1	10	2,50	
12	learner L				3								3				3										1	1	10	2,50
13	learner M				3									2													1	9	2,25	
14	learner N					2			2				3														2	10	2,50	
15	learner O				3						4					4					2				3		3	12	3,00	
16	learner P					2			2					2								2					2	8	2,00	
17	learner Q					2			2			5														1	1	11	2,75	
18	learner R				3						4					4										2	2	12	3,00	
19	learner S			4									3								2						2	11	2,75	
20	learner T		5								4															1	1	13	3,25	
Total		56						67						54						31						208	2,60			
Frequency		0	1	1	1	9	9	0	2,80	0	1	8	8	3	0	3,35	0	0	3	11	5	1	2,70	0	0	0	1	11	8	1,55
Means		2,80						3,35						2,70						1,55							2,6			

Group A : Direct and indirect Written Feedback

Topic one : a factory has produced a new Product write a composition of more than 100 words to describe it using the below guide line :

- ✓ The description of the product
- ✓ Its use
- ✓ Its advantages

The Apple company ^{SP} produced a new phone. ^{that is called} iPhone X. This phone is not like any phone is the ^{sp- newest} newest and the ^{sp- highest} light quality it ^{sp- contains} contains a ^{sp- digital} digital camera with ^{W.W.} anti-lock it ^{vt} have ^{vt} warranty for 2 years. just pay 2300 and your phone ^{vt} come to you where ^{W.F.} are you. This phone is useful and modern because there is ^{for many reasons} many reasons ^P you can use it in any place, in the beach, ocean, ^{such as} mountain and forest. ^{sp} Second, this phone ^{vt} have a new system for example, ^P when you ^P lost it, you can find it. Third, the iPhone X ^{vt} have a large stockage of informations and ^{vt} also ^{vt} have a GPS system. iPhone X is highly recommended, buy it now buy your happiness.
• We don't ^{sp} say "anti-crash" it is in French in English we say anti-crash.

- Use more examples to illustrate your ideas
- Be careful in choosing your words to express your ideas
- Use the correction symbols sheet to correct the underlined mistakes.

Group B : Group Conferencing (oral feedback)

Topic one : a factory has produced a new Product write a composition of more than 100 words to describe it using the below guide line :

- ✓ The description of the product
- ✓ Its use
- ✓ Its advantages

Appel factory launched a new mobile these product work continously 24 hour it have a high level of battery Capacity, besides it cannot be broken because his screen that is made of as well as this smart phone have many apps that any other phon have for example it can automatically locate your position when it stole but there is a low possibility that this will happen because of the smart phone security caution sistem so ~~if~~ you wanna a phone that last for decades Iphone 8 is the optimume choice it is Created for you buy our product now

Group A : Direct and Indirect written Feedback

Topic Two : write a composition about the advantages and the disadvantages of advertising using these notes (advantages : telling about the Product, enhancing chances of competition , supplying consumer's needs. Disadvantages creating needs for unnecessary products , wasting money , manipulating people)

Advertising is message designed to promote a product in public for sale it. Some people argue that advertising is beneficial. First, it informs about the product for example, when you want to buy a plow ads will tell you every thing about it like camera, the applications that it has. Next, ads make us choose what's best for us by talking what is special about product and what is the things that make it useful, in addition, it tell us what is available in the market like the newest product of the company. In the other hand, there are people think that advertising is harmful, they argue that it plays with our feeling to buy the product. Next, advertising encourages people to take up a lot of bad habits like fast food which cause obesity. Further more, advertising encourages us to buy unnecessary products and things we don't need. As far as I am concerned, advertising is a double edge weapon, so we had better take the good things from it for keep on our healthy life.

• we say some people think that not there are people think that proportions are followed by ing form

• you can use advertising manipulates people instead of it plays with people's feelings

• So, we had better think of the advertised product-before buying it.

• Use the correction symbols sheet to correct your underlined mistakes

Group B : Group Conferencing (oral feedback)

Topic Two : write a composition about the advantages and the disadvantages of advertising using these notes (advantages : telling about the Product, enhancing chances of competition , supplying consumer's needs. Disadvantages creating needs for unnecessary products , wasting money , manipulating people)

Many people think that Advertising is beneficial for many reasons. First, It inform us about the product that we will buy and it's advantages. Secondly, It helps us to choose the best, and the good markets and products we can use for along time. Thirdly, Ads tell us about the new product and the international markets that we don't know. However, Advertising have also disadvantages to begin with, the first effect of advertising is burden the poor. Next, It encourages people to take up bad habits such as fast food, smoking etc. Finally, Advertising make us buy unnecessary products that we don't need. To sum up, I think that Advertising is beneficial and harmful in the same time.

Group A : Direct and Indirect Written Feedback

Topic Three : write a letter of complaint to travel agency about its bad services during holiday .Use the following notes :

Advertisement :

- ✓ Beautiful hotel
- ✓ Relaxing activities : sport , music, visits ...etc
- ✓ Varied and fresh meals

What you have found :

- ✓ Dirty hotel
- ✓ Absence of activities
- ✓ Poor quality of food

Dear Sir,

I am writing this letter to inform you that my summer holiday with your company was very bad and did not correspond with the advert claims. First, the advert states that when I paid only 2200DA, I would get a fully funded trip and I got many services, but in fact I lost my money, because I did not find any service. Also, we were asked to pay an extra money, and this was not honest. Second, the advert promised that residence would be at five stars hotel and accommodation of double rooms. Furthermore, you promised for delicious meals served at the restaurant hotel or till the rooms. You stated that the hotel serves many facilities, such as swimming pool, sunas, games... etc.

Unfortunately, I found a bad hotel, rooms services, by the way there were no reception and facilities, in addition to the mediocre food served in your hotel restaurant.

In general, my holiday with your agency was grief because of all this non-kept promises. Therefore, I ask you to refund me as soon as possible.

Yours faithfully
Ali

Group B : Group Conferencing (oral feedback)

Topic Three : write a letter of complaint to travel agency about its bad services during holiday .Use the following notes :

Advertisement :

- ✓ Beautiful hotel
- ✓ Relaxing activities : sport , music , visits....
- ✓ Varied and fresh meals

What you have found :

- ✓ Dirty hotel
- ✓ Absence of activities
- ✓ Poor quality of food

Dear Sir,

I am writing this letter to inform you that my holiday was bad with your company. First, the ads stated that the hotel was amazing and the room are cheap. However, when I got there I was have to pay an extra money. I found every thing bad in this room. Secondly, the advertising claimed that the room services will be the best. I will tell you something. It's the worst. Third, without talking about food, the ads that everything is cheap and we can have all the types of it like fruit, meat, vegetable but we don't. Fifth, you have promise us for a room double space and relaxing but the room is smaller than my room and how can I relax. All in all, I want to say that my holiday with the company is bad. Give me back my money. I hope you take my request into consideration.

Yours faithfully
[Signature]

Dear Students,

This questionnaire aims at finding out learners' views about the writing skill and their preferences of teachers' feedback.

I would appreciate your collaboration if you could answer my questionnaire. Your contribution will be of a great importance for the success of the research study. Please tick (✓) the appropriate answer(s) and write full statement(s)

Thank you for your time, effort and collaboration

Prepared by:

Naima KHELFAT

Supervised by:

Dr. Miloud Bouchefra

2018-2019

SECTION ONE: THE WRITING SKILL

1. Do you like writing?

a. Yes ☐

b. No ☐

2. Writing is an easy task to learn

a. Yes ☐

b. No ☐

3. Writing is necessary skill to master.

a. Yes ☐

b. No ☐

4. How would you rate your writing skills in English?

a. Very poor ☐

b. Bad ☐

c. Average ☐

d. Good ☐

e. Excellent ☐

SECTION TWO: WRITING DIFFICULTIES

5. Do you have some difficulties in writing?

a. Yes ☐

b. No ☐

6. If yes your writing problems are due to: (you can choose more than one option)

a. I don't know how to form sentences. ☐

b. I don't know the words to express my ideas. ☐

c. I cannot find good ideas for the topic. ☐

d. Teacher does not provide me with enough feedback ☐

e. I don't like to write paragraphs in English. ☐

7. Do you ask your teacher to help you overcome your writing difficulties?

a. Yes ☐

b. No ☐

SECTION THREE: ATTITUDES OF LEARNERS TOWARD THE TYPE OF FEEDBACK

7. in the correction of your paper, you would like the teacher to :(you can choose more than one option)

a. Provide you with the correct form of your mistakes ☐

b .Show you the mistakes using symbols ☐

c. Just highlight the mistaken parts only ☐

d. Correct your mistakes orally ☐

8. Do you prefer to correct your own mistakes?

a. Yes ☐

b. No ☐

If “No”, “please explain:

.....

09. Do you read the written feedback that the teacher writes on your paragraphs?

a. Yes ☐

b.No ☐

10. When you read, do you:

a. Read it carefully ☐

b. Look at some of it only ☐

11. Do you participate in the oral correction given by the teacher about learner’s mistakes in writing?

a. Yes

b. No ☐

12. If “No”, please explain:

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Teachers' Questionnaire

Dear Teacher,

You are kindly requested to answer the following questionnaire, which is designed to gather information for the accomplishment of a Master dissertation. This latter is about "The Effectiveness of Teacher's Feedback in Enhancing Secondary School Students' Written Production". Your contribution will be of a great importance for the success of the research study. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used only for research purposes.

Prepared by:

Naima KHALFET

Supervised by:

Dr. Miloud Boucheфра

2018-2019

Section One: Teacher's Profile

Q1. Would you specify your age please?

a. 23- 30 ☐

b. 30-40 ☐

c. More than 40 ☐

Q2. Would you specify your gender?

a) Male ☐

b) Female ☐

Q3. How long have you been teaching English?

a) 1-5 years ☐

b) 5-10 years ☐

c) More than 10 years ☐

Section Two: The Writing Skill

Q4. Which skills are difficult to be mastered by students?

a) Listening ☐

b) Speaking ☐

c) Reading ☐

d) Writing ☐

Q5. Do you think that writing is well covered by the current syllabus?

a) Yes ☐

No ☐

Q6. How many sessions you devote for writing skill per sequence?

a) One session ☐

b) Two sessions ☐

c) More than two sessions ☐

Section Three: The Impact of Teacher's Feedback on Student's Writing

Q7. Do you provide feedback on your student's written compositions?

a) Yes ☐

b) No ☐

Whatever your answer is, justify please

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Q8. When correcting your students' written productions, on which aspect do you focus most?

a) content ☐

b) Organization ☐

c) Conventions ☐

Q9. What are the most common problems you notice in your students' writing? You can choose more than one options.

a) Grammar and mechanics ☐

b) Ideas &Content ☐

c) Organization ☐

d) Word choice ☐

Q10. How do you consider feedback in foreign language learning?

a) Very important ☐

b) Important ☐

c) Somehow important ☐

d) Not important at all ☐

**Section Four : Teacher's attitudes towards Effectiveness
of Feedback Strategies on their student's written work
and their frequent used one**

Q12. How often do you provide feedback on your students' written productions?

- a) Always ☐
- b) Often ☐
- c) Sometimes ☐
- d) Rarely ☐

Q13. When do you usually provide feedback?

- a) While the writing task ☐
- b) After the writing task ☐
- c) During and after the writing task ☐

Justify your answer please

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Q14. Which of the following forms of feedback can be more effective
for your students most?

- a) Commentary ☐
- b) Grades ☐
- c) Symbols and codes ☐
- d) Conferencing / oral ☐
- e) Direct written correction ☐

Whatever your answer is, please justify

.....
.....

Q15. What is your feedback usually about?

- e) Grammar and mechanics ☐
- f) Content ☐
- g) Organization ☐
- h) Word choice ☐

Q17. When some students overlooked your feedback, how would you encourage them to take into consideration your remarks?

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Q18. Do you encounter some obstacles when providing feedback on students' writing?

- a) Yes ☐
- b) No ☐

If yes, mention the main ones

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Thank you for your time, effort and collaboration