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Improving EFL Learners' Writing Skill Through Teachers' Feedback

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Dedication

Every challenging work needs to be supported and guided by those special people who are

Very close to our hearts.

I dedicate this modest work with all my feelings of love and respect: To the source of tenderness, kindness, and sympathy

My dear mother

To the most precious person, who gave meaning, hope and strength to me my dear father

To my beloved sisters Rima, Chanez, Nadine & Mouna

To my lovely brother Idriss

To my admirable friends Rim, Rania &Safa

To all those people who encouraged and prayed for me and be sought good to help me along my path

Katia HAMAMOUCHE

Dedication

Challenging works need self-efforts as well as guidance of elders especially those who are so close to our heart. My humble efforts dedication goes to my sweet, and loving FATHER AND MOTHER,

Whose unconditional affection, love, encouragement and prays of day and night got me to where I am today and able me to get such success and honor.

*To my brothers KAMAL
AND MOUAD*

I could never have done this without your consistent support and encouragement. I am truly grateful for having such loving and encouraging brothers like you in my life.

*To my sisters AKILA AND
AYA*

*I am really grateful for having sisters likes you in my life. You have been my inspiration, me Soul mates, my friends, my best friends, my partners in crime and everyth*ing.

Safa NEZLI.

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Abstract

In the writing context, learners need to prove their language proficiency in the writing skill. Feedback is a paramount element in motivating students to upgrade their current level in this skill. Hence, EFL teachers tend to stimulate and improve learners' efforts and productions by various functional tools. The present work aims to relate the teachers' feedback to the enhancement of the second language learners' compositions; moreover, it guides to discover the ways to in which teachers take part in improving their learners' written productions. To deeply discuss this topic, this dissertation best follows the explorative / explanative method in order to confirm the research hypotheses. As a result, there are numerous ways that teachers could academically use to ameliorate learners' productivity through reliable and valid feedback motives. At the end, feedback and writing share a virtuous effect on learners' writing level development.

Key words: Feedback; Second Language Learners; Improving; Writing Skill; Proficiency; EFL Teachers.

List of Abbreviations

ESL: *English as a Second Language*

MA: *Master of Arts.*

PHD: *Doctor of Philosophy*

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INTRODUCTION

General Introduction

Teaching a foreign language requires teaching the four skills. Writing is considered as a substantial skill that needs to be focused on by both teachers and learners due to its importance in achieving proficiency. Learners in their roles provide written compositions; whereas, teachers have to provide them with a reflective response which works as a motivator that carries them forward to this skill improvement. In this context, feedback is highly categorized as an artistic method in learners' motivation since it provides continuous positive outcomes whatever the type of feedback is.

Research Objectives:

EFL learners are constantly required to produce adequate pieces of writing. Writing is an essential skill that works as an engine to enhance the current level of students in order to guide them to develop effective productions. Feedback is one of the serious motives that would greatly improve this skill; thereby, teachers get their students' level sophisticated. As an expansion to this remarkable point, the present study incalculably aims explore the types of feedback that most of teachers provide so as to shape a positive or a negative attitude towards teachers' response. In addition, this dissertation tends to discover the different ways that teachers rely on when giving feedback on learners' productions in order to ameliorate the proficiency. The importance and the entire impact of feedback as a motive on EFL learners writing skill will be deeply discussed as a matter and a leading path of developing this field of research.

Statement of the problem:

Every written piece needs to be carefully corrected and provided with necessary feedback. The teachers' feedback towards their students' productions is certainly a major leading element to shape the final product. Learners are supposed to follow the instructions, observations and the steps that their teachers have already provided so as to guide them.

However, teachers in their roles have to vary, simplify and make their feedback as much clear as they can so that student would understand and apply facilely. Surprisingly, it is reciprocal that teachers get annoyed and worried about their students' responses to their feedback. They believe that their students should take the given feedback into consideration since they spend such a very long period circling, underlying, highlighting, paraphrasing or even correcting banal error. On the other hand, written pieces need continuous teachers' feedback. However, it is undeniable that sometimes they provide insufficient or unclear instructions which learners find difficulties to deal with. In this context, teachers have to vary and produce accurate observations to expand the learners' writing skill.

Research Questions and Hypotheses:

To improve the current proficiency of EFL learners in producing written pieces, teachers have to best design and shape their feedback through various ways. This involvement in the process of providing feedback seeks to deduce the following questions:

- How can EFL learners writing skill be improved through the teachers' given feedback?

- Are EFL teachers required to be familiar with the usefulness of the different types of feedback? Why?

- To what extent can be an EFL leaner attitude towards the teacher feedback effective for their productive compositions?

To provide suitable answers for the proposed questions, the comings are the suggested hypotheses:

- EFL learners writing skill could be improved through the teachers' given feedback by varying effective ways of using feedback in order to enhance and ameliorate their written compositions.

- EFL teachers are highly required to use every feedback type that they believe to be helpful for their students' needs. Thus, they are strictly recommended to do so in order to shape better application of their students' productive skill.

- The teachers' feedback could be strongly effective to encircle the learners' compositions positively and shape a powerful attitude for learners to consider these feedbacks.

The Setting of the Study:

In order to prove and explore the listed hypotheses, the present works takes place in Ouargla, Algeria at KASDI MERBAH University. This study is supposed to be delivered by the end of the academic year 2020/2021. Therefor, it was necessary to choose a setting to gather the needed information for accomplishing the current research. Some of experienced Secondary School Teachers were taken as a sample from different establishments in order to provide the wanted pieces of information which would lead to the achievement of the main goals of this paper.

Research Objectives:

Developing a learner's flaw in producing any written piece is tightly related to the teachers' particular observations and instructions. Therefor, the present work tends to identify the role of writing as a substantial skill that requires a continuous development and improvement since it is considered to be a paramount tool in facilitating the teaching/learning process. Moreover, it is undeniable that teachers, most of the time, use one method when trying to give feedback, that's why this research seeks to discover any effective ways and methods that every teacher can count on in the process of providing immediate feedback whatever the type was. Another subject matter that is going to be focused on is the importance of attitude in this process. Thus, the study will figure out the teachers / learners different attitudes when providing or receiving feedback about a written composition.

The study's problems and limitations:

Needless to say, there would exist no research that had not passed through different obstacles to achieve its final version. In the present study, many limitations were facing the research process. As the first to be mentioned, the difficulties were confronted mostly at the level of time because it was strictly limited to develop this paper in terms either of reading or searching for various pieces of information. Moreover, the hard circumstance of being a novice teacher and a student at the same time is a cause of making slow achievements. Another factor that encountered this research was the difficulty and the obscurity of some structures or language form when working on the reproduction of information.

Research methods:

Planning to discover teachers' and learners' reactions and opinions toward the process of giving feedback, this dissertation will tackle the most general attitudes that both parties tend to express along the teaching and the learning details. To achieve this goal, a questionnaire has been delivered to 10 teachers (1 man / 9 women) to be as a research instrument to get current results and to check some claims about the issue. The questionnaire takes multiple types of question frames (open-ended questions/ close-ended questions). However, when evaluating EFL learners' productions, researchers tend to measure the expected outcomes by using the approaches of collecting data, either "the quantitative method" or "the qualitative method". In this dissertation, both methods are being used.

Structure of the dissertation:

The paper presented will be ultimately divided into three main chapters. The first two chapters are devoted to the notional theoretical review of the subject matter, and the third chapter is devoted to the practical part of the paper's related issue.

The first chapter is called "The Writing Skill in the EFL Context" and here, several points would be explained in details, including: defining writing from both the general and the particular perspective, writing types, the difference between the free compositions and the guided compositions the encountered obstacles during the writing process; in addition to the importance of context in the writing skill. However, the second chapter will spot the light on the different items that are to encircling the second chapter title "The Teachers' Feedback

Role in Improving EFL Writing Skill". In this chapter, feedback will be clearly defined; Moreover, positive feedback and the negative feedback on learners written productions with their effects are considered to be discussed, too. This chapter will cover the three types of feedback, the learners' and the teachers' attitudes towards feedback. Then, to end this chapter, some ways of providing feedback will be mainly focused on.

The third chapter is concerned with the practical part that will discuss the method and the results of the questionnaire delivered to the secondary school teachers in which they had given. This chapter highlights and covers the outline of the given outcomes of the teachers' responses towards the research method they had provided their fingerprints to enhance the study.

CHAPTER ONE:

The Writing Skill in the EFL Context

Introduction

Writing is one of the four basic skills of the English language.On one hand; it is a productive skill through which the learner is able to reflect his own capacities as well as his intricacies. In the other hand, it is a communicative tool through which students express their thoughts, ideas, and even feelings; which make writing extremely vital for the learning process. However, writing in the field of Teaching English as a foreign language (TEFL) is considered as an extremely unaccommodating process. This last requires plenty of efforts and trials that learners attempt to accomplish in order to access to a high level of proficiency.

This section discusses some theoretical aspects related to writing. It provides both general and academic definitions of this skill, and then discusses the various types of writing. Moreover, the difference between free compositions and guided compositions and the common obstacles faced during the writing process are clearly presented here. Finally, this chapter supplies a brief overview about the importance of context in writing.

1.1   Defining Writing

1.1.1 Writing in General

Writing is basically a physical act of involving words or thoughts intermediately (Sokolik, 1998). It could be either that type of hieroglyphics or other kinds of electronic typing. Writing is considered as a physical act, since it has never to be an active skill if it was not transcribed in particular lettersthat are combined to formulate such words and sentences (ibid). Moreover, when contriving thoughts, trying to find a way to express them, and listing them into meaningful expressions and paragraphs to be apparent for the order, that is writing as a mental act (ibid).

The audience is a targeted master, who needs in away or another to understand the expressed ideas; however, the writing process may have a certain degree of complexity related to the writer choice depending on the theme and the purpose (Sokolik, 1998). In one hand, writing as aprocess

depends on several steps before it achieves the complete form, where writers tend to think, organize, draft, edit, and then read. In the other hand, when the work is accomplished to be addressed to the audience, the written work be comes a product formalized in multiple models such as: essays, letters, stories …etc. (ibid).

Writing is defined in the Oxford dictionary (2013) as a noun which signifies words that have been written or printed or the way a person writes. Another definition of writing proposed by the same source is that process refers to the activity or job of writing books or to the style relied only by the writers.

1.1.2   Writing in the Academic Context

Like any other skill, writing also has a specific goal and a specific audience, which if it takes place either in college classes, or high schools, it has to be categorized as 'academic writing' (Hogue, 2008). This sort of writing is done by students for the purpose of providing necessary information or explaining different kinds of instructions in a well-structured form (ibid).Following particular criteria, the teacher and students are the targeted audience that is opted for the assessment process of a given academic piece of writing. In other words, when the writer produces any type of composition, the desirable audiences are the teacher and the student (ibid). This assessment is particularly designed to them because they are the proof of the writer's achievement whatever their feedbacks were in order to measure the level of proficiency of his writing (ibid). Multiple sub- skills should be taken into consideration when producing an academic writing sample. Sentence structured; i.e. putting the words in a meaningful chain, organization, grammar, and punctuation are the included elements in this kind of writing (ibid).

From the style perspective, creative writing and personal writing are two informal types of writing in which the writer retails his own stories or writes a range of letters to other people (Oshima and Hogue, 2007). These types require the different use of abbreviations, incomplete sentences or phrases, and the use of familiar language. However, academic writing is formal; it is basically constructed on official language, accurate use of punctuations, whole finalized sentences and total organization of the content (ibid). The way people academically write in English differs from the academic writing in their native language. It is obviously known that the difference between the two is likely noticed at the level of vocabulary, grammar, and also the process of arranging ideas (ibid). A good

example of academic writing could be writing essays, reports articles, etc.

1.2   Writing Types

1.2.1 Expository Writing

Expository writing is the type that is used to investigate an idea ("LearnHowto", 2018).The type of writing where the writer has to collect and evaluate evidence that supports the idea, expound on it, and provide an argument that involves that idea. It is a kind similar to persuasive writing but this one requires less research (ibid).

1.2.2 Descriptive Writing

Descriptive writing is the type of writing that is used to describe objects, places, persons, emotions, experiences, situations, and so on. This type signifies where the writer is asked to analyse something and paint a picture in words ("LearnHowto", 2018).The important thing about this type is that the writer is supposed to convey a deeper meaning through this type of academic writing and not just writing for the sake of descriptions (ibid). In other words, the writer must really on "paint a picture" that makes the reader imagine the scene in front of his eyes.

1.2.3 Persuasive Writing

Persuasive writing or argumentative writing is the type of writing that is used to persuade the reader ("Learn How to", 2018). This type of writing where the writer has to investigate a topic, from his own opinions, generate evidence in support of those opinions, to convince the reader that he's making a valid point (ibid). Persuasive writing is different from all the other types of writing because it is a demanding one. In other words, it requires an extensive research process. Also, the writer has to build his own case with strong logic, facts, cases, examples, and expert opinions. Further, he must present both sides of the argument, so he'll convince the reader that his stand is the most logical one (ibid).

1.2.4 Narrative Writing

Narrative writing is the type of writing that is used to tell a story about a personal experience, anecdote, or a real life situation. This is the type of writing where the writer has to draw the reader into the content through using a vivid language and expressing a clear point of view ("Learn How to", 2018).

1.2.5 Creative Writing

An area of writing which is related to reading for most of learners, appeals to them from all backgrounds and walks in life: creative writing (Hyland, 2009). Most of these learners can view this like any other type of writing, fiction or non-fiction that happens outside of everyday professional, journalistic, academic, and technical forms of writing (ibid). When speaking about creative writing most typically students think of novels, short stories, poems in this category, but other things can be included like screenwriting and play-writing, which are texts written to be performed and creative non-fiction such as personal and journalistic essays (ibid).

This type of writing is now viewed as an independent academic discipline and taught both at undergraduate and postgraduate levels at some universities, leading to bachelor or masters of fine arts (ibid.). In contrast to its academic writing courses that teach students the rhetorical conventions and discourse expectations of disciplinary communities, creative writing tries to concentrate on students' self-expression. The students of creative writing typically decide to concentrate on either fiction or poetry, though screenwriting and playwriting courses are also available in some programmes (Hyland, 2009). The input of creative writing normally involves critical appraisal of literature and writing techniques' development like editing, idea generation and overcoming writer's block. Courses are normally in a form of a workshop the place where students develop their skills through process techniques of drafting and rewriting and administrating their original work for peer critique (ibid). The work of students continues outside their classes by participating in writing-based activities such as publishing clubs, university literary magazines or newspapers, and writing contests. The courses of creative writing are run in the US; therefore, the texts available for creative writing are American and address the needs of students on these courses (ibid).

1.3   Free Compositions Vs Guided Compositions

The ESL writing teachers while teaching the writing skill to their students, they make sure to provide them with tasks to write on different compositions to practice what they have learned along the way, and also to discover the capacities they have in writing. In the writing skill there are two deferent major types of compositions that most teachers use in their teaching: the **free composition** and the **guided composition**.

1.3.1 Free Compositions:

The free composition also known as the independent composition is the type of composition that requires the student to work alone without any planned help. (Nation, 2009). Means this type of composition requires the student to work all along on his composition without any help or guidance from his teacher plus having a full control and responsibility on it. Learners can work successfully on independent composition tasks when they have developed some proficiency in the language and when they have command of helpful strategies. (ibid). These strategies can develop from experience, shared, or guided tasks. (ibid). A good independent composition task has the following features: (1) it provides a reasonable challenge, i.e. it has some difficulty but the learners can see that with effort they can do it; (2) it is a task that learners are likely to face outside the classroom. (ibid).

1.3.2 Guided Compositions:

The second type of composition is the guided composition the type of composition that provide the ideas that the learners will write about, needed vocabulary and structures and determine how the piece of writing will be organised. (Nation, 2009). The learners' job is to compose the sentences that make up the composition. (ibid). Guided composition provides a lot of support for the learners while they write. (ibid). In guided composition, students are provided with certain instructions that help them to write the required composition, such as the title, some helping ideas, and some hints that tell how to introduce, sequence, and finalize the required composition. (Atti, 2012). In other words, the teacher is the one who has the full

control and responsibility over the student's writing unlike the first type which the free composition that is learner-centred.

1.4   The Encountered Obstacles during the Writing Process

1.4.1 Cohesion:

When writing a text, the learner faces a difficulty in how to use the linguistic techniques properly (Harmer, 2004). This issue makes sure that his prose is combined together but missing elements. As an example, the difficulty in using lexical repetition or chains of words within the same lexical set through the text to have this effect (ibid). Besides, learners face difficulty on how to use the same word more than once or by using related words to reinforce their desired topic (ibid).As well as, a problem in using properly the different grammatical devices that help the reader understand what is being referred to all the times (ibid).

1.4.2 Coherence:

Harmer (2004) states that the cohesive devices that help to stick elements of the text together would not make the text perfect if the text does not make sense and is not coherent. For the text to have coherence, it needs to some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices, when the text is coherent, the reader can understand at least two things:

☐   The writer's purpose: the reader should be able to understand what the writer's purpose. A coherent text will not mask the writer'spurpose.

☐   The writer's line of thought: the reader should be able to follow the writer's line of thought whether it is discursive, or descriptive, or narrative without getting confused.

This means, the learner when writing his text will have a difficulty in making his purpose and line of thought clear for the reader because they are the main points for a coherent text. Therefore, coherence is achieved by the way in which the writer sequences information (ibid).

1.4.3 Vocabulary

Learning a foreign language is not an easy task especially when trying to master its

vocabulary which is considered as the real intrinsic difficulty of learning a foreign language (Gass and Mackey, 2012). Concerning the real intrinsic difficulty of learning a foreign language, vocabulary is the primary reason that stands behind the mastery of this language (ibid). In contrast to grammar which is limited by a number of fixed rules, vocabulary is unlimited and contains many thousands of items (ibid). So the learning of vocabulary lies in its quantity as well as word knowledge that requires mastering many features of the word in a question and the patterns it can form when working with other words (ibid). In other words, learning vocabulary is not easy as learning grammar and it relies on the number of words in addition to their use, structure and meaning.

Creating word lists of the most useful vocabulary needed by second language learners of English had along history. Therefore, teachers when selecting words for L2 teaching must put into account the idea that non-native speakers operate with a limited vocabulary in comparison to native speakers (Gass and Mackey, 2012). Hence, the vocabulary chosen must be as useful as possible and as accurate as possible when working with it in the language (ibid).

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language, as well as developing their writing. The vocabulary knowledge also known as the lexical knowledge or the acquisition of vocabulary is really essential in the formation of complete written texts (Marmelscein, 2015). When there is a meaning or concept that we wish to express, having a store of words to select to express this meaning or concept is needed when there is a meaning or a concept that needs to be expressed, and this by memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource, or drilling, or guessing from a context when reading a text (ibid).

1.4.4 Grammar

The fourth major obstacle that hinders the student during his writing has to do with one of the most important components of any language which is **grammar**. When it comes to definitions of grammar, confusion abounds. (Schmitt, 2010). One problem is that the word 'grammar' means different things to different people. (ibid). For many, the term suggests a list of do's and don'ts, rules that tell us we should say It is I, not It is me, that we should not say ain't, or that we should avoid ending a sentence with a preposition. (ibid). For others, the term may refer to the rules of grammar found mainly in written language, for example, rules that label sentence fragments as incorrect even though they are often found in spoken

language (for example, 'Working on a term paper' as a response to the question 'What are you doing?'), or that admonish us not to begin sentences with and our but, though again, this usage is common in spoken English. (ibid). For still others, it may simply mean an objective description of the structures of language, with no comment concerning correct versus incorrect forms. (ibid).

Learners in the any one structure, they use a lot of intermediate forms before conforming to what is accurate in the target language. (ibid).It can easily be seen that many learners' utterances are overgeneralizations. (ibid). For example, learners of English produce 'eated' for 'ate', interpreted by some researchers as evidence for the process of rule formation in SLA. (ibid). Learners also use forms that do not resemble target forms, and they do so consistently, such as using pre-verbal negation during early English language acquisition (for example, 'no want'), regardless of the native language of learners.(ibid).

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1.5 The Importance of Context in the Writing Skill

The growingly complicated comprehension of context is the fundamental cause that shaped people of ways perceiving writing (Hyland, 2009). The writer when composing his piece, he is not only fixing words together in order to formalize his product, but also to inspire the reader to make an effective interaction, that would completely illuminate different ways of identifying the sense of these words (ibid). In 1992, Duranti and Goodwin (cited in Hyland, 2009) confirmed that the context should not be seen as a bunch of constant changes that wrap language utilization, but instead, it has to be seen as an affable figured, reactively stable and time leap. In other words, the context must be viewed as something can be used at any time or place. Cutting (2002) in his turn suggests that a context might clearly involve everything, for this reason, he proposes three principal aspects of the explanatory context (cited by Hyland, 2009):

• The Situational Context: it is related to the expectations of individuals about the surrounding actions or events.

• The Background Knowledge Context: this is precisely concerned with people's knowledge about their environment, phases of life and even about other people.

• The Co-Textual Context: it represents what do individuals grasp about their speeches and writings.

These main aspects of the explanatory context must guide to the total assimilation of how a written piece can be fixed in specific periods and areas (Hyland, 2009). The writer integrates his expectations with his prior knowledge concerning the subject by making reasonable assumptions about the background, culture and even the language patterns i.e. linguistic structures (ibid). These assumptions should be tightly related to the targeted readers to reach the desired objective which is having a complete written work.

Conclusion

From what have been discussed in this chapter, the concluded information is that writing is a complex skill that has to be developed in order to enhance the learning/teaching process. As a way to achieve the last, several types which concern the writing skill must be known and practiced effectively in addition to the writing importance that needs to be assimilated since it plays a great role in this achievement. In the following chapter, feedback will be introduced and defined deeply with its types and effects on the learners' attitudes.

CHAPTER TWO:

The Teachers' Feedback Role in Improving EFL Writing Skill

Introduction

Feedback is considered as the main thing ESL writing teachers must provide for their learners because of the major role it plays in enhancing the writing skill and the other three skills. The importance of it to both teachers and learners give it this decent position. In this chapter, the feedback is going to be defined, and its basic and secondary types are going to be known. A special focus is going to be given to the different attitudes of both teachers and learners in addition to the different ways of providing effective feedback in the writing skill.

1.1   Definition of Feedback:

One of the psychological aspects that the majority of scholars agree to be as essential as oxygen in the teaching/learning process is the one of feedback. It is the reaction over the learners' performance and the leading path for their effectiveness in the writing process. Harmer (2004) argues that: ''when responding to our students' work we are not only concerned with the accuracy of their performance but also –and this is crucial- with the content and design of their writing". However, feedback is not always given as a matter of best encouragements or as a motivating engine for learners'execution.

Feedback for Hyland and Hyland (2006) is seen as a decontextualized process in EFL classes. It is not admissible to keep them ethodological items of feedback isolated from the designed social, educational and pedagogical aspects. It is sometimes lined and planned to demotivate the students' performance or they can refuse to be evaluated for a personal psychological state. In this area, London (2003) states in his research that: ''people have a general sense that feedback is good to give and receive. But many people avoid it like the plague".

In this context, the importance of feedback has been widely proved to meet the performance on the expected results. It is a mechanism that works for the reinforcements of the learners' engagements and guides them for the coming step i.e. for other futuristic successful objectives (London, 2003). Moreover, the process of providing feedback has primarily lead to the clarifications of the learners' beliefs towards their performance as London has indicated in his production. Errors, on the other side, could be easily detected by teachers and corrected at the same time, but providing feedback for learners would

fortunately give them the ability to correct themselves or as it is called''self-monitoring'' for better effectiveness in the writing process (ibid).

1.1.1 Positive Feedback vs. Negative Feedback:

Since ESL writing teachers consider providing feedback as the first important task they should do for the learners, they make sure the feedback they provide is the right type of feedback that should be given because the feedback is divided to two major types: the **positive** feedback, and the **negative** feedback that have different functions, contexts, and effects.

1.1.2 Positive Feedback and Its Effects:

Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. (Ellis, 2009). Which means this type of feedback should be provided to the student when he provides his teacher with correct answers. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning (ibid).In other words, this type of feedback affects the students in a positive way since it is positive by making him more motivated, interested, and hungry to learn more.

2.1.2 Negative feedback and its effects:

Negative feedback signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent. (Ellis, 2009).Which means this type of feedback is unlike the first one because this one should be provided once the student makes a mistake to make him aware of the mistake he made. This type of feedback is totally different from the first one since it is a double- edged sword that means it has both the positive effects such as making the students aware of his mistake to avoid it next time, develop, and improve his writing plus negative effects such as de motivating the learner, so the teacher must be really careful when using it by knowing what to say, how to say, and when to say it.

2.1.3   Types of Feedback:

The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviourist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. (Ellis, 2009). The feedback that the teacher gives can have three different forms: oral, written, electronic.

2.1.4   Oral Feedback:

Oral feedback involves all the word choice issues that written feedback does, but it also includes some unique issues. Where and when should you give oral feedback? You need to speak to the student at a time and a place in which the student is ready and willing to hear what you have to say. Individual oral feedback ranges more broadly than any other type of feedback, from the very formal and structured (student–teacher conferences) to the very informal (a few whispered words as you pass a student's seat). Group oral feedback—for example, speaking to a whole class about a common misconception—can also be helpful. (Brookhart, 2008). This means this type of feedback have conditions that should be take into account by the teacher because once the words are out there's no going back in them.

2.1.5   Written Feedback :

Sometimes the teacher response is delivered in a written form when students hand a draft of what they are working on. (Harmer, 2004). In such circumstances, it is always a good idea to write things down in the students' work. (ibid). In other words, this type of feedback is perfect when students are asked to writing their writing on a sheet of paper. Many teachers do not feel that they have done justice to students' efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teacher's feedback as crucial to their

improvement as writers. (Hyland, 2003). Which means this type of feedback is valued the most by both teachers and learners.

2.1.6   Electronic Feedback :

If texts are submitted in electronic form, it is possible to provide feedback using the range of word-processing functions. Here we will look at some of those available in the word-processing program, Microsoft Word. (Nation, 2009). This means when students are asked to submit their writings electronically the teacher has to use what's called the electronic feedback to give his response on students' works. A lot of feedback can now be given electronically, either via e-mail or through text editing programmes. (Harmer, 2004). Which means since the virtual world is taking control nowadays most of the work is done online including feedback. These new channels of written feedback offer teachers greater flexibility in their responding practices, but ultimately convenience is likely to be the deciding factor in which are used. (Hyland, 2003).

2.2   Teachers and Learners' Attitudes Towards Feedback:

2.2.1   Teachers' Attitudes:

Thought teachers don't receive feedback, they still have attitudes towards it just like students whether these attitudes were positive or negative. Lots of studies were done on this topic to explore teachers' attitudes towards feedback. One example study is the one conducted by NugrahennyT.Zacharias (2007) who investigated thirty Indonesian teachers through questioning and interviewing them to see how they view feedback as teachers. The teachers reported that they see feedback as the most important thing in improving student writings and those were some of the reasons mentioned by teachers for favouring teacher's feedback:

☐ Teachers have higher linguistic competence inEnglish.
☐ Teacher feedback provides security to poorstudents.
☐ The cultural belief that teachers are the source ofknowledge.

Learners'Attitudes:

Feedback is what helps students the most in their learning process and for this to be effective it is very important to investigate how students view this form of evaluating. Many studies were done on this topic to investigate the students' attitudes towards what's called 'feedback'. One example study is the one conducted by Nugrahenny T. Zacharias (2007) who investigated one hundred and twenty-one students to see how they view feedback. The students reported that they view feedback as something very important in improving their writings. Also they prefer the feedback that comes from their teacher to be specific and form-based because this will help them in the revision process. Another study was conducted by Cohen and Cavalcanti (1990) who investigated nine EFL Brazilian students' responses to their teacher's commentary. The students reported that the comments they usually received were mainly form-based focusing on grammar and mechanics, but that they would prefer feedback on other aspects of writing such as content and organization of ideas. Different results, conversely, were arrived to by Leki (1986 qtd in Leki 1991). Studying 100 students concerning their attitudes toward their teacher's error correction, Leki (1986; 1991) reports that these students wanted to receive correction one very error they made, and that they preferred indirect feedback to direct one. All these studies concluded the following points:

☐ Students value and appreciate teacher feedback in any form (with a minority exception).

☐ Students in nearly all the studies expressed strong preferences for teacher feedback on language issues.

In some of the studies, student writers also expressed appreciation for feedback on their ideas and composing strategies.

2.2.2   Ways of Providing Effective Feedback in the Writing Skill

Providing feedback is often seen as one of the ESL writing teacher's most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions. (Hyland, 2003). Which means feedback is the first important task ESL writing teachers must do. Feedback can be very powerful if done well. (Brookhart, 2008). This means the teacher must provide the feedback to his students in the right way for it to be effective. The way the teacher provides the feedback depends on the task that students are given, and also on what to achieve on any point. (Harmer, 2004). There a number of ways of reacting but these generally fall within one or two broad categories: **responding** and **correcting.** (ibid). The **responding** is not done only on the accuracy of the performance but

also on the content and the design of the writing. (ibid). The **correcting** is done through indicating the mistake andcorrecting it. (ibid). The feedback for it to be effective and improves the student's writing must contain these important elements: (Brookhart,2008).

☐ **Clarity:** Clarity is important; students need to understand the feedback information as you intend it to maximize the chances that students will understand feedback because students have different vocabularies and different backgrounds and experiences. (ibid). So this should be taken into account by the teacher.

☐ **Specificity:** Deciding how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right to give guidance but not to do the work for the student and give suggestions that are specific enough so that the studen tcan take concrete next steps.(ibid).

☐ **Tone:** refers to the expressive quality of the feedback message, and it affects how the message will be "heard." The tone of a message is conveyed by word choice and style; these are much more than just linguistic niceties, and this to communicate respect for the student as a learner, position the student as an agent (active, not passive) and inspire thought, curiosity, or wondering.(ibid).

☐ **Where to Write Feedback:** Written feedback can be delivered in several differentways:

- Comments directly on the work, usually close to the evidence.
- Annotations on rubrics or assignment coversheets.
- A combination of both.

The most familiar way is the "notes in the margins" style of feedback on papers. (ibid). If the comments are descriptive of some specific detail on a paper, it helps to put them right next to what they are describing, perhaps in the margin nearby. (ibid). Overall comments about a paper may be placed at the beginning or at the end. (ibid). For feedback on work that is scored or graded, annotatable rubrics or assignment cover sheets work well. (ibid). Research does suggest students will be more interested in their grade than in the feedback, which is why practice work should not be graded. (ibid). However, on final projects some students will want to know the reason for their scores or grades, and offering feedback can serve to explain how the grade was determined.(ibid). Annotating rubrics and using cover sheets are both useful for projects, term papers, and other lengthy written assignments. (ibid). Good feedback can inject some formative moments into otherwise summative assessments. (ibid). It is especially useful if revising and resubmitting the work is a possibility or if a similar assignment is coming up.

(ibid). Then the students can use the feedback. You can also combine these strategies. (ibid). You might, for example, make notes on an assignment cover sheet but then also comment on several details within the paper for a longer assignment.(ibid).

Conclusion

The conclusion that can be drawn from the previous detailed points mentioned in this chapter is that feedback despite the deferent definitions it had, still be considered as the first important task that the ESL writing teacher must do. Moreover, the feedback is divided to two major types which are the positive feedback and the negative feedback that have different functions and effects. In addition, the three deferent types of feedback that falls under these two major ones: oral, written, electronic. As well as, the attitudes of both teachers and students towards feedback that shared the same view because both of them saw feedback as something very important in the improvement of the student writings. Also, feedback has to be provided the right way for it to be effective and powerful. The next chapter will, thus, be devoted to an investigation on the attitudes of secondary school teachers towards feedback, and how they imply it in their teaching.

General Conclusion

General Conclusion

The present research is based on the role of the teachers' feedback in improving the students' writing skill in all of its different types, different compositions and the different contexts. As well as, the effective ways for providing a powerful effective feedback in all of its types that serves the student in improving his writings in the SL (second language) despite the different obstacles he may faces.

The first major attempt of this study is to explore the way the teachers' feedback improves the student writings despite the different obstacles he faced, types of compositions he was given, types of writing he was asked to write and the contexts his writings were put in because being awar of the importance of feedback provision does not necessarily mean that teachers provide it appropriately. Appropriate feedback is one which offers the learners information, suggestions, and cues to improve their performances but before all, it is one which the learners can respond to, process, and use. To be appropriately executed, the teacher's feedback on writing need not be postponed to final drafts otherwise, its significance would be underestimated and the purposes for which it has been designed would be lost.

The research issue that was formed in leading to find how the teachers' feedback improves the student writings despite the different types of writing, compositions, and contexts may the EFL student be put in was well explained in this paper. Moreover, the proposed hypotheses which were developed based on the research questions are approximately.

The reached findings in the current study could ordinarily be practical in evaluating the writing skill of the student no matter the writing type, composition, and context.

In accordance with what have been seen, a recommendation to teachers is provided for having an effective feedback that highly improves their students' writings despite the different circumstances. The feedback provided to students should be clear, specific, tone-based, written well, and in a good place. That is to say, feedback should contain these features for it to be effective, powerful, and serves the EFL students in the writings.

To conclude, we hope all the tackled points in this research would help both teachers in knowing how to provide an effective feedback that improves the student writings, students in knowing how to use the feedback effectively to improve their writings.

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Résumé

A l'écrit, les apprenants ont besoin de prouver leur maitrise de la langue. Le feedback est un élément primordial pour motiver les étudiants à améliorer leur niveau actuel dans cette compétence. Les enseignants d'anglais langue étrangère (ALE) ont tendance à stimuler et à améliorer les efforts et les productions des apprenants par divers outils fonctionnels. Ce présent travail vise à mettre en relation le feedback des enseignants avec les rédactions des élèves en anglais comme étant une langue seconde. En outre, cela guide à découvrir les méthodes possibles des enseignants pour améliorer la production écrite de leurs apprenants. Pour bien approfondir ce sujet, ce travail base sur la méthode explicative dans le but de confirmer les hypothèses du départ. Par conséquent, il y a de nombreuses méthodes que les enseignants puissent utiliser pour améliorer les productions de leurs élèves à travers de feedback fiables. Enfin, le feedback et l'écrit partagent un effet sur le développement du niveau d'écrit de l'apprenant.

Mots clés : feedback, langue secondaire des apprenants, amélioration, l'écrit, la compétence, les enseignants d'anglais langue étrangère.

ملخص الدراسة

في مجال الكتابة، يتطلب على التلاميذ أن يبرهنوا براعتهم اللغوية في مهارتهم الكتابية. المرجعية هي عنصر أساسي في تحفيز المتعلمين و تطوير مستواهم الحالي في هذه المهارة. لهذا تلاميذ اللغة الإنجليزية كمادة أجنبية تسعى إلى تحفيز قدرات التلاميذ و إنتاجياتهم الكتابية بأدوات متعددة. هذا العمل يهدف إلى ربط مرجعية الأساتذة إلى تطوير لغة التلاميذ الأجنبية الكتابية. علاوة على ذلك، يؤدي إلى اكتشاف طرق يستطيع من خلالها الأستاذ تنمية المستوى الكتابي لدى المتعلمين. لدراسة هذا الموضوع بعمق، تتبع هذه المذكرة الطريقة التفسيرية الاستطلاعية لإثبات فرضيات البحث. كنتيجة، هناك عدة طرق أكاديمية يستعملونها لتحسين إنتاج التلاميذ من خلال تطبيقات مرجعية فعالة و موثوقة. في الختام، المرجعية و الكتابة تشتركان في التأثير القوي على تطوير مهارة التلاميذ الكتابية.

الكلمات المفتاحية: متعلمي اللغة الأجنبية، تطوير، مهارة الكتابة، براعة، أساتذة اللغة الإنجليزية كلغة أجنبية.

<div align="center">**Appendix**</div>

<div align="center">**The Teacher's Questionnaire**</div>

<div align="center">**EFL LEARNERS' WRITING SKILL THROUGH TEACHERS' FEEDBACK**</div>

In the scope of preparing this dissertation, this questionnaire is deeply elaborated for secondary school teachers of Ouargla in order to gather appropriate and confirmed information about improving foreign language students' writing skill through teachers' feedback. So, you are politely requested to answer the following questions freely and share your experiences and thoughts. Your worthful contributions will grandly help in the research advancement.

Guidelines: Please tick the write box (es):

Section one: General Information

1. **Would you specify your gender?**

a.   Male.   ☐

b.   Female.   ☐

2. **How old are you?**

a.   From 25 to 35 years' old. ☐

b.   From 35 to 45 years' old. ☐

c.   From 45 to 55 years' old. ☐

d.   55 years and over.   ☐

3. **What is your qualification?**

a.   BA (License).   ☐

b.   MA (Master / Magister). ☐

c.   PHD (Doctorate).   ☐

Section two: Feedback in the Writing Skill

1. **What type of writing do you use in your class?**

a.   Guided writing. ☐

b.   Free writing.   ☐

2. **What are the common errors that you generally encounter when correcting students' written productions?**

a.   Grammar.   ☐

b.   Vocabulary (word choice).   ☐

c.   Mechanics (capitalization, punctuation and spelling). ☐

d.   Coherence and cohesion.   ☐

e.   Ideas and content.   ☐

3. Do you frequently encourage your students to make more than one draft when writing?

a.   Yes   ☐

b.   No   ☐

4. Would you please justify your answer?

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5. In which of the following steps do you think feedback is needed?

a.   The first draft. ☐

b.   When trying.   ☐

c.   The final draft.☐

6. In teaching the writing process, how important is feedback?

a.   Very important.   ☐

b.   Moderately important. ☐

c.   Not important.   ☐

7. Do you believe that feedback is really effective to the level that it enhances your learners' writing?

a.   Yes ☐

b.   No   ☐

8. How often do your students take the provided feedback into consideration?

a.   Always   ☐

b.   Very often ☐

c.   Sometimes ☐

d.   Rarely   ☐

e.   Never   ☐

9. What type of feedback do you usually provide for your students?

a.   Written feedback.   ☐

b.   Oral feedback.   ☐

c.   Electronic feedback. ☐

d.   Others: …………………………………………………………………..…………..

10. On what aspect do you mostly provide feedback?

a.   Feedback on grammar.   ☐

b.   Feedback on vocabulary (word choice).   ☐

c.   Feedback on mechanics (capitalization, punctuation and spelling). ☐

d.   Feedback on ideas and content.   ☐

11. When giving instructions or observations as a feedback, you generally focus on:

a.   What have been taught in the classroom. ☐

b.   All the aspects of writing.   ☐

c.   The level of knowledge to each student. ☐

12.   Would you provide examples?

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13. If you spot errors when correcting a learners' production, what kind of comment do you provide?

a.   Indicate the error, and then write the correction for learners. ☐

b.   Indicate the error, and then let learners correct it themselves. ☐

c.

        Others:………………………………………………………………………………
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14. Do you consider positive comments as a type of feedback or is it just expanded to involve comments on developing the writing skill?

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15. How often do your learners respond to the feedback given?

a.   Always   ☐

b.   Very often ☐

c.   Sometimes ☐

d.   Never   ☐

16. Among the following, what would be your learners' attitude towards the instructions provided?

a.   Take the given observations into account and work to enhance their flaws. ☐

b.   Work on what they feel easy and neglect the other instructions.   ☐

c.   Do not care about the given observations that their teacher provided.   ☐

17. What would you do to encourage your learners to take feedback into consideration?

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