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**The Role of Types of Written Corrective Feedback in  
Enhancing Students' Writing Skill**

**The Case Study of Second Year Students of English as a Foreign  
Language at the Department of English Language, Université  
des Frères Mentouri, Constantine**

**Thesis submitted to the department of English in candidacy for the degree of  
"Doctorat LMD" in " Foreign Language Didactics"**

**Submitted by:**

**Mrs Amina ZEMIECHE**

**Supervised by:**

**Pr. Hacene HAMADA**

**Pr. Samir LARABA**

**Board of Examiners:**

**Chairwoman : Prof. ABDERRAHIM Farida**

**University des Frères Mentouri, Constantine 1**

**Supervisor : Prof. HAMADA Hacene**

**ENS Constantine**

**Examiner : Prof. OUSKOURT Mohamed**

**University Emir Abdelkader**

**Examiner : Prof. BELOUAHEM RIAD**

**University des Frères Mentouri, Constantine 1**

**Examiner : Prof. BEGHOUL YUCEF**

**University des Frères Mentouri, Constantine 1**

**Examiner : Prof. MERROUCHE Sarah**

**University Larbi Ben Mhidi, Oum El Bouaghi**

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## **Dedications**

I dedicate this work to:

The memory of my father

My mother

My daughter Amani

My husband Amine

My brothers and sisters

My family in law

To all those who love teaching and learning the English language

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## **Abstract**

Written corrective feedback is of a crucial role in the improvement of students' writing. Unless perceived properly by learners, it would be a valueless item. Hence, the present study seeks to raise students' and teachers' awareness of the role written corrective feedback plays in enhancing students' writing. It aims to find the appropriate type of written corrective feedback to be used so as to diagnose students' problems in writing. The ultimate goal is to help learners become better student writers in English via the use of feedback. Thus, it is hypothesised that if students were provided with different types of written corrective feedback, they would improve their writing both in the short and in the long run. Second, if students receive peer feedback, coded feedback, and un-coded feedback on their writing, the un-coded one proves the most effective amongst others in improving students' writing. To test the validity of these hypotheses, two means of research are used. The first one refers to two questionnaires for both teachers of writing in the Department of Letters and Languages, Université des Frères Mentouri, Constantine1 and second year English students in the same department. The second one is an experiment for learners who are asked to write a first draft of an essay. Students are grouped into three groups. In the first group, students receive peer feedback. In the second one, they receive un-coded feedback. In the third one, students receive coded feedback. After correction, students rewrite the same passage. Then, results of the immediate post-test compared to the results of a delayed post-test to check improvement on the long run. The results of the study show that the best type of written corrective feedback that ensures writing improvement both in the short and in the long run is un-coded teacher written feedback. Coded feedback and peer feedback show weak inconsistent improvement in writing and only short term improvements are witnessed. These results are taken into account for pedagogical recommendations and research implications.

## **List of Abbreviations**

**CF:** Corrective Feedback

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**L2:** Second Language

**N:** Number

**SLA:** Second Language Acquisition

**WCF:** Written Corrective Feedback

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## **General Introduction**

Learning of a foreign language involves the development of the four basic language skills: listening, speaking, reading, and writing. The latter is considered to be the most complex among the other skills. In this respect, Elbow (1998) states, “There is no hiding the fact that writing well is a complex, difficult, and time-consuming process” (p. 03). Its complexity makes students encounter many problems during the process of writing. Despite the long teaching hours and efforts devoted by teachers, students’ writing is still very weak. In addition to their role in teaching, teachers are seen as the primary source of feedback which is very important in enhancing students’ writing. Reid (2007) claims: “Feedback is an integral part of learning and should be seen not as the final stage in learning but as a source of support, a guide to monitoring and a bridge to achieving the desired learning outcome.” (p. 90) Therefore, the continuous provision of feedback helps learners achieve better results. Harmer, on the other hand, states: “we give feedback because we want to affect students’ language use in the future as well as commenting upon its use in the past” (Harmer, 2001 p. 112). The problem that arises here is that while students’ writing is poor and contains a lot of mistakes, a great number of them do not respond to the feedback provided by teachers. It is worth noticing also that teachers do not raise students’ awareness to the importance of revising their written passages after being corrected in order for them to account for the existing deficiencies and provide corrections accordingly. Teachers need to know which kind of corrective feedback is the most effective to enhance learners’ writing and allow for it in their classes.

Students should make use of feedback in order to develop their writing. To do so, they need be provided with the appropriate type of written feedback that best improves their writing proficiency. Different types of written corrective feedback may have different impacts

on students' writing; so to improve it, there should be an investigation about which type proves more effective and provide it to learners.

## **1. Statement of the Problem**

The present study's main interest stems from the problems noticed in students' writing resulting from their neglect of the teachers' written corrective feedback. Problems at the level of both accuracy i.e. pieces of writing that are full of errors and those of fluency where written products seem to be shorter than needed. These noticed problems are also paralleled with a neglect of feedback given by the teacher and a total rejection of feedback given by the peers. This study is, therefore, an attempt to remedy learners' writing problems as well as to improve their writing proficiency by identifying their errors, adapting an assessment tool and providing corrective feedback accordingly. It also takes into account learners' and teachers' perceptions of errors and corrective feedback to improve students' proficiency in writing.

## **2. Aims of the Study**

The present study attempts to achieve the following aims:

- Identifying learners' errors.
- Unveiling students' and teachers' awareness of the role of written corrective feedback in enhancing students' writing.
- Finding out the most appropriate type of written corrective feedback, which is highly processed by students, to be used in diagnosing their problems in writing through comparing the impacts of coded, un-coded, and peer-feedback on their writing skill.
- Determining whether these types of feedback have short or long term effects, or even both.
- Providing corrective feedback.

Hence, the ultimate goal is to help those learners become better student writers in the English language.

### **3. Research Questions**

To achieve the aforementioned aims, the following research questions need to be answered by the end of the current study.

- Are students and teachers of writing in the department of foreign languages at Costantine1 University aware of the importance of written corrective feedback on students' writing?
- Do they have a clue about the different impacts of different types of written corrective feedback on writing i.e. how should students' errors be corrected?
- Do students take into consideration the feedback accompanied with their pieces of writing and try to take action, or they just neglect it?
- Do teachers of writing allow for peer feedback during their classes?
- As far as coded feedback, un-coded feedback, and peer feedback are concerned, does one of them prove the most beneficial?
- Do these types of feedback have short or long term impacts on students' writing?

### **4. Hypotheses**

To answer these questions, it is hypothesised that if students are provided with different types of written corrective feedback, a bigger number of them would respond and their writing would improve both on the short and the long run; i.e. written corrective feedback would have both short and long-term effects.

If students receive peer feedback, coded feedback, and un-coded feedback on their writing, the un-coded one proves the most effective amongst others in improving students' writing.

## **5. Means of Research**

To test the validity of this hypothesis, two means of research are opted for. The first refers to two questionnaires for both teachers of writing in the Department of Letters and English Language, University of Constantine1 and second year EFL students in the same department. The questionnaire serves as a data-gathering tool to investigate the nature of written corrective feedback. It is used to uncover both teachers' practices in the writing classroom, and students' attitudes towards the written feedback they receive during any writing class. It enables the researcher to find out the best type of written feedback that best improves students' writing.

The second means, on the other hand, is a test for learners who are asked to write a first draft of an essay. Second year EFL students in the Department of Letters and English Language are grouped randomly into four groups. In the first group, students receive indirect un-coded feedback essays they write. In the second group, they receive indirect coded feedback from their instructors. In the third one, students receive peer feedback on their drafts. In the last group, however, students receive no feedback at all because this is the control group. The teacher then corrects the papers of all the groups except the control group. Before giving back students their papers, the teacher goes on using the same technique inside the classroom for each group during two weeks i.e. in each working session the instructor asks learners to write and provides them with the corresponding type of feedback. In a two-week period of time, the teacher administers an immediate post-test in which students are asked to write the second draft of the first composition. Then, results are to be compared to judge the effects of the different types of written feedback on students' writing. This comparison provides evidence about short-term effects of written corrective feedback. To investigate long- term effects, students are asked to write a third draft after a one-semester period of time of treatment. Results are to be analysed to judge the validity of the already set hypotheses.

## **6. Structure of the Thesis**

The present thesis is divided into six chapters of major theoretical and practical issues of the research work. In the theoretical issues, the first chapter comprises an overview of writing in English as a foreign language. It deals with the nature of the writing skill, history of writing, components of writing, approaches to the teaching of writing, and the relation of writing to the other language skills. It also focuses on the writing process through its generating, focusing, and structuring activities that include the stages drafting, revising, editing, and publishing. Chapter two, on the other hand, sheds light on the nature of language assessment, writing assessment, and holistic and analytic methods of scoring. Here, more emphasis is put on the importance some types of assessment tools like the portfolio, peer and informal assessment. Chapter three is devoted to an overview of the term feedback in foreign language learning covering the issues of its nature, history, and the different types of feedback provided in an EFL class. The nature of WCF and its importance in addition to the prevailing types of written corrective feedback and the impact of each type on writing are the main issues discussed in this chapter.

In the practical part of the thesis, Chapter four covers the research methodology and provides describing an overview of some theoretical grounds about research in addition to the discussion of the results obtained from the pilot study. An overview of the hypotheses, population and sampling, and data gathering tools is provided. The pilot study is described in terms of pre-test and post post-test results of learners' errors. Chapter five is divided in two sections that include the presentation and discussion of data collected from the teachers' and students' responses to the questionnaires taking into consideration a discussion of the research questions and the hypotheses. Chapter six focuses on the main study and tackles a description of the implementation, interpretation, and discussion of the experiment's results.

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## **CHAPTER ONE: Overview of EFL Writing**

### **Introduction**

Writing is one of the four language skills one should develop when attempting to learn a foreign language. Given its complexity, both teachers and specialists in the field of EFL learning make considerable efforts to find out easier ways of teaching and learning this skill. Through this study and within chapter one, the researcher attempts to shed some light on the nature of this skill giving importance to its history as well as the different approaches adopted in its teaching. The relationship between writing and the other skills is examined together with the different components of writing.

### **1.1. The Nature of EFL Writing**

Like the other basic language skills, namely listening, speaking, and reading, writing needs to be developed during the learning of a foreign language. Although it has been used and practised for a long time, there is a multiplicity of definitions about the intricate nature of writing. To begin with, it is stated that writing is defined as “the act of picking up a pencil and forming letters either by printing or writing them in cursive.....the act of composing a piece of text.” (Linse, 2005 p. 98)

With regards to the complex nature of the writing skill, Swales and Feak (1994 p. 34) argue that “Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and more recently, on a computer screen.” The act of writing is seen by Swales and Feak as an internal mental progression of steps the result of which is the production of graphic symbols used for communication purposes in a social environment. They maintain that:

The skills needed to write range from making the appropriate graphic marks, through utilising the resources of the chosen language, to anticipating the reactions of the intended readers. The first skill area involves acquiring a writing system, which may be alphabetic (as in European languages) or non alphabetic (as in many Asia languages). The second skill area requires selecting the appropriate grammar and vocabulary to form acceptable sentences and then arranging them in paragraphs. Third, writing involves thinking about the purpose of the text to be composed and about its possible effects on the intended readership. One important aspect of this last feature is the choice of a suitable style. Because of these characteristics, writing is not an innate natural ability like speaking but has to be acquired through years of training or schooling.” (Swales & Feak, 1994 p. 34)

The above definitions clearly indicate that the process of writing is not an easy task to deal with. Its complex nature is a source of nuisance for foreign language learners in academic settings. In this regard, Lázaro (n.d p. 107) indicates: “Writing is a mysterious, challenging, and sometimes painful human activity.”

Flower and Flower assume that the complex nature of the writing process does not necessarily imply that good writing means being able to produce complex pieces of writing. To achieve good writing, any learner should make efforts without attempting to show complex structures. Rather, it is recommended that s/he should try to communicate his/her ideas in the clearest, and simplest yet the strongest of ways possible (Fowler & Fowler 1906 cited in Hartley, 2008).

One of the objectives of writers when they write is being able to produce fluent powerful writing. Being fluent and expressive in foreign language writing, nevertheless, is said to be the most difficult of the other macro-skills for any normal language learner be it a first, second or foreign language learner. In general, all ordinary children, except those with

disabilities, have an innate ability to learn to speak and understand their mother language. However, not all of them are able to read and to write fluently and legibly; i.e. any normal human being is naturally pre-disposed to speak a language. Nonetheless, this does not mean that anyone is able to write. In other words, the intricate nature of the writing skill asks for formal instruction to take place (White 1981 cited in Nunan, 1989).

Writing is a cognitive activity which demands mastering a multiplicity of sub-skills both at sentence level and beyond the sentence level. Here, Bell and Burnaby point out:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (Bell and Burnaby, 1984 cited in Nunan, 1989 p. 36).

Writing can also be regarded as a chance for the writer to express something about him/herself and clarify others' ideas and to evaluate others' claims. Therefore, to gain powerful writing, one has to use the appropriate words and the well-organised ideas to be presented (Trimmer, 1995).

According to Nunan, successful writing involves six major elements or sub-skills. These are:

- Mastering the mechanics of letter formation
- Mastering and obeying conventions of spelling and punctuation
- Using the grammatical system to convey ones' intended meaning
- Organising content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.
- Polishing and revising ones' initial efforts.
- Selecting an appropriate style for ones' audience (Nunan, 1989 p. 37).

Another view concerning the nature of writing is held by (Hyland, 1996 p. 03) who asserts that “essentially, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.” Followers of this view make clear the idea that a mastery of lexis and grammar give rise to a product called writing. These two aspects of language are regarded as being very crucial elements to learners’ writing.

## **1.2. History of Writing**

Writing is the human activity which entails the putting of words on paper or on other material. It emerged around 30,000 BC. At that time, “tally sticks” or “tally bones” that were found represented sticks or bones on which humans marked some signs. They were, in fact, used for telling about numbers of things. The shift from sticks and bones to another material was witnessed around 9000 BC. In that era, people started using clay to shape different forms; each represented one thing in the real world. The resulting shapes were called “clay tokens”. For instance, a ball of clay might mean a sheep. Five balls, then, might mean five sheep and so on. Five thousand years later i.e. in 4000 BC, humanity witnessed another development. The latter had to do with making marks on the clay tokens in order to show different types of things. One type of mark might mean a male pig while another might mean a female pig. To communicate through distances, people had to send tokens which showed the number of things they wanted to tell about together with those things. For example, if a person sent a servant to his/her cousin’s farm with three tokens which represented three male pigs, all people would know the number of pigs depending on the number of tokens being sent with that servant (Crystal, 2010).

Shortly after clay tokens came the next development, it was that of clay tablets. This happened around 3400 BC giving rise to a writing system which was discovered at that time.

This system was called “cuneiform”. Cuneiform refers to marks scratched on clay tablets. This kind of writing had been found in modern Iraq. It had about 800 signs, which represent numbers, products or objects. Those signs were “pictorial” i.e in the form of pictures so the word head was referred to as the picture of a head and so forth. Cuneiform was used for different kinds of purposes such as recording events, and lasted for about 2,000 years. Later on, different writing systems were developed in different parts of the world. (Crystal, 2010)

The shortcomings of pictorial writing led people to invent alphabetic writing which dates back around 1800 BC. It was found in different parts of the Middle East. In around 1000 BC, another alphabet named North Semetic alphabet, which was used in Palestine and Syria, was discovered. It was considered as one of the most influential alphabets since it was from this alphabet that Hebrew and Arabic were derived. The Greeks also later on took this alphabet and brought some modifications through adding extra marks for vowels. Romans, on their part brought considerable changes to the Greek alphabet giving rise to their own alphabet called the Roman alphabet. The latter is used nowadays in the writing of many languages with English being one of them. ( Crystal, 2010)

### **1.3. Approaches to the Teaching of the Writing Skill**

Any classroom practice in writing instruction is derived from the prevailing approach that is used. In effect, there exist four major writing paradigms or approaches to the teaching of that skill. To check their validity and effectiveness, each is considered in detail within this sub-section. The product approach, for example, represents the area of interest which emphasises the end product resulting from a student’s attempt to compose a text. It emphasises grammatical correctness. The process approach, however, concerns itself with the steps and the mental processes involved during the production of a written text. In the genre approach, texts are studied and analysed and further classified into types. The process-genre

approach, on the other hand, entails a combination of the three processes mentioned above. Consequently, the process-genre approach to writing bears characteristics of product, process, and genre approaches.

### **1.3.1. The Product Approach**

The Product Approach refers to an approach in which teachers supply a standard sample of text and invite their students to examine it in order to produce a similar one in terms of form and organisation. The product approach is then “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage.” (Gabrielatos, 2002 cited in Hasan & Akhand, 2010 p. 78)

Nunan believes that the learner is supposed to refer to model texts provided by the teacher and try to imitate them to produce similar ones. Once the written text is produced and submitted, the teacher’s correction takes place to check grammatical correctness. Mistakes at sentence level are of paramount importance without paying least attention to the steps followed while writing. He argues: “Product oriented approaches to the development of writing favour classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. This usually occurs at the level of the sentence.” (Nunan, 1991p. 86-7)

The major concern of the product approach is grammatical well-formedness. Teachers aim at enabling learners to produce an imitated version which is free of grammatical errors. In this respect, it is stated that “The product approach was used in order to highlight form and syntax and the emphasis was on rhetorical drills.” (Silva, 1990 cited in Nordin & Mohammad, n.d p. 75-6)

As any other area of knowledge, this approach has weaknesses. The major of these is focusing on grammatical correctness which, in turn, leads students and teachers to neglect

other important issues that should be paid more attention. Here, (Tangpermpoon, 2008p.03) declares

Writing with this approach gives little attention to audience and the writing purpose since learners and instructors tend to overemphasize on the importance of grammar, syntax, and mechanics. Learners will lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures.

In sum, overemphasizing accuracy at sentence level within the product approach leads to the fact that student writers neglect other important elements in the writing process. It, therefore, decreases students' motivation to write. It also leads them to overlook such essential issues as readership and the writing aim. Weaknesses of this approach gave rise to a new paradigm to teaching the writing skill.

### **1.3.2. The Process Approach**

The drawbacks of the product approach led to the emergence of the process approach. Introducing the word 'process', in the domain of writing instruction, entails a redefinition of the writing skill together with its essential elements. With the rise of the process movement, writing teachers' interest shifted from considering final scripts to paying attention to the steps followed by student writers during the composing process. Good writers are, then, those who engage in a succession of steps of drafting and redrafting a piece of written text. The first draft is never the last one i.e. the writer should not submit his/her first draft or even regard it as being the final one.

Given this complex nature of the writing process within this approach, the writer is asked to produce subsequent drafts each should be a better version than the preceding one(s). This process results in a revised, final one to be published or submitted (Nunan, 1991). It is

believed that the followers of the process approach make efforts to investigate the different stages the writer proceeds with during writing a piece of text. Harmer (2001) states:

Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally ‘publishing’ their work, a process approach aims to get to the heart of the various skills that should be employed when writing.” (p. 257)

Instead of appreciating imitated written products, teachers of writing moved one step forward and paid attention to the internal mental processes involved in writing. Thus, it is asserted that “writers’ mental processes during the composing act began to gain importance.” (Juan, Flor& Palmer-Silveira, 2006 p. 385)

Investigating learners’ mental processes during the writing process necessitated implicating a new technique called the ‘think aloud’. The latter helped in discovering that writing is not a linear, but rather a recursive process in which the writer may move forwards or backwards while composing texts. Hence, he/she may draft, redraft and revise his/her written production at any stage in the writing process. Juan et al. (2006 p. 385) claim that “Kern (2000 p. 181) analyzed learners’ cognitive processes while writing by means of the technique of the *think aloud* protocol and found out that the stages of writing are not lockstep or sequential but rather recursive and creative.”

The old view of writing as a tool for recording messages has faded away. It has been replaced by the stance that writing is a series of steps which are recursive and creative and which, in turn, lead to the generation of new ideas. Kern points out, “writing was no longer seen simply as a way of recording thoughts, feelings, and ideas after the fact, but also as a key means of generating and exploring new thoughts and ideas.” (Kern, 2000 p. 181 cited in Juan et al. 2006 p. 385)



### **1.3.2.1. The Stages of the Writing Process**

Proponents of the process movement advocate that writing is, by no means, a linear process which encompasses a succession of steps. Rather, it is a recursive process whose cyclical nature entails a free shift from one stage to another on the writer's part. That is, moving forwards or backwards within those stages is allowed or even highly recommended for the writer to ensure continuous re-evaluation of what s/he has written. Despite this reality, however, the process of writing can be divided into four stages that include planning, drafting, revising and publishing. Tribble (1996) argues:

the process of writing is not a simple linear progression. During each phase of the process writers may find themselves returning to an earlier phase in order to refine the meaning they are trying to develop. In this sense 'publishing' simply marks a point when the writer decides to stop writing. The text itself is never really 'finished'. (p. 103)

#### **1.3.2.1.1. Planning**

During the writing process, one goes through a series of stages. The first of these stages is planning. Planning is the phase in which the writer intends to gather information, generate ideas and organise them systematically and logically. Through this stage, the writer tries to search for information related to the topic and to systematically organise these pieces of data in order to unveil a given phenomenon. As Trimmer (1995 p. 26) clarifies: "As a first stage in the writing process, planning helps you uncover, explore and evaluate a topic....planning helps you locate and produce information in writing."

Since the major aim behind this phase of the writing process is to find enough evidence about the research work and to organise it logically, Trimmer (1995) adds "Planning is a systematic process of developing your ideas and giving them shape. As the first stage in the

writing process, planning is a series of strategies designed to find and formulate information in writing.” (p. 05)

With regards to the drafting (pre-writing) stage, (White and Arndt, 1991 p. 4) provide three major strategies or activities in this stage. Those represent ‘generating’, ‘focusing’ and ‘structuring’ activities.

- **Generating Activities:**

In any writing task, the writer might at any moment encounter a writer’s block when attempting to investigate a given topic. To avoid this block, writers are invited to engage in a series of activities called ‘Generating activities’ about which (Tribble, 1995 p. 107) states: “Generating activities help learners find out what they want to write about and to overcome imaginative blocks.”

- **Focusing Activities:**

After engaging in generating activities, the writer makes use of the second type of activities which White and Arndt refer to as ‘focusing activities’. These activities enable the learner to highlight and concentrate more on the most salient elements of what is being said. Moreover, focusing activities guide the learners towards writing according to the needs and interests of their audience. In this respect, Tribble (1995) asserts:

Focusing activities help writers to identify priorities in what they have to say. Not only can such activities help writers to give emphasis to the most important parts of their argument, they can also assist in ensuring that what is being written about will be relevant to a potential reader. (p. 107)

- **Structuring Activities:**

The last type of activities is called ‘structuring activities’. This kind of activities is a very helpful step that is used by learners in order to achieve effective communication with the audience by revising their pieces of writing in terms of structural order. Here, Tribble (1995) maintains: “Structuring activities help learners to review the way in which they are organizing their texts so that they can communicate effectively with potential readers.” (p. 107)

To sum up, planning or (pre-writing) is a step in the writing process where the writer’s major concern is to collect as much as possible data ‘raw material’ relevant to his/her research or any other kind of written text. This stage is said to be systematic since it is here where the writer delves into depths to explore the topic under study and searches for the necessary evidence to support his/her argument, and it is also here where the writer systematically organises the already assembled pieces of information relevant to the topic of writing.

#### **1.3.2.1.2. Drafting**

Once the planning stage is over, the writer shifts to the next phase in which all his/her plans are to be brought into reality. It is the stage where writing really begins, hence the names given to this stage: writing, composing, or drafting. Now, it is time to start putting words on paper by translating the already existing plans through a first attempt of producing a piece of writing. Accordingly, Tribble (1995) says that:

there is never a simple cut-off point between pre-writing and composing\_ there always remains an inevitable to-ing and fro-ing between the two activities. However there does need to be some point at which the writer begins to ‘translate plans and ideas into provisional text’ (Harris 1993: 55) and moves from thinking about writing to doing it. This is called variously ‘composing’ (Hedge 1988), ‘drafting’ (White and Arndt 1991), or ‘creating and developing’ (Harris 1993). During composing, writers move towards a text that most closely matches what they want to convey to their reader.” (Tribble, 1995 p. 112)

In this stage, the writer's task is to write down a first draft using the pieces of information gathered in the previous stage without paying any attention to correctness .i.e. mistakes in grammar, spelling, punctuation and so forth are not to be avoided at all costs. Priority should be given to the act of generating ideas rather than producing correct writing. In this respect, Brown and Hood state: "The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation or the best wording" (1989 p. 14). With regards to the nature of the drafting stage, Trimmer (1995 p. 05) declares:

Drafting is a procedure for executing a preliminary sketch. As the second stage in the writing process, *drafting is a series of strategies designed to organise and develop a sustained piece of writing*. Once planning has enabled you to identify several subjects and gather information on those subjects from different perspectives, you need to select one subject, organise your information into meaningful clusters, and then discover the links that connect those clusters.

The first draft in the writing process is not necessarily the last one. The writer has many opportunities to add, omit, or modify things which do not seem to go well in the first draft. The latter is an informal piece in which the writer is not asked to seek perfection. His/her main concern should be directed to producing scripts without correcting any mechanical errors that might exist in this draft because there will be enough time to take care of those mistakes in another phase of the writing process. Galko (2001) put it:

Drafting means writing a rough or scratch form of your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you don't need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage. A rough draft is the first version of your paper. It won't be perfect and it won't be final. (Galko, 2001 p. 49)

The recursive nature of the writing process dictates the fact that what is written in the drafting stage might be referred to afterwards for the sake of adding, deleting, correcting or revising in general since there are no clear cuts between the aforementioned stages.

#### **1.3.2.1.3. Revising**

Planning and drafting are to be followed by another stage in the writing process which is revising. Revising is the step in which the writer polishes his/her work before publishing it. In this phase, the writer intends to review his/her production by detecting any existing errors so as to bring this draft into its final version and to get it ready for publication. The main objective of this stage is to improve the subsequent drafts into a better one. To give a clear vision about the revising stage, Trimmer (1995) argues “Revising is a procedure for improving a work in progress. At this third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing” (p. 05)

The revising stage is where the writer makes a double checking of the fact that he/she said what he/she intended to say, and he said it in a clear, correct and appropriate way. That is, revising is the stage whereby the author puts the final touch onto his/her final version of the piece of writing. As far as the revising stage is concerned, this might take place while drafting or after finishing a draft (first, second, or twentieth draft). Again the first draft is never the last. Subsequent drafts should be re-evaluated many times in order for a perfect piece of writing to be produced. The writer can go back and forth during examining his/her drafts. To maintain a more effective revising process, Brown and Hood suggest the following ways. Before you begin, think about these points:

- Revising is the most important stage in the writing process. It involves checking that your content and purpose are clear and appropriate for your reader, in the particular writing situation.
- It is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving out words, and so on.
- It is a constructive part of the writing process and it is important that you see it in this way. You should give it some time and attention in all your writing. (Brown & Hood, 1989 p. 20)

With regards to revising, GoldBort (2006) state

A final double-checking of the report means evaluating its overall readability, from its content, organization, and language to its use of visuals and typography. Again, the questions used in assessing the draft provide the broad strokes for a starting point in the editing process. The actual work of editing your report can make use of electronic resources while also applying human judgement. (p. 149)

While revising, the author re-examines his/her work to guarantee that it is ready for publication. This double checking is meant to examine whether the content and ideas of your writing are appropriate or not.

#### **1.3.2.1.4. Editing**

In this stage, the writer attempts to revise his/her writing with regards to the following criteria: 'brevity', 'clarity', and 'continuity'. The writer checks whether what he/she wrote is short and right to the point without any repetitions, whether what he/she wrote is clear to the reader or it just makes sense for the writer or other experts in this field. Finally, do the ideas follow logically on another in a systematic way or there are breaks here and there. (Stark, 2003)

Chesla (2006) claims that editing takes a thorough re-examination of writing through a stronger look at the word and sentence level. As opposed to revising which involves a general checking of the paper as a whole, Chesla (2006 p. 121) adds: “editing is a word-by-word and sentence-by-sentence task.”

#### **1.3.2.1.5. Publishing**

Once a piece of written text has been planned, drafted, revised, edited, it is high time for it to be published. Publishing is the stage in which the end product is released and it is the readers’ turn to receive this product. Johnson (2008) argues: “This is where students’ writing is shared with an audience. Writing becomes real and alive at this point.” (p. 180). The writer brings life to his/her writing once it is shared with the intended readership.

#### **1.3.3. The Genre Approach**

The Genre approach to writing is the approach which classifies discourse into texts. It asks the students to analyse a text of the same genre as that of the one they intend to write. As Harmer (2001) indicates: “In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing” (p. 258)

Additionally, Swales (1990) claim: “A genre comprises a class of communicative events, the members of which share some set of communicative purposes.” (p. 58) This follows that writing in this paradigm involves three major elements: the social and communicative factors, the intended readership, and the goal behind which this writing act is conducted. Therefore, careful attention should be paid to these fundamentals.

As far as the term purpose is concerned, heavy emphasis is put on it during the composing process under the genre approach. Hence, student writers have to make clear, right from the beginning, the purpose for which they are constructing a piece of text because in

genre writing one does not write for the sake of writing only, but for the sake of communicating as well. Hyland (1996) believes that people write to get things done. One of the advantages of this approach is that it takes into consideration the social context of a text instead of concentrating only on “structures, functions or processes alone”. (p. 18)

There is a shared characteristic between the product approach and the genre approach. It refers to the importance these two approaches give to the end product. However, the genre approach considers the social aspect of the piece of writing. It is said that

Genre research and pedagogy indeed focuses on the features of written products, but with a social context thrown in, in that genres are produced for social purposes of communication within groups that share purposes, understandings, and ways of using language.” (Hyland, 2002; Johns, 2002a; Miller, 1984; Swales, 1990 cited in Casanave, 2004 p. 82)

Relevant to the different stages followed by the students while writing under the genre approach, teachers should make clear that the following steps proposed by Hyland are of paramount importance:

1) *modeling*, in which the teachers provide an explicit explanation of the genre to be dealt with; 2) *negotiating*, in which the teacher guides the class composition by means of questions; and 3) *construction*, in which the students construct the genre by working through several drafts in consultation with the teacher. (Hyland, 2002 p. 21)

One of the weaknesses of this approach is its heavy emphasis on the imitation of different texts which, in turn, cripples students’ creativity as they attempt to write. They are limited to the types of texts provided by the teacher which they are asked to imitate. This is a common drawback in both product and genre approaches.



### **1.3.4. The Process-Genre Approach**

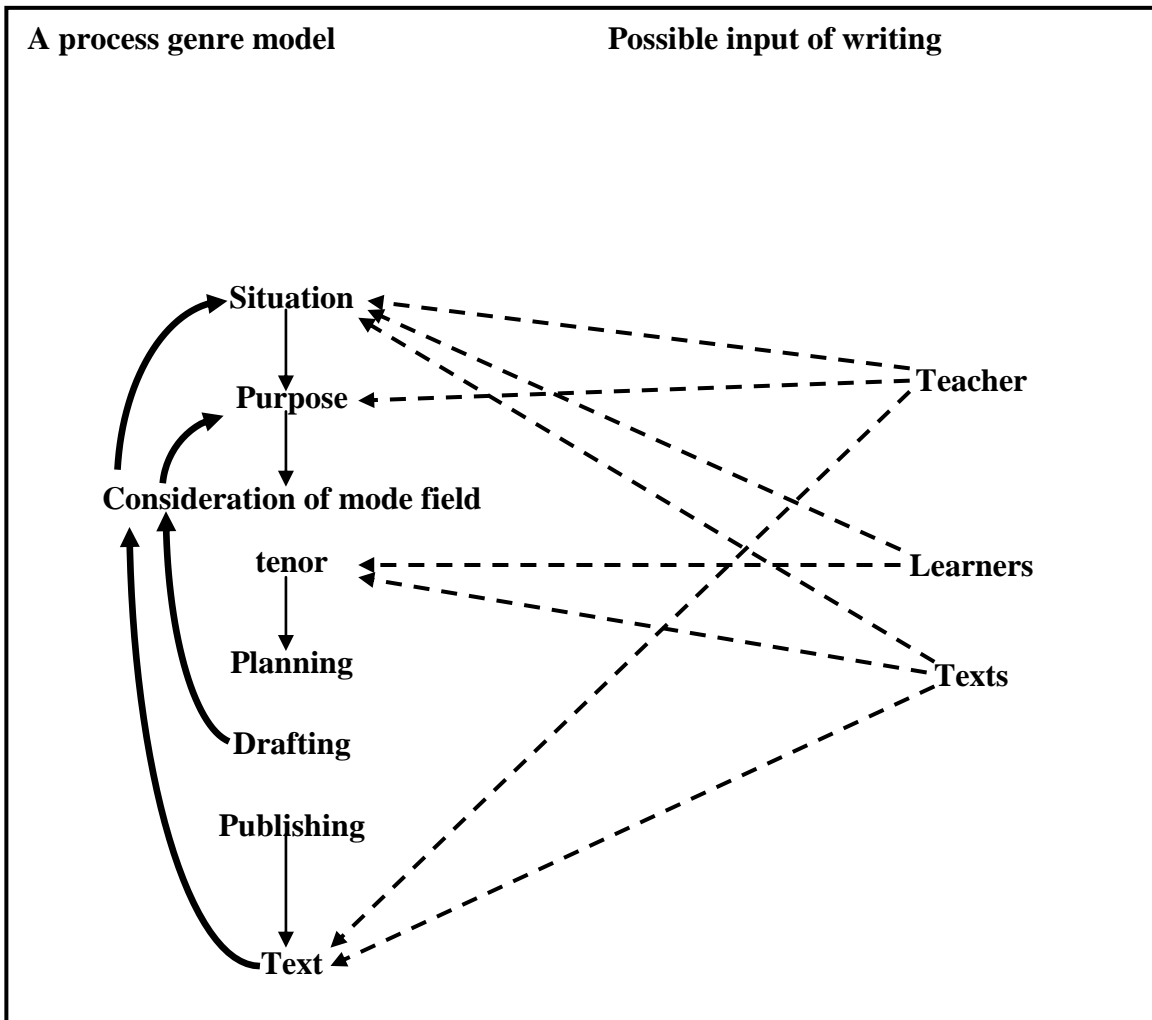
To find and implement the best approach to writing which better improves learners' writing is not an easy task. No matter how effective an approach might seem, it inevitably has its own weaknesses. To solve this dilemma, scholars opt for fusing the benefits of the existing approaches together in one main container which is to be named "Process-Genre Approach". Taking what is positive and leaving out all that is negative about these approaches is the main principle of this approach.

Badger and White (2000) indicate that neglecting the mental processes involved when one composes a text represents the major constraint faced during writing under the product approach. Its main strength is that learners are provided by the language luggage needed for the production of texts. Moreover, Thinking that all kinds of writing are produced through the same processes is the prevailing weakness of the process approach. Additionally, it disregards both the text type and its purpose. Another negative side of genre approaches is that they undervalue the skills needed to produce a text and see learners as largely passive. More positively, they acknowledge that writing takes place in a social situation, and is a reflection of a particular purpose, and understand that learning could happen consciously through imitation and analysis.

Badger and White (2000) maintain

writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches)...writing development happens by drawing out the learners' potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches). (p. 157-8)

To achieve a better understanding of the process-genre approach Badger and White (2000) provides the following figure.



**Figure 1. A Genre Process Model of Teaching Writing**

(Adapted from Badger and White, 2000:159)

It is worth concluding that these statements show that a workable approach to writing is the one which incorporates all the positive points of the preceding approaches building on their strengths and leaving out their weaknesses for the sake of improving the quality of students' writing.

## **1.4. Writing and the Other Skills**

Being engaged in the teaching or learning of a foreign language asks for the development of the four language skills so far referred to as: listening, speaking, reading and writing. The distinction between these skills is of paramount interest for researchers in the field. Although there are considerable differences among them, they really have sophisticated relationships among each other. Each skill has its own characteristics but in fact each one has a close connection with the other.

### **1.4.1. Writing Vs Listening**

When comparing listening and writing, it is vital to remind oneself of the fact that listening is a receptive skill while writing is a productive one. However, these two elements contribute to the development of foreign language learning for a learner. Listening helps in the building of one's language luggage i.e. building rich vocabulary. It enables the student to know new structures and new combinations of sentences which s/he can use in different writing contexts. However, the opposite situation is not true. There is no evidence to the contribution of the writing skill to the development of the listening one. Another point of difference between the two skills is that during listening, the learner is passive. S/he just receives data. On the contrary, when writing the learner's mind becomes an active one since its task here is to retrieve already stored data for the sake of reusing it in different contexts. Therefore the writing skill is more sophisticated than the listening one.

### **1.4.2. Writing Vs Reading**

Reading and writing are two complementary skills in that a good reader, if intelligently makes use of what s/he reads, may easily become a good writer. In this respect, Creme and Lea (2008) claim

One of the techniques of writing successfully in an academic environment is to be able to integrate the important points of what you have read into your own writing.... There is a close correlation here between your reading and your note taking, and this feeds directly into your writing. (p. 52).

Taking notes while reading a passage helps in the improvement of writing. This note taking stage enables the reader to make a global insight about what part in his/her reading is the one to be used in the writing task. Moreover, mind mapping is another reading technique that brings easiness to the writing task and which helps the reader to logically synthesise ideas. Synthesising ideas in mind maps enables the reader/ writer to view all the connections between ideas on a paper. This, in fact, makes it more practical for the writer to choose only what is relevant in a reading passage so as to make use of it in the writing one. Record keeping is another useful techniques that helps greatly in benefitting from a reading passage in that it enables the learner to store any important details that might be useful to refer to later on in the process of writing. (Creme& Lea, 2008)

Through using record cards, Creme and Lea (2008) claim that you may

put the referencing information that you need about a book or article that you have read. You can also record brief notes on why you found it useful, you can refer to important page numbers and even record complete quotes if they seem relevant to you. (p. 61)

All the afore mentioned strategies help the reader to make sense of what he/ she reads and make logical connections between what is read and what is to be written.

It is worth remarking that any reading which the learner engages in for the sake of developing a piece of writing is a significant one. This shows the close link between the reading and writing skills. Each skill needs the presence of the other. Reading is of vital

significance in enriching a piece of writing despite the fact that these two skills are different in nature in that reading is a receptive skill while writing is a productive one.

### 1.4.3. Writing Vs Speaking

When teaching the writing skill to foreign learners, it is very crucial to pay close attention to the differences between speaking and writing.

It is worth noting here that the spoken and written forms of language are not “separate manifestations of language.” Rather, they “exist as a continuum.” (Nunan, 1991 p. 8)

Before considering the distinction between these two forms of language, one should bear in mind that they cannot be regarded as being completely separate since they are both complementary to each other. Labov (1963 cited in Xin-hua, 2007 p. 31) declares: “Competence in the spoken language appears to be a necessary base for competence in writing.” In other words, competence in writing depends on competence in speaking. Hence, students with low proficiency levels in speaking would find difficulties with proficiency in writing.

Brown (1994, cited in Weigle, 2002 p. 15-6) summarises the major characteristics which distinguish writing from speaking in the following points:

- **Performance:** oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.
- **Production time:** writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation;
- **Distance** between the writer and the reader in both time and space, which eliminates much of the shared context that is present between

speaker and listener in ordinary face-to-face contact and thus necessitates greater explicitness on the part of the writer;

- **Orthography**, which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc.);
- **Complexity**: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs);
- **Formality**: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking;
- **Vocabulary**: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

In addition to those points of differences, Weigle (2002) states: “Writing is highly valued in educational settings, and the standardization of writing means that accuracy in writing is frequently more important than accuracy in speaking.” (p. 17)

Speakers may communicate more ideas than those residing in their verbal language through the use of such non verbal phenomena as facial expressions and gestures. The listeners’ reactions help directing the speakers with their conversation. By contrast, writers write to an intended audience which is absent at the moment of writing.

On the other hand, speaking does not need to be accurate. Speakers may produce redundant, ill formed, ungrammatical utterances and stop their discussion to correct themselves. They may even use non-verbal language i.e. gestures, eye contact or body language in general to support and clarify more what is being said at the moment. Accuracy in this case is never focused on. What matters for the speaker is that the listener understands and, therefore, replies to what the speaker said.

As far as the result of both processes is concerned, while speaking speakers produce sounds whose combinations make speech. While writing, however, writers produce graphs on paper the combinations of which make sentences, paragraphs, or essays i.e. composition.

Another major difference between these two skills is that speaking is innate in humans. Any ordinary child has the ability to speak a first language at the age of two. The acquisition of this skill is a spontaneous one. By contrast, writing is a skill which requires learning in academic settings. Although all normal children speak fluently at the age of six, they need to attend school in order to develop the writing skill.

To conclude with, the major differences between speaking and writing can be summed up as follows. While speaking is a universal and innate feature in humans, writing is only a skill which has been invented by people long ago. It is a feature that develops in literate people gradually i.e. it is something learned not found by nature. Furthermore, the final product of either skill is also different. While speaking, people produce sounds or phones. When they write, however, they produce marks or graphs on paper. Another difference is in the way of using language. For instance, written language tends to use more passives unlike the spoken one. By contrast to the spoken language, the written language tends to use complex and long constructions and more complex vocabulary items. With regard to repetition, writing does not make use of repetition unless it is necessary. Nevertheless, the spoken form of language tends to be redundant because of unnecessary repetition. Despite the considerable number of differences these two skills have, the major purpose behind using either skill is communication i.e. getting a message through from one member in society to another.

## 1.5. Components of Writing

When talking about writing, one should bear in mind that it is a combination of sub-skills which the learner must develop during the learning process. Those sub-skills refer to spelling, punctuation, cohesion, coherence, unity, and organisation. Once these are mastered by the student, writing becomes an easy task to accomplish.

### 1.5.1. Spelling

One of the criteria, upon which the quality of a written text or essay is judged, is spelling. A good essay should be free of spelling mistakes. Spelling refers to the rules governing given combinations of letters in the writing system of a language. That is, it is about the rules of combining letters together to get meaningful words. To master the writing skill, learners must show a mastery of spelling. In this vein, Templeton and Morris (1999, p. 102) remark, “Spelling is so visible, so obvious, that it often assumes the role of a proxy for literacy and in that role is bound to generate controversy” (cited in Westwood, 2008 p. 2)

As far as the English spelling system is concerned, it is considered a very complex one because of the fact that there is no one to one correspondence between the sounds and the letters that make an English word. Additionally, there are no fixed rules stating that a word is to be spelt in a given way and not the other. For instance, one letter can be pronounced differently from one word to another following no stated rules. The following example is a good case in point. The letter ‘a’ is pronounced differently from one word to another as in:

car	/ a: /
tape	/ ei /
nap	/ æ /
importance	/ ə /
fall	/ ɔ: /



Those different pronunciations of the same letter make most learners incapable of guessing the spelling of new words. They might, for instance, spell the word ‘tape’ as ‘teipe’ because of the /ei/ sound heard in this word.

The fact that no fixed rules govern the English spelling system makes it difficult for students to master this sub-skill. Consequently, even learners in advanced levels feel frustrated by the problem of spelling. Teachers, on their part, should raise their students’ awareness to the fact that reading is one of the effective ways to improve their spelling.

### **1.5.2. Punctuation**

Punctuation represents a set of symbols or marks that are used to signal “the grammatical logical structure of a sentence.” (Kane, 1988 p. 379) Without punctuation marks, a sentence is considered as being ungrammatical or ill-formed. Punctuation marks are used to separate chunks or utterances from each other. They are used to make it easier for readers to understand what writers intend to say. Mistakenly punctuated sentences result in a variety of sentence errors which might hinder meaning. That is, ill-formed or ungrammatical sentences resulting from errors in punctuation lead to a break down in the meaning of the whole composition. A misplaced comma, for instance, might give the sentence multiple meanings and in most cases vague ones.

### **1.5.3. Cohesion**

The term cohesion denotes the act of connecting separate lexical and grammatical entities to produce a meaningful, lucid script or text. Bailey (2003) indicates: “Cohesion means linking phrases together so that the whole text is clear and readable.”(p. 55). In the same sense Baker and Ellece (2011) argue: “Cohesion refers to the way that a text makes sense syntactically.” (p. 16). Cohesion represents the meaningfulness of a text in terms of the syntactic relations that exist between its different parts.

To realise cohesion in a text, the writer needs to use conjunctions, pronouns with all their sub-categories, and adverbs. Bailey (2003) adds: “It is achieved by several methods, such as the use of conjunctions. Another is the linking of phrases and sentences with words like he, they and that which refer back to something mentioned before.” (p. 55)

The importance of cohesion lies in the fact that it “elevates a random collection of sentences to the status of a text” (Markels, 1981 cited in Taboada, 2004 p. 155). That is to say, unless cohesive any collection of sentences can never be regarded as a meaningful text. In this sense, Markels (1981) maintains: “Without cohesion, the text can hardly be said to exist at all, for cohesion provides the textual means for initiating comprehension or sense.” (cited in Taboada, 2004 p. 155). For the sake of writing successfully in a foreign language, any EFL learner should be aware of the nature of cohesion, the different ways to achieve a cohesive text, and the importance of cohesion.

#### **1.5.4. Coherence**

While cohesion refers to the syntactic ties that make a combination of words a meaningful text, coherence refers to the semantic relations that make a text meaningful. That is, coherence has to do with the meaning of a text’s separate components and the logic in which those components hang together. Within this line of thought, Baker and Ellece (2011) claim that: “Coherence refers to the ways that a text is made semantically meaningful.” ( p. 16)

With regards to coherence, De Beaugrande and Dressler (1981p. 4) believe that it is concerned with “the ways in which the components of the **TEXTUAL WORLD**, i.e. the configuration of **CONCEPTS** and **RELATIONS** which underlie the surface text, are mutually accessible and relevant.” (cited in Baker & Ellece, 2011p. 16). Furthermore,

Coherence refers to a text's focus and overall clarity. The term coherence includes cohesion as well because it deals with the logic existing in a piece of writing.

Coherence in a text makes it a continuum of thoughts that leads the reader smoothly from one sentence to another without any breaks in meaning. Trimmer (1995) argues "A paragraph is coherent when the sentences are woven together in such a way that readers move easily from one sentence to the next and read the paragraph as an integrated discussion rather than as a series of separate sentences." (p. 169). To sum up, coherence is a very essential aspect in writing without which readers would face problems in understanding the writer's purpose and the general meaning of the text.

#### **1.5.5. Unity**

Unity refers to the fact that the sentences in a text make only one unit i.e. all the ideas discuss only one subject. A text is said to be unified when all its parts turn around only one main idea. Each sub-idea contributes to the development of the preceding ones and the development of the thesis statement in the case of an essay. Given this principle, only sentences related to the topic of the essay should appear in one's writing. Any irrelevant ideas or sentences should be omitted right from the first draft. The importance of unity lies in that it enables the reader to stay on track without losing focus while reading and makes understanding easier. In this respect, Scarry and Scarry (2010) claim:

In a piece of good writing, every sentence serves the central theme, with every detail directly related to the main idea. All of the parts go together to make up a whole. The result is a sense of oneness or wholeness, so that by the end of the piece, the writing feels complete and the reader has no trouble grasping the writer's main point. (p. 26)

In the case of a paragraph, Arnaudet (1981, p. 08) claims: “sentences support the idea in the topic sentence” with the topic sentence carrying the most important claim of the paragraph. If a paragraph, Arnaudet (1981) maintains, “announces its main idea in the topic sentence, and 2) if all the supporting sentences contribute to the reader’s understanding of the main idea- we say that a paragraph is *unified*, or that it has *unity*.” (p. 09)

### **1.5.6. Organisation**

Once one decides upon the ideas and sub-ideas to include in a text, he/she should consider the order in which those ideas will appear. Any text has an introduction, a body, and a conclusion. Ideas in the body paragraphs of an essay are to be organised in a given pattern and should not be randomly placed in that text. With regards to the value of organisation, Bailey (2003 p. 32) maintains, “paragraphs are the basic building blocks of texts. Well-organised paragraphs not only help readers understand the argument; they also help writers to structure their ideas effectively.” When thinking about organisation, the writer needs to bear in mind that ideas can be ordered according to three main principles: chronology, importance, or generality. Chronology refers to the act of organising events in the order in which they happened according to the time of occurrence. In terms of importance, the writer should make clear whether to start from the most important and move to the least important or vice versa. The situation holds true for generality. One should organise ideas either from the most general to the most specific or the other way round. The writer should intelligently decide on the most interesting way of organisation to his/her audience.

Finally, in order to achieve a successful piece of writing to be produced, a student writer has to consider spelling, punctuation, cohesion, coherence, unity and organisation very carefully.

## **Conclusion**

The importance of writing for EFL learners is a crucial one. The nature of writing is very complex because of the different processes it involves ranging from the mental act of thinking until the final step which is publishing to the potential readership and waiting for their reactions. To account for this complexity, scholars investigated writing from different perspectives and approaches like the product approach, the process approach, the genre approach, the process genre approach. They came up to consider that an amalgamation of the positive points in each approach is the most suitable solution. For an EFL learner good writing requires good mastery of some criteria like spelling, punctuation, cohesion, coherence, unity and organisation.

## CHAPTER TWO: Assessing the Writing Skill

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## **Chapter Two: Assessing the Writing Skill**

### **Introduction**

This chapter serves as an expansion of the preceding one as it deals with the assessment of writing. It tackles relevant issues to the nature of language assessment and focuses on the main purposes for which an assessment is conducted. Furthermore, an understanding of the history of writing assessment, its types and its forms are discussed. Moreover, the underlying approaches to scoring used in the assessment of writing are mentioned. Last but not least, the link between feedback and assessment in the teaching and learning of the writing skill is highlighted.

### **2.1. The Nature of Language Assessment**

Bound to the language teaching/learning process, assessment is a procedure that is used to judge improvement and progress of the learner in relation to the learning objectives set at the beginning of any learning programme. Within the teaching/learning process both teachers and learners bear in mind that after a given period of instruction, assessment has to be conducted in order to measure learning achievements, diagnose potential learning problems and provide remedial work accordingly.

Assessment can be defined as a technique by which a teacher assembles information about students' level in the language and to judge how well they grasp what has been taught. It is stated that "assessment is the process of gathering and interpreting evidence to make judgement about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities." (Teacher's Guide to Assessment, 2011, p. 06)

Obtaining reliable information about one's language abilities is crucial. Without measuring ones' learning capacities, one would imagine British and American universities accepting foreign students without having information about their background knowledge in

English. The situation holds true for interpreters or translators working in international organisations. Here, getting information about their language skills is regarded fundamental. This information can be acquired via assessment measures. (Hughes, 1989, p. 04)

Assessment is regarded as an essential element in the process of learning as it enables learners to evaluate what they are doing, how they are doing it, and also to achieve their self-worth. Hence, Brown (2001) emphasised the importance of assessment by saying that “assessment defines what students regard as important, how they spend their time and how they come to see themselves as individuals” (cited in Irons, 2008, p. 11).

Additionally, Gibbs and Simpson (2004) viewed assessment as a tool that helps learners get an overall vision about their present and future capacities. Therefore, they suggested that “assessment is seen to exert a profound influence on student learning: on what students focus their attention on, on how much they study, on their quality of engagement with learning tasks, and, through feedback, on their understanding and future learning” (cited in Irons, 2008, p. 11).

In sum, assessment represents a technique which is implemented in order to measure learners’ progress in relation to what has been taught. It enables teachers to know what the learners’ strengths and weaknesses are with regards to the learning objectives. It, therefore, helps instructors to provide remedies depending on those weaknesses. Learners, on their part, benefit from assessment by diagnosing their own learning problems by themselves and also knowing their strengths in the learning tasks.

## **2.2.Common Terms Related to Assessment**

Given the term assessment, one should make a clear distinction between the terms measurement, assessment, and grading.



### **2.2.1. Measurement**

The notion measurement can be used interchangeably with some other terms that share some characteristics with it. Each, however, has its own features that distinguish it from the other terms. It was argued that:

The terms measurement, test and evaluation are often used synonymously, and in practice they may refer to the same activity. However, apart from their superficial similarities they are distinct from each other. Measurement in the social sciences is the process of quantifying the characteristics of persons according to explicit procedures and rules (Bachman, 1990). It means that we assign numbers to the different mental characteristics, attributes and abilities, such as aptitude, intelligence, motivation, fluency in speaking, achievement in reading comprehension, and this quantification must be done according to well defined and set rules and procedures (SÁROSDY et al., 2006, p. 132)

In addition to measurement, test and evaluation, assessment and grading can be used to denote the same concept in most cases. Despite this fact, all those words differ from one another.

### **2.2.2. Assessment**

Assessment is the process by which educators collect the necessary information about students' learning in order to judge progress in both learning and teaching. It also aims at checking whether what is being taught is grasped by the learners. Assessment affects learning at a larger scale in that "It influences the approach students adopt towards their learning, how much time they spend on their studies, how widely they study the curriculum, and whether they grasp the key concepts of the subject." (Bloxham & Boyd, 2007, p. 16)

In so far as the term of assessment is concerned, there are two major kinds: "The kind of assessment that exists outside of a context in which a student might improve her work can be

labelled summative, whereas those judgments that allow the student to improve are called formative” (Huot, 2002, p. 65). Summative assessment looks at the students’ works as final products while formative assessment treats the students’ works as an accumulation of an ever changing and ever developing competences which are bound to constant improvement.

### **2.2.3. Grading**

Grading signifies the act of allocating marks when examining a student written work. Grading aims at measuring students’ capacities with regards to the writing skill. It seeks to improve one’s own writing. Huot (2002) maintained

When we grade or test writing, the student receives some score, grade or label. Although the articulated judgment is based upon writing, the person is the object of that articulation. If, instead, we respond to the writing without a grade, score or label, then the writing remains the object. Testing and grading require an inference between the textual quality of the writing and the ability of the writer. In other words, a grade or test exists beyond our assessment of a particular text and beyond any commentary or instruction on how to improve the writing we are basing our judgments on in the first place. The purpose of grades or tests is to learn what a student knows or can do at a particular point. (Huot, 2002, p. 62)

Since it seeks to assess students’ knowledge and abilities at a given point in time, grading is rendered a summative process. “Grades and tests, for the most part, are summative rather than formative because they consider a student text finished and its value fixed.” (Huot, 2002, p. 65)

In a nutshell, grading is a summative process which enables teachers to allot a mark or score reflecting the student level in writing at the present moment. It considers the students’ written works as final products whose value is fixed and it intends to measure competence in writing

### **2.3. Purposes of Assessment**

The broad term of assessment encompasses a bunch of potential practices including: “once-only class tests, short essays, long project reports, writing portfolios, or large-scale standardised examinations.” (Hyland, 1996, p. 213)

As an integral part of the learning process, assessment is used for the sake of obtaining data relevant to learners’ achievement with regards to what has been taught and learned. It, as a result, serves as a standard raising procedure. Cohen et al. Claim: “Assessment is a major contributor to raising standards in schools in terms of teaching, learning and student achievement.” (2004 p. 323)

Additionally, assessment results provide a clear view of students’ strengths and weaknesses for persons who are interested in them. Those refer to, Cohen et al (2004) declare, “... all stakeholders- parents, teachers, learners, on learning, performance and improvement” (p. 323). They add: “...assessment is a powerful tool for all parties to learn in order to improve teaching, learning and achievement.” (Cohen et al. 2004, p. 323)

Once assessment yields its results, it is high time for teachers to diagnose learning difficulties and their learning requirements depending on such results in order for improvement to happen. In this respect, Headington argues: “Assessment for learning provides teachers with detailed information on pupil progress so that teaching can be developed and enhanced to meet the needs of the pupil’s learning.” (2004 p.117)

Another purpose for which assessment is proceeded with is future planning. Headington asserts: “Formative assessment informs future planning, teaching and learning. It is an ongoing process, relates directly to the learning that is taking place and is necessarily detailed.” (2004 p. 118)

Buchman and Palmer (1996) claim that language testing is conducted with two goals behind. The first is a primary goal which is “to make inferences about language ability” and the second represents the secondary goal which seeks “to make decisions about those inferences.” (cited in Weigle, 2002, p. 40)

Although different, these two goals are closely related to each other in that results of the first goal are used in decision making about language learning. The two purposes for which assessment is used are complementary in nature. For further understanding of the goals behind assessing learners, Hyland (2006 p. 99-100) provides five main reasons for doing so. These represent:

- *Diagnostic*: to identify students’ strengths and weaknesses, often for needs assessment or to indicate where remedial action is needed as a course progresses.
- *Achievement*: to enable learners to demonstrate the progress they have made in a course.
- *Performance*: to indicate students’ ability to perform target academic tasks.
- *Proficiency*: to assess general competence for certification or university study, etc.
- *Accountability*: to provide funding authorities with evidence that intended outcomes have been met and expenses justified.

In sum, assessment is an on-going process which is conducted to find out about students’ progress during a course of study. The persons interested in this issue are teachers, learners, and parents. The resulting data help in decision making and knowing the current background knowledge of learners on which to design new lessons. It also helps teachers to uncover learners’ needs hence to design suitable learning courses. The five main reasons for assessing mentioned above clarify the point.

## **2.4.The Nature of Writing Assessment**

The term writing assessment denotes the process of assembling data about how proficient students are with regards to the writing skill. The teacher's task is to invite the students to write and then to read and evaluate their writing. Ruth and Murphy (1988) claimed "An assessment of writing occurs when a teacher, evaluator or researcher obtains information about a student's abilities in writing" (cited in Huot, 2002, p. 64)

Assessment is a key element in the teaching/learning situation without which these two intertwined processes cannot achieve their final aims. Additionally, it plays a crucial role in any research in general and the writing instruction in particular. Huot (2002) argued "Assessment can and should be not only an important component of a healthy research and administrative agenda but also an integral, important and vital part of the effective teaching of writing" (p. 11). Once teachers decide to conduct a writing assessment some purpose must stand behind that decision. In fact, writing teachers indulge in such classroom practice in order to measure progress. Not only teachers who are interested in this act, but also students and the state as well. In what follows, Graham, Harris, and Hebert (2011) state other purposes:

Writing assessment occurs for many different purposes. Teachers assess writing to monitor students' progress, inform instruction, provide feedback, and judge the effectiveness of their teaching. Students assess their own writing to appraise growth, determine strengths, and identify areas in need of further development. Peers assess each other's writing, providing feedback on what works and what still needs improvement. Schools assess writing to determine how many students meet local or state performance standards and identify youths who need extra help. States and the federal government administer writing tests to measure American students' collective writing success, evaluating students' ability to effectively convey thoughts and ideas through writing across time. Employers assess writing to make decisions about whom to hire and promote. (p. 11-2)

Writing assessment refers to the act of obtaining information about learners' writing ability by teachers. It is a crucial element both in pedagogic research and writing instruction. The rationale behind the implementation of writing assessment is to measure progress, discover strengths and weaknesses and to achieve improvement both in teaching and learning.

### **2.5. History of Writing Assessment**

Traced back in history to 1950, the assessment of the writing skill concentrated on objective testing. Results of this testing were used in decision making within writing programmes. For instance, deciding whether a learner has to take a pre- college writing course or not depended solely on results of that objective test. The period between 1950 and 1970 was characterised by the use of multiple-choice questions. Writing assessment at that time was confined to the ability to answer questions about aspects of 'grammar', 'usage' and 'punctuation'. The positive side of this method of assessment was that it was practical, less money demanding and yielded consistent results. Nevertheless, within this manner of assessment validity was lacking i.e. a test did not measure what it was expected to measure. For example, getting good marks in a multiple choice test about grammar or punctuation did not necessarily mean that the participant was good at writing (Lippman, 2003, p. 200).

From 1970 to 1986, there was a shift of interest to composition instead of multiple choice tests. Learners were required to write essays in one session in order to get assessed about their writing skills. The changes which that new way brought were those of increasing the test's validity in that it evaluated writing through composing. Hence, the test tested what it was expected to test. With the rise of the process movement, composition tests were presented in a narrow scope since they did not take the term 'process' into account. (Lippman, 2003, p. 200)

To test the writing skill, essays had been used since the nineteenth century. With weaknesses related to low inter-rater reliability, this technique was not regarded as a reliable

way of assessment. By the year 1912, the unreliable nature of essay testing was deemed ‘problematic’. In 1941 and as a result of the pressure to evaluate learners’ abilities for World War II, essay testing was abandoned. More reliable procedures of ‘holistic’, ‘primary trait’, and ‘analytic’ scoring were established in 1960s and early 1970s. People became optimistic about the reliable results these techniques yielded. This, in turn, lasted until 1990s. (Huot, 2002, p. 23)

The year 1980 witnessed the introduction of portfolio assessment as another shift in the history of writing assessment.

## **2.6.Types of Writing Assessment**

It is desirable to consider a typology of writing assessment

### **2.6.1. Portfolio Assessment**

One of the main characteristics of efficient assessment is that it should be

“authentic” -that is, the assessment, as much as possible, should occur in a meaningful, real-life context. For example, portfolios that reveal the student’s process over time are considered “authentic assessment.” Developed as a way to look at students’ work over time, valuing the writing process and the context, portfolio assessment allows the student to choose his or her best work, revise it, and put it in a portfolio.” (Lippman, 2003, p. 202)

Portfolio assessment is one form of assessment that enables student writers to become constantly knowledgeable about their progress and weaknesses in writing. Therefore, they ensure improvement through diagnosing those weaknesses. Teachers, on the other hand, benefit from portfolios in that they are informed about their learners’ improvement with regards to the writing skill. In fact, this form of assessment facilitates the evaluation process since they can measure learners’ progress by comparing present compositions with the previous ones.

They are one of the few assessment practices that have their roots within the classroom, potentially providing students with a more representative and realistic concept of writing evaluation and helping them acquire the types of assessment skills important and necessary for evaluating and responding to suggestions for revision. (Huot, 2002, p. 71)

Portfolio assessment has been defined by Hamp-Lyons (1991) as “a collection of texts the writer has produced over a defined period of time to the specifications of a particular context” (p. 262 cited in Hirvela & Sweetland, 2005, p. 193)

The new way of gathering a number of texts that have been produced by the students and exposing them for evaluation is regarded as being more representative of student performance than just engaging the learner in a written test in a specified period of time under pre-arranged conditions. Therefore, student work is viewed in a different way within this new type of assessment. As Belanoff and Dickson (1991) explain, “portfolio assessment alone builds a textured, multi-layered, focused measure of the writing ability students can demonstrate when given time to revise papers, and portfolio assessment alone can map the process students go through as they write” (p. xx). (Hirvela & Sweetland, 2005, p. 193)

In these new circumstances, says Huot (1994), “the notion of writing as a testable skill is transformed into something that can only be described and at best measured through multiple and related samples of written work” (p. 329). In addition to this altered notion of ‘writing as a testable skill’, as Hamp-Lyons and Condon (2000) observe, “Portfolio-based assessments of all kinds share . . . a fundamental belief that all learners are different and deserve the opportunity to show their differences” (p. 124). They note, too, that while portfolios place value in student differences in writing, they also “provide ‘footprints’ that show students’ achievements or competencies at a particular time, and portfolios act as a trace of a student’s progress from one testing occasion to the next” (2000, p. 26). At the same time,



portfolios are not only meaningful displays for others to measure and enjoy; they are also, observes D'Aoust (1992), "more than folders; they are a way for writers to meet themselves and shape their writing development" (p. 48)." (Hirvela & Sweetland, 2005, p. 193)

The introduction of portfolios into the domain of writing instruction changed the way writing is viewed by teachers.

### **2.6.2. Peer Assessment**

Peer assessment refers to the classroom technique by which learners examine one another's written productions. Nation (2009) declared, "Peer evaluation involves learners receiving feedback on their writing from each other. It can be done in pairs or in a small group. Each learner brings the draft of a piece of writing, the others read it, and then give helpful comments." (p. 143)

The advantage of this technique is noticed in that it helps in making assessment and feedback provision less time consuming. Additionally, it enables learners to become more responsible for their own learning and more motivated to learn. Bostock (2000) argued "In particular, peer assessment increases understanding of the subject matter, standards required and students' own achievement; it involves using disciplinary knowledge and skills in order to make judgements" (cited in Bloxham & Boyd 2007, p. 23)

Moreover, Nation (2009) added that

The main advantage of peer evaluation is that learners get feedback from others besides the teacher. It can help them develop a more balanced model of the reader, who they can then think of when they write. Peer feedback also allows those giving feedback to learn from seeing others' pieces of writing and hearing what others say about them. In the academic world, peer review is an important part of the publication process. It has the two goals of obtaining an adequate product as well as providing training for future writing. (p.143)

In sum, peer assessment is a classroom act which enables learners to discover others' points of view about the writing they produce. It also provides student writers with clear insights about what others write and think as well as how they express the same ideas in different manners. The students benefit from peer assessment in many ways. It is a source of motivation and responsibility on the learners' parts. It helps save time when giving feedback and also generating a clear view of the potential audience which may read their writing in addition to the teacher. Peer assessment helps in the improvement of writing through getting students trained to write better on future occasions.

### **2.6.3. Informal Assessment**

As there are no fixed definitions for the terms 'formal' and 'informal' assessments, the term 'informal' is usually used to refer to assessment which takes place in the classroom but without any specified time limits. This type of assessment can be easily incorporated in any classroom routine or task. Results of informal assessment tend to reflect the students' real level in a subject area. This type of assessment does not intend to compare group results. In informal assessment, knowledge about the students' real level is necessary before constructing any assessing tasks. That is, the way teachers assess depends on the students' background knowledge. Student strengths and weaknesses are examined without any regard to their age or grade. Student work samples, journals, checklists, and observations represent some of the techniques of informal assessment. (Navarete, Wilde, Nelson, Martínez, and Hargett, 1990, p. 2)

### **2.7. Forms of Writing Assessment**

There are two possible forms of writing assessment. These include direct writing assessment and indirect writing assessment.

### 2.7.1. Direct Writing Assessment

In order to assess students' writing skill, teachers of writing make use of direct writing assessment or elsewhere referred to as performance assessment. Through this type of assessment, learners are required to compose written texts. Essay writing here is one possible form of this type of assessment. Instead of assigning tasks which emphasise correctness, instructors judge the writing proficiency of learners depending on the analysis of the essays they produce. Lippman (2003) argued:

Characteristic of assessment in the 1970s and 1980s "direct" or "performance assessment" measures students' writing ability by having students write. Students demonstrate their ability by writing an essay or solving a problem. In this kind of assessment, students must demonstrate writing competence rather than recognizing the correct answer. (p. 202)

Focusing on the act of writing essays in order to measure writing competence is thought of as being less representative of students' real level of achievement. Therefore, direct assessment's results are considered unreliable since they provide limited knowledge about learners' writing skills. In this vein, Lee Odell (1981) argued that

Direct writing assessment defines competence too narrowly. Students should be able to demonstrate the ability to discover what one wishes to say and to convey one's message through language, syntax and content that are appropriate for one's audience and purpose. (p. 103 cited in Lippman, 2003, p.202)

Within direct writing assessment, the narrow definition of writing competence does not offer the writer the chance to view his/her "rhetorical abilities" in Lippman's terms. To achieve competence in writing, writers should not only be able to write but also to develop an understanding of what an audience could think of and communicate. Moreover, they should pay close attention to the purpose of writing.

### **2.7.2. Indirect Writing Assessment**

Unlike direct writing assessment, indirect writing assessment makes use of objective testing. Stiggins (1981) argued “The second is the indirect method, which relies on objective tests.” (p. 5). Multiple choice questions are the type of assessment activities which learners expect to find in indirect writing assessment. “In indirect assessment, the examinee is asked to judge the appropriate use of language in a series of objective test items which often follow a multiple choice format” (Stiggins, 1981, p. 6). In the same vein, Breland (1983) added “These indirect assessments are commonly made by means of multiple-choice questions” (p. 1)

However, this type of assessment was criticised;

(...) because the tests decontextualize knowledge and meaning making. They also pay too much attention to lower-order skills and usurp classroom time that could be used for more relevant instruction. However, they have been popular with administrators because they are easy and inexpensive to administer, and they provide results that can be charted across schools and across districts. (Wolcott, 1998 cited in Lippman, 2003, p. 202)

Proponents of this method to the assessment of the writing skill emphasise its usefulness with regards to its reliability of results and its practicality. Cooper (1984) maintained “The objective tests not only could achieve extremely high statistical reliabilities but also could be administered and scored economically, thus minimizing the cost of testing a growing number of candidates.” (p. 1-2)

### **2.8. Approaches to Scoring**

Before any correction of students’ written works takes place, a teacher has to decide upon which approach to use. Whether to choose holistic scoring rubrics or analytic scoring rubrics remains the question.

A rubric is generally defined as a scoring tool for grading assignments. Rubrics provide a point by point guide to analysis of a given text to help raters determine an overall score for assessment. They do this by assigning a range of points for each category to be assessed within the body of the written work. (Çetin, 2011, p. 472)

The use of rubrics in the assessment of writing is meant to achieve more objective, hence, reliable results by teachers.

### **2.8.1. Holistic Scoring**

Holistic scoring refers to an approach to the assessment of the writing skill in which the teacher's task is to allocate a general mark for a piece of writing. This mark reflects the learner's general ability in the writing skill. It is an approach of marking "where the marker reads the piece of writing and awards an overall grade for it. In analytic marking each point on each of the categories is arguably a point of assessment." (Nation, 2009, p. 146)

Student level in writing is judged by assigning a mark which reflects the overall writing abilities.

With holistic scoring, student work is rated as a complete unit against a prepared scale or rubric. The scorer reads the student response and a global score is awarded, which may be in the form of a percentage, letter grade, or rating number denoting the level of achievement. (Hunter, Johnes & Ranhawa, 1996, p. 62)

Given its nature, holistic scoring can be contrasted with another type of scoring, namely, analytic scoring. In the latter, the teacher allocates marks over the separate parts of the student work. Those parts are to be marked separately. Contrarily, in holistic scoring the teacher does not consider the separate parts of the text. Rather, it provides an overall mark assessing overall writing abilities.

The holistic approach to assessment, on the other hand, differs from the use of analytic rubric in that the body of work is assessed as a whole and not by breaking up various parts of a work to be scored

individually: the final score being a summation of the collective individual scores (Finson, 1998, cited in Çetin, 2011, p. 473)

One of the positive points about holistic scoring is that it is less time consuming. It has also been found to yield reliable results and it is useful for classes with large numbers.

Furthermore, in a study done at the University of Alaska, findings showed that the holistic approach was beneficial and reliable for large classes.

The data show that grading efficiency...is satisfactory....our holistic grading approach appears to have reasonable reliability, validity and cost efficiency. It has functioned well over three years, serving almost 600 students...student feedback about the course has been solicited each semester, and not one complaint has been directed at the philosophy or mechanics of the grading system' (Madigan and Brosamer, 1991, p. 94, cited in Çetin, 2011, p. 474)

In addition to its benefits about saving time, holistic scoring helps also in improving the reliability, validity, and efficiency of the results of the assessment of the writing skill. Wolcott (2004) assumed "Based on the theory that the whole is more than the sum of its parts, holistic scoring emphasizes the need for having scorers evaluate an essay in terms of its overall impression." (p. 05)

In holistic scoring rubrics, there is an emphasis on the idea that student writing ought to be treated as a whole without decomposing it into its parts. "Regardless of the number of score points, it is important to recognize that each score point represents a range along a continuum." (Wolcott, 2004, p. 08)

Holistic scoring is an approach to the assessment of the writing skill whose major concern is to consider the writing as whole when assigning a mark rather than splitting it into its separate constituents and allocating a mark for each. Its major benefits lie in the fact that it

helps gaining time while correcting student writing in comparison to other approaches of correction.

### **2.8.2. Analytic Scoring**

Unlike holistic scoring in which an overall mark is given about a written passage, analytic scoring enables the learner to gain extra marks through having teachers allocate separate marks for each of the dynamics of writing.

Analytic marking has also been used as a way of increasing the points of assessment. Analytic marking involves having a marking scheme that awards marks for things like richness and appropriateness of vocabulary use, grammatical accuracy, organisation, and overall communicative effectiveness. For each of these categories, marks from 0 to 5 can be awarded. The marks for all the categories can be added up to get a final grade. (Nation, 2009, p. 146)

The major principle behind analytic assessment is to consider the separate parts of the students' written works and allocate marks accordingly instead of providing an overall mark for general ability in writing.

Analytic scoring, on the other hand, involves evaluating student work by breaking it down into its constituent elements or attributes and assigning a proportion of the available marks to each. The scorer reads the student response, assigns scores to each element or attribute being assessed, and then sums, averages, or proportionally weights the scores on the various dimensions to derive an overall score. (Hunter, Johnes & Ranhawa, 1996, p. 62-3)

Analytic rubrics are said to be more helpful in improving student writing than holistic scoring rubrics in that the former analyse a learner's written work into its separate elements in order to allocate a mark. They also provide the necessary feedback which is used in self assessment.

In this regard, Read, Francis, and Robson (2005) argued

...analytic rubrics are largely found to be more useful in determining students' proficiency levels; helping students to improve their quality of writing by analyzing scoring feedback and self-correcting accordingly. (cited in Çetin, 2011, p. 472)

In sum, despite its usefulness in providing a clear idea about student performance and progress in writing, analytic scoring remains a time consuming task. Added to that, it does not reflect students' real level of achievement in writing in that it separates the writing skill into its sub-skills. General ability is to be judged by looking at writing as a continuum of thoughts and sentences.

## **2.9.Feedback and Assessment**

Bound to the process of assessment is the provision of feedback. It is the means that ensures learners get benefitted from that process. Irons (2008) stated that “Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment.” (p.01)

Feedback enables students to learn from assessment because it provides them with an overall view of the way their learning evolves. In this regard, Bloxham and Boyd (2007) argued “Feedback on assessment activities can provide information to learners on their progress.” (p. 52)

Feedback and formative assessment ensure that that there is a link between what is being learned what is being aimed at achieving by the end of a learning process. Knight (2001 p. 6) suggested that “good formative assessment means designing learning sequences that afford plenty of opportunities for good learning conversations arising from feedback on good tasks that are matched to course learning outcomes” (cited in Irons, 2008, p. 59).



In this respect Irons (2008) adds:

Formative assessment activities and formative feedback should be integrated fully into your teaching and one way to achieve this is to ensure that your formative activities are aligned to module learning outcomes and where possible indicate where and how they contribute to programme learning outcomes. (p. 59)

The close relationship between assessment and feedback can be easily noticed in that “The most important aspect of the assessment process in raising achievement is the provision of feedback (Black and Wiliam 1998a; Gibbs and Simpson 2004–5).” ( Bloxham & Boyd, 2007, p. 20)

To ensure that student-learning development takes place, students must develop the ability to evaluate their own work and they must be provided with the right comments on their work as well. This happens “when students are involved in the assessment process in ways which support the development of evaluative expertise; and when feedback is forward-looking and can be acted upon’ (Carless et al. 2006: 396, cited in Bloxham & Boyd, 2007, p. 22). This does not only result in the improvement of learning in classroom settings, but also to other aspects of life.

The major aim behind providing feedback and conducting formative assessment is to facilitate the learning process for learners in that they can visualise their own mistakes and diagnose their learning deficiencies. Therefore, they develop the ability of self-correction and therefore realise self-autonomy in learning. In this regard, Irons (2008) maintained that “Formative feedback and formative assessment activities should be designed to help students learn from their activities and in particular identify what needs to be done to improve their knowledge and understanding.” (p. 60)

As far as the connection between assessment and feedback is concerned, learners regard these two tasks as the only sources of information that guide one's own learning since they highlight strengths and weaknesses and suggest solutions for remedy.

When providing feedback, teachers feel obliged to look at the bits and pieces of language in learners' written works. This close attention paid to the aspects of language render the process of giving feedback a very time consuming action. To provide such a pedagogical tool in a relatively short period of time, teachers have a multiplicity of classroom options. One of which is to engage learners in self-correction. The latter requires them to read their own writing and correct it. Hence, they get involved in the so-called "self assessment". Another possibility is to invite learners to exchange each other's works and here they engage in "peer feedback". Students are asked to read and comment on their peers' writing. These two techniques are beneficial in that they make feedback and assessment less time consuming processes. Furthermore, they help learners become the architects of their own learning. (Irons, 2008, p. 72).

## **Conclusion**

A subsequent activity to the teaching of writing is its assessment. However the issue of assessment requires in itself some questions that we answered in terms of the specific nature of language assessment, and the main purposes for which an assessment is conducted. Consequently, an understanding of the nature of writing assessment, its history, its types and its forms gives more awareness to both teachers and learners. It turns out that the underlying approaches to scoring used in the assessment of writing are relative to the role of feedback and its direct link with assessment in the teaching and learning of the writing skill.

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## **CHAPTER THREE: Written Corrective Feedback to Students' EFL Writing**

### **Introduction**

While chapters one and two cover the issues of EFL Writing and the assessment of writing respectively, chapter three is devoted to a discussion about written corrective feedback. It first investigates the term feedback in language learning in general with regards to its definition, the ways to handle it, and its categories. Then it goes into depth through examining the nature of written Corrective Feedback, sources of feedback and types of written corrective feedback in the writing classroom. Furthermore, this chapter tackles students' reactions to this classroom practice, its importance in enhancing student writing, its characteristics, and the frequency and the right timing in which it should be supplied.

### **3.1. Definition of Corrective Feedback**

Any student interaction in classroom settings is followed by a teacher's reaction or comment whether oral or written. In certain cases, peers' reactions are provided instead. Those reactions represent the so-called 'feedback'. By definition, feedback is any verbal or non-verbal comment made by the teacher or other students as a response to another student's answer. According to the Oxford Basic English Dictionary, the word feedback refers to "advice or information about how well or badly you have done something." (2012, p. 143).

Nevertheless, feedback provision has been a controversial issue among researchers. The debate was whether the teachers' correction is essential for student's linguistic development or not. Chandler claims: "In 1996 Truscott wrote a review article in language learning contending that all forms of error correction of L 2 student writing are not only ineffective but potentially harmful and should be abandoned." (2003, p. 267)

This debate about the value of corrective feedback given by teachers to L2 students has been prominent in recent years. Consequently, corrective feedback "has been of considerable

interest to researchers and classroom practitioners” (Ferris, 1999, 2002, 2004, Truscott, 1996, 1999, cited in Bitchener et al. 2005, p.192).

Additionally, Lindqvist (2011) points out a number of studies holding the dispute over the effectiveness of feedback:

Studies claiming feedback to be redundant have been presented by Truscott (1996); Truscott (1999) and Truscott & Hsu (2008). Other studies presented by Polio et al. (1998); Fazio (2001) and Robb et al (1986) did not find feedback to improve student proficiency in writing, but do not claim the use of feedback is completely redundant. Further, studies, showing that feedback is a vital instrument, have been presented by Ferris (1999; 2006), Ferris & Roberts (2001), Lalande (1982); Goldstein (2006); Guénette (2007) and Hyland & Hyland (2006). (Lindqvist, 2011, p. 03)

With regards to the nature of feedback and its importance, Sárosdy et al. (2006) claim: “Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement.” (p. 121). Therefore, one may deduce that improving student achievement is the major goal behind the provision of feedback.

Concerning the crucial role that feedback plays in enhancing student learning, teachers have to ensure that it has the following criteria: ‘comprehensibility’ ‘relevance’ and ‘usefulness’. First, comprehensibility refers to the clarity of teacher feedback and whether it is easy for the learner to understand it or not. The second criterion of relevance refers to the relatedness that exists between the student performance and the teacher feedback. Usefulness as a third criterion denotes the helpfulness and effectiveness of the teacher’s comments in improving student performance. Students’ reactions solely depend on the way teacher

feedback is provided. Once they get feedback in the right way, they take successful self-corrective action accordingly.

It is also recommended by Schoen and Schoen (2003) and Short (1991) to restate a student's wrong answer repeating the students' utterances using the right grammar, pronunciation or vocabulary. The students memorise this for future reference. (cited in Hill & Flynn, 2006, p. 31). A good example of this procedure is shown in the following utterances between the teacher and the learner.

**Learner:** "Childrens are in the classroom."

**Teacher:** "Children are in the classroom."

In order for feedback to be successful, it should be corrective in nature, timely, criterion-referenced, and involves the learners in self-assessment. The first characteristic 'being corrective in nature' means that the teacher should comment on students' output by providing the correct answers to their mistaken sentences. Timing is the second factor that should be considered during feedback provision. Every teacher is supposed to know when to correct and when to be permissive. Time is, then, an important factor in the provision of feedback because overcorrecting is negative. The third factor to reconsider when correcting students is that successful feedback is the one that enables learners to become self-dependent through evaluating themselves and self-detecting their own mistakes. In short, once feedback is well supplied the learner becomes responsible for his/her self-evaluation. To reach this aim, feedback should be corrective and timely.

## **3.2. Handling Corrective Feedback**

Handling feedback is not an easy task. Hendrickson (1978 cited in Ellis 2013) suggests five main questions about how to handle corrective feedback that we will illustrate below.

### **3.2.1. Should Learners' Errors Be Corrected?**

Learners feel the need for getting feedback in order to judge how well they are performing. Although Ur (1996) thinks that correction has a crucial role to the improvement of learners' performance, she maintains that overcorrection is harmful since it often fails to eliminate errors. Another important point about corrective feedback, as Scrivener (2005) puts it, is that in fluency activities teacher intervention is deemed harmful and should be delayed until the end. In accuracy work, however, immediate corrective feedback is highly recommended. To do this, the teacher may make a list of students' errors to be discussed once their performance is over. (Ellis, 2013, p. 03-4)

### **3.2.2. When Should Learner Errors Be Corrected?**

This question is linked to the issue of fluency and accuracy as it was claimed earlier. In oral corrective feedback whose aim is to promote fluency, teacher correction should better occur at the end. On the other hand, if the aim is achieving more accuracy, then immediate C.F is recommended instead. (Ellis, 2013, p. 04)

### **3.2.3. Which Errors Should Be Corrected?**

Despite the fact that students always wait for being corrected, over correction is deemed negative. To know which mistakes to correct and which ones to ignore, Corder (1967 cited in Ellis 2013) distinguishes between "mistakes" and "errors" and therefore expect the teacher to correct errors which are systematic and happen because of a lack of knowledge, and to ignore mistakes which happen under some psychological factors as stress. (Ellis, 2013, p. 04)



### **3.2.4. How Should Errors Be Corrected?**

Errors can be corrected using some suggested strategies like questioning the learner (Harmer 1983), direct indication (Scrivener 2005), requesting clarification (Hedge 2000), requesting repetition (Harmer 1983). Hedge (2000) deduces that varying the strategies is recommended with the preference of those who ask learners to engage in the self correction of their own errors. (Ellis, 2013, p.05)

### **3.2.5. Who Should Do the Correcting?**

Ellis (2013) provides three possible answers to this question. Error correction, according to him, can be done by the teacher, peers, or the self i.e. the learner himself/herself can do this task and correct the errors. (p. 05-6)

## **3.3. Categories of Corrective Feedback**

Feedback is defined as any verbal or non-verbal reaction made either by the teacher or the learners as a response to another learner's answer inside the classroom. In fact, those reactions come in many different forms making different types. Hence, feedback can be categorised into four major types: recasts, oral feedback, written feedback, and conference feedback.

### **3.3.1. Recasts**

As one form of feedback, recasts are made by the teacher through repeating what learners exactly say or write emphasizing the error in order for them to recognize those errors by themselves. Referring to recasts, Philip (1999) argues: "A recast is a reformulation of an incorrect utterance that maintains the original meaning of the utterance" (cited in Gass & Selinker, 2008, p. 334)

**Example:**

**Student:** “How you go to school?”

**Teacher:** “How do you go to school?”

After the teacher’s repetition of the student’s utterance, the latter realises that something goes wrong with his/her statement; thus, he/she opts for a revision for that statement which results in producing the correct form of the utterance.

**3.3.2. Oral Feedback**

Oral feedback signifies the teachers’ oral responses made as reactions to their learners’ erroneous utterances.

When commenting on learners’ oral performances, instructors should not deal with them in the same way. Decisions about how to comment on oral production depend on certain criteria which are summarised as follows “the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake.” (Harmer, 2001, p. 104)

Once dealing with oral feedback, teachers should first make clear which aspect of language is to be emphasised most i.e. whether to emphasise in Harmer’s terms “fluency” or “accuracy”. Deciding what to focus on more depends on the nature of the task and the learning objective. (Harmer, 2001, p. 104)

Harmer (2001) adds that correcting errors of grammar, pronunciation or lexis should not take place during an oral task whose aim is to promote communicative skills in learners. Rather, it should be avoided so as not to interrupt communication because the major aim is getting the message through. Meaning, therefore, is hindered by the teacher’s comments on few mistakes related to the well-formedness of the utterance. Prioritising meaning to form,

teachers are expected to minimise or eliminate their oral comments during students' oral performances. (p. 105)

In this regard, it is maintained that teachers should delay their intervention during their learners' communication if the emphasis is on fluency rather than accuracy. Hence, Ellis (2013) claims: "In oral fluency work, where the focus is on communicating, correction should be avoided or postponed until the activity is completed." (p. 06)

### **3.3.3. Written Feedback**

Written feedback refers to written information provided by the teacher, self, or other classroom participant i.e. classmates to comment on students' written work. It might take the form of words correcting the existing errors, lines underlining them, or circles surrounding them which might also be accompanied by the type of the error in the form of a code. Comments on the margins of the paper might also be used. The corrector might add, omit or modify a word, a phrase or even a whole sentence. This is done to help the learner improve his/her written passage into a better one.

Although both oral and written feedback enable the learners to analyse their output and compare their own language with that of the native speakers' one, learners will find this easier if they use the written form of feedback. The significance of written feedback over the oral one derives from the fact that it is more difficult for learners to cognitively compare their productions with those of the native speakers of the target language. (Adms 2003, cited in Beuningen, 2010, p. 6)

Efficient feedback records detailed information about what learners are performing well and what needs to be improved as well as telling them what to do in the following stages of the learning process. Written feedback must be provided in the right time in parallel with the event i.e. the production of a piece of writing. It must also be clear for learners so that they

can easily understand it. Written feedback must push learners into action through revising and correcting their errors depending on that pedagogical instrument. WF should tell learners where they succeeded with their corrective reactions i.e. revisions, where improvement is still required, and it should also enable them to find successful methods of diagnosing their own learning obstacles. (Types of Feedback, 2015, p. 01)

#### **3.3.4. Conference Feedback**

Conference feedback refers to an occasion on which the teacher holds a meeting with one or a group of learners to talk about the existing problems they encounter in the learning process. In this respect, it is claimed that:

Teacher-student conference is another feedback method through which the teacher meets with the students face-to-face individually or in groups to discuss their writing problems and clarify issues related to their performance. However, this method consumes time and might require the teacher to cancel classes and schedule appointments with students. (Mubarak, 2013, p. 32)

Apart from being a time-consuming activity, this type of feedback helps in clarifying misunderstandings that students might have concerning their teacher's written comments on any written work provided on paper. It allows learners for direct face-to-face discussions which provide them with answers to their questions.

#### **3.4. Written Corrective Feedback**

As has been shown earlier in this chapter, feedback might be either written or oral. In writing classes, whenever students submit their written productions they expect teachers to have responses regarding their written work. These teachers' responses or corrections represent the so-called "written corrective feedback" whose effectiveness in the development of learners' writing has been a debatable topic over the years in L2 writing research. Amara

(2015) argues that written feedback is used by teachers to bridge the gap between the learners' performance and the right performance: "Written feedback in L2 writing provides information that help learners fill the gap in their knowledge and techniques of writing. It bridges the gap between what learners composed on their writing tasks and how the composition should actually be." (p. 36)

To identify the word 'feedback', many names are used by different researchers and those names are generally used in an interchangeable manner. Amara (2015) declares

There is a number of terms used in identifying feedback including '*written feedback*' (Bitchener, 2008; Bitchener and Knoch, 2008, 2009; Cramp, 2011; Cardelle&Corno, 1981; Elawar&Corno, 1985; Glover & Brown, 2006; Hyland, 1998; Hyland & Hyland, 2001; Kepner, 1991; Lee, 2008; Sachs & Polio, 2007; Sheen, 2007; Zellermay, 1989), '*corrective feedback*' (Ellis, 2008; Ellis, Loewen, and Erlam,2006; Ferris, 2010; El Tatawy, 2002; Han, 2001; Havranek, 2002), '*error correction*' (Hendrickson, 1978; Lee, 2005; Truscott, 2007), '*teacher response*' (Ferris, 1995), and '*error feedback*' (Chandler, 2003; Ferris and Roberts, 2001; Lee, 2003; Liu, 2008). Although there are disagreements about these terms (Ferris, 2010), most of these terms are used interchangeably in the literature (Lee, 2004). (P. 36-7)

The debate is whether the teacher's correction is effective for students' linguistic development or not. Truscott's view is one of the most struggling ones in this domain. In the 1996 review article in language learning, he argues: "... all forms of error correction of L 2 student writing are not only ineffective but potentially harmful and should be abandoned." (cited in Chandler 2003 p. 267). In a later study, Truscott (2007) claims that written corrective feedback is a 'clear and dramatic failure' (271). (cited in Marzban & Arabahmadi, 2013, p. 1000).

Many studies, however, refute Truscott's strong view against WCF. Those studies defend the view that feedback is efficient in improving learners' EFL writing, "for example, Ashwell (2000), Cardelle and Corno (1981), Fathman and Whalley (1990), Ferris (1997), Ferris and Roberts (2001), and Frantzen and Rissell (1987)". (cited in Chandler 2003 p. 269). Nevertheless, Ferris (2006) argues that in spite of the constant dispute over error correction researchers still agree on two main points:

- (1) that accuracy in writing matters to academic and professional audiences and that obvious L2 error may stigmatize writers in some contexts (Ferris & Hedgcock, 1998; Horowitz, 1986; James, 1998; Johns, 1995);
- and (2) that L2 student writers themselves claim to need and value error feedback from their instructors (Cohen & Cavalcanti, 1990; Ferris, 1995b; Ferris & Roberts, 2001; Hedgcock & Lefkowitz, 1994; Leki, 1991; Truscott, 1996). (cited in Hyland & Hyland, 2006, p. 81).

This debate over the effectiveness of written corrective feedback given by teachers to L2 students has been prominent in recent years. Here, it is worth considering Hyland's opposing standpoint to that of Truscott in which he stresses the positive role of written corrective feedback not only in improving students' written production, but also in developing the students' learning process as a whole. Hyland (2006) asserts: "In fact, teacher-written feedback is generally welcomed and highly valued by second language writers (Hyland, 1998) and seems to lead to improvements in writing (Ferris, 2003)" (p. 103). He, then, maintains: "In terms of academic literacy development, feedback emphasizes a process of writing and rewriting where the text is not seen as self-contained but points forward to other texts the student will write and to further stages of learning." (Hyland, 2006, p. 103)

Despite the continuous dispute over the effectiveness of written corrective feedback in enhancing students' writing skill, the present study seeks to highlight its effectiveness via empirical evidence resulting from this investigation.

### **3.5. Sources of Written Corrective Feedback**

The source of written corrective feedback may vary. It can be provided by the teacher, peers, or the students correcting their own errors. These sources are discussed below.

#### **3.5.1. Teacher Feedback**

Teachers are the most likely providers of written corrective feedback in EFL writing classes. Once the students hand in written production, teachers read, analyse and look for existing errors in order to highlight them for learners either by correcting the error or just indicating it. Learners, then, revise their copies and provide the correct form in case the teacher has not provided it. Although teacher correction is time consuming, it yields positive results on learners' writing skill. Leki (1990a, pp. 57–58) argues

Writing teachers and students alike do intuit that written responses can have a great effect on student writing and attitude toward writing.(... ) Written comments are time consuming, but teachers continue to write comments on student papers because we sense that our comments help writers improve....  
(cited in Ferris, 2003, p. 19)

#### **3.5.2. Self Correction**

Self-correction refers to the act of correcting oneself. That is to say, learners correct their own errors by themselves. After getting the teacher's indirect feedback, learners take part in the correction process by reading those comments and trying out possible corrections for their errors. Ellis (2013) states that "Hedge (2000) and Scrivener (2005), for example, advise giving students the opportunity to self-correct and, if that fails, inviting another student

to perform the correction.” (p. 06). Self-correction is highly advisable as a first step which is to be followed by peer correction in case it does not work well in improving learners’ writing.

### **3.5.3. Peer Feedback**

Another possible member who can participate in the correction process is the students’ classmates or peers. Exchanging copies of each other inside the classroom can have very positive effects on one’s writing abilities. Under the teacher’s guidance, learners can be given the opportunity to read, analyse and diagnose their colleagues’ mistakes. This classroom technique has proved being beneficial in that learners feel more relaxed because of the absence of teacher’s control which can be discouraging. In this regard, Brannon and Knoblauch (1982) contend: “Teacher commentary can demotivate students when it is excessively controlling” (cited in Ferris, 2003, p. 11). It is worth adding that peer correction is implemented by teachers of writing and its use is not confined to situations where learner self-correction is unsuccessful.

The value of peer feedback is manifested in that it offers students a variation of audiences (peers) rather than having the teacher as the only source of feedback. This classroom practice also helps learners become more self-dependent as they assess their own writing thanks to the high reasoning abilities resulting from evaluating others’ writing. Ferris (2003) positions that:

It is suggested that peer feedback offers student writers a more varied and authentic audience than simply writing for the teacher, that careful reading and evaluation of peers’ texts builds critical thinking skills that can help students to better assess their own writing, that students will feel less threatened by and resentful of feedback given by peers than by the teacher, and that peer response groups will lighten the teacher’s “composition slave” responding load. (p. 15)



Given the benefits suggested by Ferris, peer feedback is regarded a very helpful tool in enhancing student writing especially because it lowers the anxiety felt when receiving teacher correction. Additionally, it contributes to the development of one's critical thinking abilities.

### **3.6. Types of Written Corrective Feedback**

A growing number of researches about feedback types try to find out about the kinds of corrective feedback which are more likely to help L2 students improve the accuracy of their writing (Bitchener, Young & Cameron 2005 p. 193). Hence, a brief explanation about the different types is provided in sub-sections according to the table (below) which is adopted from Ellis's article (2009 p. 98).

Type of CF	Description	Studies
<b>A Strategies for providing CF</b>		
1 Direct CF	The teacher provides the student with the correct form.	e.g. Lalande (1982) and Robb <i>et al.</i> (1986).
2 Indirect CF	The teacher indicates that an error exists but does not provide the correction.	Various studies have employed indirect correction of this kind (e.g. Ferris and Roberts 2001; Chandler 2003). Fewer studies have employed this method (e.g. Robb <i>et al.</i> 1986).
a Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.	
b Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.	
3 Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.	Various studies have examined the effects of using error codes (e.g. Lalande 1982; Ferris and Roberts 2001; Chandler 2003). Sheen (2007) compared the effects of direct CF and direct CF + metalinguistic CF.
a Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).	
b Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.	
4 The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.	Most studies have investigated unfocused CF (e.g. Chandler 2003; Ferris 2006). Sheen (2007), drawing on traditions in SLA studies of CF, investigated focused CF.
a Unfocused CF	Unfocused CF is extensive.	
b Focused CF	Focused CF is intensive.	
5 Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.	Milton (2006).
6 Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.	Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their text.

<b>B</b> Students' response to feedback	For feedback to work for either redrafting or language learning, learners need to attend to the corrections. Various alternatives exist for achieving this.
<b>1</b> Revision required	A number of studies have examined the effect of requiring students to edit their errors (e.g. Ferris and Roberts 2001; Chandler 2003). Sheen (2007) asked students to study corrections.
<b>2</b> No revisions required	
<b>a</b> Students asked to study corrections	A number of studies have examined what students do when just given back their text with revisions (e.g. Sachs and Polio 2007).
<b>b</b> Students just given back corrected text	No study has systematically investigated different approaches to revision.

**Table 01:** Types of Teacher Written CF (adopted from Ellis's article (2009 p. 98).

### 3.6.1. Direct Written Corrective Feedback

Direct corrective feedback is defined as “the provision of the correct linguistic form or structure above or near the linguistic error” which could include “the crossing out of unnecessary word/ phrase/ morpheme, the insertion of a missing word/ phrase/ morpheme, or the provision of the correct form or structure” Bitchener (2008 p. 105). (cited in Elwood & Bode, 2013, p. 334). That is, direct corrective feedback is the teachers' attempts to correct students' errors in a clear and precise way by showing the errors and giving the right form of those errors. As argued by Bitchener et al. (2005) “Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form”. (p. 193)

In this type of feedback, the teacher points out the error, and provides its corrected version to the student writer. The distinctive feature of this type of written corrective feedback is supplying the right form of the error. For students with low proficiency levels and who are unable to self-correct their own errors, direct corrective feedback is very advantageous in that it provides ready-made alternatives for their errors. One of the disadvantages, nevertheless, is

that it does not lead to long term learning even if it helps in correcting their mistakes after revising them. (Ellis, 2008, p. 99)

One of the disadvantages of direct corrective feedback is that the teacher provides the right form. The student therefore is obliged to stick to the teacher's statement even if it is different from what the student intends to communicate through his/her writing. Furthermore, direct corrective feedback tends to influence student writing on limited aspects. Sheen (2007) indicates: "direct CF can be beneficial for learning only some specific grammatical features." (cited in Maleki&Eslami, 2013, p. 1251)

### **3.6.2. Indirect Written Corrective Feedback**

As opposed to direct corrective feedback where the teacher's role is that of indicating the error as well as correcting it, indirect corrective feedback asks the teacher for indicating the error and giving opportunity to the learner to find the correct form of the error by him/herself. Therefore, Shintani and Ellis (2013) claim: "In indirect CF errors are indicated but no corrections are provided." (p. 288). Furthermore, Ellis (2008) claimed "Indirect CF involves indicating that the student has made an error without actually correcting it." (p. 100)

Indirect feedback is defined by Maleki and Eslami (2013) as the act of telling the learner that an error has been committed and expecting him/her to detect it and a correct it as well.

Indirect feedback occurs when the students are informed in some way that an error exists but are not provided with the correct form, thus placing the burden of spotting the erroneous forms on students. The experts in the field argue that indirect feedback is superior for most students, because it involves them in "guided learning and problem solving" (Lalande, 1982), focusing their attention to linguistic forms that may lead to long-term learning (Ferris & Roberts, 2001; James, 1998; Reid, 1998). (P. 1251)

Correcting their own mistakes, learners engage in critical thinking which in turn leads to long term retention. Asassfeh (2013) maintains “Since it provides a chance for learner reflection hence more in-depth processing, indirect CF is more likely to result in long-term learning.” (p. 86)

Regarding the importance of feedback, researchers have split into two groups: those favouring direct corrective feedback and those favouring indirect corrective feedback. Ferris and Roberts (2001) note that direct corrective feedback can reduce the areas of students’ misunderstanding, especially confusion about where the errors are located or what type of error is committed as well as the error codes used (cited in Elwood & Bode 2014 p. 334).

Although the previously mentioned claim favours direct feedback in teachers’ corrections, it is worth mentioning that indirect feedback has also long-term positive effects on students’ learning process as it leads to long term learning. Besides, direct feedback might lead the teacher to impose on the students’ to write what they do not intend to write about. “Ferris (2002) suggests that indirect feedback is generally more appropriate and effective than direct feedback.

The danger of direct feedback is that teachers may misinterpret students’ meaning and put words into their mouths.” (Falhasiri, et al, 2011, p. 255). That is, indirect feedback means that the teacher uses the implicating strategies i.e. the teacher indicates that the student has made an error but does not correct it giving the opportunity to learners to do so. “Thereby leaving the student to diagnose and correct it,” (Bitchener et al. 2005 p. 193) Bitchener (et al) conclude that indirect feedback is more effective than direct feedback in helping learners to improve the accuracy of their writing. They argue, “Because little to no research has specifically investigated the effect of different direct feedback option on improved accuracy” (2005 p. 202)

The study conducted by Maleki and Eslami in (2013) investigates the effects of two types of corrective feedback with direct and indirect corrective feedback making the experimental groups in addition to one control group receiving no feedback. The results of the study show that the group receiving un-coded feedback outperformed the other two groups in the delayed post-test signifying the lasting effectiveness of indirect corrective feedback over the direct one. The results go hand in hand with a number of studies: Sheppard (1992); Frantzen (1995); Fazio (2001); and Chandler (2003). The findings of this study also support those of a number of other studies (Ferris &Helt, 2000; Frantzen, 1995; Lalande, 1982; Lee, 1997; Robb et al., 1986) in that indirect corrective feedback leads to more or equal long-term accuracy in writing (Maleki & Eslami, 2013, p. 1255)

The following table adopted from Bitchener (2008 p. 107) illustrates some studies comparing the effects of direct and indirect feedback and the corresponding results.

Study	Participants	WCF types	Duration	Most effect
Lalande (1982)	60 German FL learners (intermediate) USA university	(1) Direct error correction (2) Indirect coding and error logs kept	10 weeks	Indirect
Semke (1984)	141 German learners USA university	(1) Comments (2) Direct corrections (3) Direct corrections and comments (4) Indirect (coded) corrections	10 weeks	No difference
Robb et al. (1986)	134 EFL learners Japan college	(1) Direct corrections (2) Indirect coded feedback (3) Indirect highlighted feedback (no codes) (4) Indirect marginal feedback	1 year (34.5 contact hours)	No difference
Ferris and Helt (2000)	92 ESL learners USA university	Mix of direct, indirect (coded and uncoded); notes (marginal and end-of-text); text revision	1 semester	Indirect
Chandler (2003)	31 ESL learners Hong Kong	(1) Direct and indirect underlining (2) Error description and indirect underlining	1 semester	Direct

**Table 02:** Studies Comparing the Effectiveness of Direct and Indirect WCF Bitchener (2008 p. 107)

According to the table above, Lalande's (1982) study involved 60 German intermediate FL learners in USA University. Direct error correction, indirect coding and error logs kept were implemented for ten weeks. The results indicated that the most effective way is indirect feedback. On the other hand, Semke's 10 week (1984) study reported no difference between comments, direct corrections, direct corrections and comments, and indirect (coded) corrections. Similarly, Robb et al (1986) reported no existing differences in the effects of

direct corrections, indirect coded feedback, indirect highlighted feedback (no codes) and indirect marginal feedback on the performance of 134 EFL learners in Japan college. The study lasted for 1 year (34.5 contact hours). Whereas indirect feedback proved being the most beneficial among a mix of direct, indirect (coded and uncoded), notes (marginal and end-of-text), and text revision on 92 ESL learners' performance in USA university in a 1 semester study carried out by Ferris and Helt (2000); Chandler's 2003 investigation on 31 ESL learners Hong Kong implementing direct and indirect underlining versus error description and indirect underlining which lasted for one semester reported direct feedback as the most beneficial type of feedback.

### **3.6.2.1. Coded Feedback**

Showing codes or symbols to name the underlined or circled errors refers to what is known as coded feedback. While correcting students' writing, teachers look for the error, underline, circle, or show it on the margin and indicate its type using a specific code. Correcting the errors is the students' duty. Bitchener et al. (2005) argue: "Coded feedback points to the exact location of an error, and the type of error involved is indicated with a code (for example, PS means an error in the use or form of the past simple tense)". (p. 193).

Harmer (2001) asserts: "When we use these codes we mark the place where a mistake has been made and use one of the symbols in the margin to show what the problem is. The student is now in a position to correct the mistake." (p. 112). Getting those guidelines about the location of the mistake and its type helps the learner to correct the error.

Ferris (2006) provides a list of language errors to consider when correcting students' written works in addition to the error codes and error descriptions. It is worth mentioning that error codes suggested by Ferris are used in the present study with few modifications at the level of error codes and the addition of some error types which tend to be frequent in student



writing. Those are presented in the appendix. The error codes and types presented by Ferris (2006) are categorised in the following table.

<i>Error type</i>	<i>Code</i>	<i>Description</i>
<b>Word choice</b>	WC	Excluded spelling errors, pronouns, informal and unidiomatic usage
<b>Verb tense</b>	VT	
<b>Verb form</b>	VF	
<b>Word form</b>	WF	Excluded verb form errors
<b>Articles</b>	Art	
<b>Singular-plural</b>	S/P	Referred to noun ending errors
<b>Pronouns</b>	PR	
<b>Run-on</b>	RO	Included comma splices
<b>Fragment</b>	FR	
<b>Punctuation</b>	PU	Comma splices, and fragments; excluded run-ons
<b>Spelling</b>	SP	
<b>Sentence structure</b>	SS	Included missing and unnecessary words and phrases and word order problems. Excluded run-ons, comma splices, and fragments
<b>Informal</b>	INF	Referred to register choices considered inappropriate for academic writing
<b>Idiom</b>	ID	Referred to errors in use of idiomatic expressions
<b>Subject-verb agreement</b>	SV	Did not include other singular-plural or verb form errors
<b>Miscellaneous</b>	N/A ( category used for analysis only)	Errors that could not be otherwise classified

**Table 03:** Ferris's Categorization of Errors, Error Codes, and Error Description

The table above involves a detailed categorisation of abbreviations or codes that are used to refer to the types of errors made by learners in addition to the description of these errors. This categorisation is an attempt to facilitate giving and getting feedback both for teachers and learners.

### **3.6.2.2. Un-coded Feedback:**

Un-coded feedback refers to the fact that the teacher of writing signals an error in the students' written texts without showing the type of the error or its correction. Here, it is the writer's task to find out the error type and correct it too. Bitchener et al. (2005) indicate: "un-coded feedback refers to instances when the teacher underlines an error, circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error" (p. 193)

Although it does not indicate the type of the error, un-coded feedback has a characteristic in common with coded feedback in that both types ask the learner for providing the right form of the mistake. It is, hence, claimed that "...un-coded feedback refers to underlining, circling and placing errors. Students diagnose and correct errors in both coded and un-coded feedback" (John, Stuart & Denise, 2005). (cited in Al Shamsi, 2013, p. 17-18)

It is worth mentioning the study carried out by Ferris and Roberts (2001) which investigates the influence of two types of indirect feedback. The group of students receiving both underlining and coding witnessed better results than the one receiving only underlining. In comparison to the control who receives no feedback, the two other groups' writing improved significantly. (cited in Amara, 2015, p. 40)

This study seeks to prove that the group receiving underlining only will outperform the other two groups receiving coded feedback and peer feedback. Furthermore, the aforementioned groups will outperform the control group with no feedback.

### **3.6.3. Electronic Feedback**

Electronic feedback or automated feedback refers to a new approach through which technology is imported to the teaching of L1 or L2 writing classroom. It consists of making use of the computer in order to provide feedback on student writing. (Mubarak, 2013, p. 66)

Automated feedback is generated by special software that reads written texts to produce feedback on writing (Ware & Warschauer, 2006). Through this software, feedback is provided on mistakes of grammar and usage. Since it focuses on the grammaticality and usage of student writing, this type of feedback, researchers (*e.g.* Chen, 1997; Yao and Warden, 1996) claim, helps teachers gain more time during correction hence paying more attention to the other aspects of writing. Nonetheless, the question to be asked here is whether electronic feedback is better than teacher hand written feedback? Ware and Warschauer (2006) and Hearst (2000) declare that there is no exact answer to this question and that research in this area of knowledge is still needed. Burstein et al., 2003; Burstein and Marcu, 2003 argue that proponents of this type of feedback see that it is advisable to use it as a “supplementary tool” rather than replacing it for typical handwritten teacher feedback in writing classes to ensure better results. To sum up, given the fact that electronic feedback is a newly introduced approach, further research about it is needed so as to get more evidence in favour of its implementation in the writing classroom. (Mubarak, 2013, p. 66)

### **3.7. Students’ Reactions to Teachers’ Written Corrective Feedback**

Ferris (1995) argues that students highly value the written comments their teachers provide about their written texts. Student writers take action according to those comments. She put it: “Students do attend to, grapple with, and appreciate the efforts their teachers make in responding to their writing.” (p. 50).

When investigating students' perceptions about written CF provided by the teacher, student survey research in this area covers three main inquiries. (1) What perceptions do students have about what teachers should focus on when providing WCF? (2) What aspects should teacher CF emphasise most? (3) What is the form and/or the scope of teacher WCF do students prefer? Research findings on students' perceptions of teacher feedback show that teachers highly emphasise grammar and mechanics. Later on with the rise of the process based pedagogy and the focus on formative feedback, students claimed that the scope of teacher WCF is getting broader to encompass more writing aspects added to grammar and mechanics (Brannon & Knoblauch, 1982; Sommers, 1982). Those aspects represent content, organisation, mechanics and vocabulary.

Learners, on their part, expressed their positive attitudes towards teacher CF which covered all writing aspects. Students enjoyed this type of feedback because it is a constant source of grammar input. No study has found that students want their teachers to stop giving them WCF or to reduce its use. They seem to welcome feedback that is language-focused. Once the latter is absent, however, students would get frustrated. (Bitchener & Ferris, 2012, p. 93)

Students have been inquired about a number of issues related to teacher CF. Questions about student feedback preferences have been addressed in many studies. Additionally, learners have been asked about the form of feedback they want to get. Therefore, they are to choose between receiving direct feedback by which correct forms are provided, and indirect feedback by which an indication of the error is made by the teacher without correcting those errors. Focused feedback has also been concerned with this enquiry. Hence learners have been requested to show their preference either to focused feedback by which the teacher selects the errors to correct and un-focused feedback by which all the errors are indicated without exceptions.

Students' answers to the afore-mentioned questions are as follows: students favour unfocused feedback over focused feedback since they worry about marks thinking that focused feedback might put aside some aspects hence get less grades. The effortless nature of direct feedback renders it more preferable to students than the indirect one which demands thinking about the right form of the error. Nevertheless, learners know that indirect feedback is the one that leads to long-term improvement. In sum, even though theorists like Krashen (1982) and Truscott (1996) express their worries of the fact that WCF is harmful and discouraging for student writers, students in turn hold strong views about the significance of WCF and the different forms in it should be provided (Bitchener & Ferris, 2012, p. 94)

The following table provided by Bitchener and Ferris (2012, p. 93) cites a number of studies concerning students' views about teacher WCF.

<i>Type</i>	<i>Study/studies</i>	<i>Findings</i>
Student perceptions about what teacher feedback covers	Cohen (1987); Cohen and Cavalcanti (1990); Enginarlar (1993); Ferris (1995b); Hedgcock and Lefkowitz (1994, 1996); Montgomery and Baker (2007); Radecki and Swales (1988)	Earliest studies (Cohen, 1987; Radecki & Swales, 1988) reported that teachers focused heavily on grammar; later studies reported a balance of teacher concerns in feedback
Student preferences about written CF	Enginarlar (1993); Ferris (2006); Ferris and Roberts (2001); Ferris et al. (2010); Leki (1991); Radecki and Swales (1988); Saito (1994)	Students believe strongly in the value of written CF; some prefer direct feedback but believe that indirect feedback (ideally coded and with explanations) is most helpful for long-term improvement
Student preferences about written CF versus content feedback	Cohen (1987); Cohen and Cavalcanti (1990); Ferris (1995b); Hedgcock and Lefkowitz (1994, 1996); Radecki and Swales (1988)	Students want feedback both on ideas and on grammar; in some cases they thought grammar feedback was more important

**Table 04:** Student Views of Written Corrective Feedback (Bitchener and Ferris, 2012, p. 93)

### **3.8. Importance of Written Corrective Feedback**

With regards to the importance of feedback, Acheson & Gall (1980, 88-96) claim: “it is a technique within itself.” (cited in Mwipopo, 2007, p. 11) Learners need feedback in order to know how well they are performing in a task or what mistakes they are making. It serves as a guide during the learning process. If, however, teachers stop giving feedback, learners might develop negative attitudes toward learning and might stop learning. (Mwipopo, 2007, p. 11)

Teacher written feedback is believed to have positive impacts on learners’ writing skill. Despite the fact that they are time consuming, written comments are used by teachers since they know those comments are very beneficial in enhancing students’ writing.

Successful feedback can help you to develop self-assessment abilities. Moreover, it enables the learner to correct wrong work in order to improve on future assignments. Therefore, he/she develops more understanding of the subject matter. Increasing one’s self-confidence is another benefit of feedback.

To maximise the degree of success of feedback, teachers should clearly define the teaching/learning objectives right from the beginning of the writing process. It is argued: “Feedback has a higher success rate when there is a clear goal set.” (Norlin, 2014, p. 11)

The significance of feedback lies in its nature which entails a gap filling procedure. It aims at narrowing the gap between current performance and the desired performance of learners. (Hattie & Timperley, 2007, p. 82)

#### **3.8.1. Importance of Written Corrective Feedback for Students**

The value of corrective feedback to students lies in the fact that it is a noticing facilitator according to Beuningen (2010 p. 05). It helps learners attain the linguistic forms through conscious attention to their errors. Since it points out the error for the learners, they can easily detect the mistake made and correct it as well.

The conscious attention resulting from corrective feedback also raises students' awareness of the existing gap between what they produce and what needs to be produced i.e. it serves as a facilitative tool in enabling learners to notice the mismatch between their actual language and the target language. Once they become conscious about this gap, learners realise what needs to be done so that they produce the right form of the language. This, in turn, ensures that they learn the appropriate linguistic form needed in that context. (Schmidt 2001 cited in Beuningen, 2010, p. 05)

Given the significance of corrective feedback to students still not all students react in the same way to this technique. Guénette argues that only better students tend to benefit and respond well to the teachers' different techniques of corrective feedback whereas weaker learners regularly feel the need for being pushed, reminded, and encouraged to write and rewrite. (Guénette, 2007, p. 41)

### **3.8.2. Importance of Written Corrective Feedback for Teachers**

In addition to its merits in facilitating learning for students, corrective feedback is also regarded as a facilitator of teaching. Teachers rely on this pedagogical procedure in order to grab their learners' attention to the misuse of the target language. It is seen as a pedagogical intervention from the teacher's part to make the learning of the target language easier and more successful. Beuningen (2010) defines corrective feedback as a focus on form intervention which enables teachers to stimulate learners' attention. She put it: "CF is a reactive focus-on-form methodology with the specific value of inducing learners' attention to form in the context of performing a task in a personalized, individualized manner." (p. 04)

### **3.9. Characteristics of Effective Written Corrective Feedback**

Feedback must be motivating to learners, pushes them forward in the learning process and raises their self-esteem. For feedback to be motivating and engaging, feedback should be

clear and understandable to learners. Learning outcomes and learning objectives must be understood by learners. Feedback should tell learners about their progress in learning. Additionally, feedback should be regularly provided. (Burksaitiene, 2012, p. 41)

Explaining these criteria in detail is helpful

### **3.9.1. Clarity**

Clarity is a significant factor to be looked at once teachers decide to provide feedback. Clarity of feedback means that it is easily understood by learners and whether what teachers mean by those comments is well perceived by learners. (Brookhart, 2008, p. 32)

### **3.9.2. Specificity**

Feedback should be neither too broad that it is difficult vague and learners cannot get benefits from it nor too specific that it does not let a chance for the learner to add his/her corrections to written work. The latter refers to the fact that feedback in this case is very detailed with the teacher providing comments on every mistake. (Brookhart, 2008, p. 33)

### **3.9.3. Tone**

The third factor refers to the term tone. “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.” (Brookhart, 2008, p. 33)

Brookhart (2003 p. 34) summarises the purposes of feedback tone in the following points:

- To communicate respect for the student as a learner
- To position the student as an agent (active, not passive)
- To inspire thought, curiosity, or wondering

- On the other hand, Dougheny (2014 p. 01) suggests the following principles for feedback to be effective.

1. Identifies where students are doing well.



2. Identifies where students' areas of improvement are, and offers ideas and suggestions about how to approach these.
3. Is clearly related to future assessment tasks, and is designed to help students prepare for them.
4. Wherever possible, is formative and not summative.
5. Is explicit.
6. Is constructive, and treats student learning as a developmental rather than a deficit issue.
7. Is timely enough so that it can be used by students in preparing for future assessment and in engaging with the subject matter.
8. Is provided in sufficient amount of detail.
9. Is provided in contexts where students can ask questions about the feedback, provide it to each other, and discuss their interpretation of it with each other.
10. Is pitched at an appropriate level.
11. Is stated clearly and, if written, is legible.
12. Explains how and why students received the mark they did in assessment tasks.

### **3.10. Frequency of Using Written Corrective Feedback**

Once writing teachers hand in students' corrected written works, students immediately start examining their teachers' comments. If there are many, the majority of students feel overwhelmed by the number of written comments signalling each mistake. The latter is a demotivating factor since it signifies that their written English is very poor. Therefore, one should be very careful when providing feedback. Despite the fact that some pieces of writing are full of mistakes, overcorrecting from the teacher's part can be discouraging. When correcting, the teacher is required to balance between accuracy of correction and a sense of sympathy towards students. In order to avoid the problem of overcorrection, teachers should better focus their correction on such language aspects as spelling, punctuation or grammar.

This can help teachers make correction less time consuming and students focus on that particular language aspect.

To make correction less damaging, teachers can make a list of codes each signifying a kind of mistake then underline the mistake and write that code on the margin. No matter how many mistakes are identified, teachers are required to leave a final general comment about the composition they are correcting. In case it is difficult to know what the mistake is and what the students want to convey, teachers can talk to their learners to clarify the point, hence make the correction process less time consuming. Another important issue is having students overlook the teachers' comments about writing. In such case, correction becomes useless. Therefore, it is the teachers' task to guarantee that students revise their written works accompanied with the teachers' comments and redraft the corrected version of their writing. (Harmer, 1998, p. 84)

Given the damages that overcorrection might result in, teachers are asked to achieve equilibrium between what they need to correct and caring for their students' psychology and motivation towards writing. Achieving this equilibrium ensures that correction has positive results on the students' writing.

## **Conclusion**

Providing or receiving WCF is a challenging task for both teachers and students. Together with the intricate nature of the writing skill, this classroom technique makes teachers struggle with the act of deciding which type of WCF better suits student writers. They, hence, rely on the findings of constant research to the types of WCF that foster EFL students' writing. Therefore, whether to apply coded, un-coded or peer feedback each instructor has his own philosophy in choosing the best type which they think is the best in improving the writing skill of their learners. In certain cases, some teachers use a combination of two or

more types for the sake of achieving better results. Choosing the right type is not the only point of interest; teachers should also bear in mind that the success of feedback also relies on the way it is provided and the frequency of its use. These two factors shape the results desired on the part of teachers as well as students.

## **CHAPTER FOUR: Research Methodology and Data Collection Tools**

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## **CHAPTER FOUR: Research Methodology and Data Collection Tools**

### **Introduction**

The issue that is tackled in this investigation has to do with the WCF provision and its implementation in the writing classroom. The focus of this study is on comparing the effects of three different types of WCF on students' writing skill. Its aim is to find out the best type among others that better improves student writing and that is more likely to be looked at by learners for the sake of correcting themselves relying on those types of WCF. To achieve the afore-mentioned aims, an adequate methodology is designed and explained below.

### **4.1 Methodological Design of the Study**

This study is conducted using the experimental method where an experiment is conducted on second year EFL learners in the department of foreign languages in Université des Frères Mentouri Constantine<sup>1</sup> for the academic year 2014/2015. The study intends to answer the following questions and to confirm or disconfirm the hypotheses.

#### **4.1.1 Research Questions**

- Are students and teachers of writing in the department of foreign languages at Costantine<sup>1</sup> University aware of the importance of written corrective feedback on students' writing?
- Do they have a clue about the different impacts of different types of written corrective feedback on writing i.e. how should students' errors be corrected?
- Do students take into consideration the feedback accompanied with their pieces of writing and try to take action, or they just neglect it?
- Do teachers of writing allow for peer feedback during their classes?
- As far as coded feedback, un-coded feedback, and peer feedback are concerned, does one of them prove the most beneficial?

- Do these types of feedback have short or long term impacts on students' writing?

#### **4.1.2 Hypotheses**

To investigate this topic, it is hypothesised that:

- If students are continuously provided with WCF, their writing would improve.
- If students are provided with peer feedback, teacher indirect coded WCF and teacher indirect un-coded WCF, the group receiving indirect un-coded feedback would witness more improvement than those receiving the other two types on the short and the long run.

The independent variables are peer feedback, teacher's indirect coded feedback and indirect un-coded feedback.

The dependent variable is the students' writing proficiency level.

### **4.2. The population and the Research Sample**

#### **4.2.1. The Population**

Before conducting any research, the researcher has to clearly define the population to test the validity of the hypothesis because it is impossible for him/her to study all the subjects in the world.

The term population refers to a group of items or subjects that are concerned with a given study. The findings of the investigation are then to be generalised to those subjects. As far as the criteria of choosing a population are concerned, Balnaves and Caputi (2001) assert: "Populations are operationally defined by the researcher. They must be accessible and quantifiable and related to the purpose of the research." (p. 91)

As for the population of the present study, it is concerned with second year English university students in the department of Letters and English Language within the academic year 2014/2015. The population is made up of about 560 students distributed over 14 groups. Writing is devoted four hours and a half time per week. Three sessions a week, students learn how to write academically. It is the first time to allocate more than three hours per week to writing in the department. Earlier, the written expression module was taught for two sessions a week. Each session lasts for one hour and a half. The purpose behind choosing that population is that second year students deal with essay writing which allows the teacher to have more information about their writing. On the contrary, first year students tend to write only paragraphs. This is, in turn, less representative of their writing proficiency. Third year students on the other hand get split into three different specialisations. Therefore, the findings of the study cannot be applicable to the whole population. Taking all the specialisations is impractical and dealing with only one specialisation is not representative. Hence the researcher opted for second year university students as being the most appropriate population among the other levels of under graduates.

The first data collection tool is an experiment in which the learners write a composition.

Concerning the second data collection tool which is the questionnaire, the population under study is made up of all teachers of the Written Expression module in the department of English language. There is also a questionnaire directed to second year English students in the same department.

#### **4.2.2. The Sample**

The nature of research dictates the fact that it is very difficult if not impossible to experiment on all the individuals of the whole population under study. Cohen, Manion and Morrison (2000) claim: “Factors such as expense, time and accessibility frequently prevent

researchers from gaining information from the whole population.” (p. 92); therefore, sampling is opted for. Howitt and Cramer (2000) provide the following definition for the term sample: “A sample is a small selection from a population.” (p. 74). The researcher’s task is to draw a representative selection of that population taking those individuals to experiment on. Results are then to be over generalised to all the subjects of the whole population.

For the case of this study, the members of the sample are taken at random. The teacher researcher is assigned two groups only chosen at random by the administration. Two other groups are also chosen at random but which are taught by other colleagues since the researcher herself cannot teach more than two groups for teaching sessions coincide. Each group has three writing sessions per week so each time we find that a given group has a writing class in the same timing as another group. This fact rendered it impossible for the teacher researcher to teach more than two groups. This sample is made up of 100 individuals. It is then divided into four subgroups:

Control group 1: receiving no feedback

Experimental group 2: receive teacher’s indirect un-coded feedback

Experimental group 3: receive teacher’s indirect coded feedback

Experimental group 4: receive peer feedback

The members of the sample concerned with the test are also concerned with the student questionnaire. It is intended to uncover their attitudes towards each type of written corrective feedback.

For the teacher’s questionnaire, twenty two teachers of written expression make the sample.



### **4.3. The Procedures**

Students in all groups are asked to write an essay about “the Benefits of Studying a Foreign Language” which serves as the pre-test of this study. After writing the passage, students in the first group receive no feedback at all; students in the second -experimental- group receive indirect un-coded feedback on their work i.e. the teacher comments on students’ errors by underlining or circling them without showing the type of the error or providing its correction. Students in the third -experimental- group get indirect coded feedback from their instructor. Before this, the teacher provides a list of error codes for the students and explains what each code stands for in a learning session. Learners keep a copy of this list for future reference in case they forget them each time they get corrected. This list is adopted from Ferris’s (2006) categorisations of learners’ errors and it includes twenty-five kinds of errors. Finally, students in the fourth group just exchange their copies with their peers i.e. the teacher asks students to correct each other’s copies in order to judge the influence of peer feedback on students’ writing. In this case students are requested to underline the mistake if any without providing any corrections or error types.

After writing the first draft, students take back the corrected drafts one week later, check them and hand them in. Each subgroup of students keeps on receiving the same type of written feedback as the one they received in the pre-test along one month. This time, students are asked to rewrite the same essay in order to check progress. This is the post-test. Results are, then, to be compared so as to judge the short-term effects of the different types of corrective feedback on students’ writing.

To investigate the long term effects of these types of feedback, students will be asked again to rewrite a third draft of the same essay, but after a relatively long period of time i.e. about a whole semester. This, in turn, refers to the delayed post-test.

Finally, results of the sub groups will be compared with each other as well as with the previous ones.

#### **4.4. Methods of Data Collection Tools**

To collect data for a given investigation, one has to make a clear distinction between the different tools available to him/her.

##### **4.4.1. Quantitative Research Methods**

Quantitative research refers to a set of methods by which the necessary data for researching a topic of interest are represented in numerical forms to be calculated, assembled, and presented in an organised manner for the readership. As the name of the method indicates, the key term in this method is the word quantitative since data are transformed into quantities to be measured or displayed in numbers. In this vein Lazaraton (2005) states: “Henning (1986) ... defined quantitative research as an endeavour in which quantities of data are tallied, manipulated, or systematically aggregated.” (p. 210)

Encompassing statistics is another characteristic of quantitative research methods. Hence, it is defined as follows “**quantitative research**: investigation that seeks causal determination, prediction, and generalization of findings arrived at via statistical measures” (Hancock & Algozzine, 2006, p. 86)

##### **4.4.2. Qualitative Research Methods**

Qualitative methods to research refer to the area of research whereby data are not collected in the form of quantifiable material. Hancock and Algozzine (2006) declare: “**qualitative research**: any kind of research that produces findings not arrived at through statistical procedures or other means of quantification” (p. 86)

In addition to the distinction in the nature of data acquired through each research method, the two methods differ also in terms of the intended aim behind which each one of them is maintained. In this regard, Norton (2009) asserts: “Unlike quantitative research where the aim is to be as objective as possible and to minimise error and bias, in qualitative research the aim is to acknowledge fully the subjective part played by the researcher, not only in collecting your data but also in how you analyse and interpret it.” (p. 116)

These two paradigms, although different, should be better used together to arrive at the desired results from academic research.

#### **4.4.3. Experimental Method**

The experimental method to research refers to the act of experimenting on subjects of the world through controlling variables in order to test existing relationships between those variables. The following are some of the definitions for the word experiment:

Balnaves and Caputi (2001) contend: “Experiments are attempts to measure observations directly and to ensure that **confounding** and **extraneous** variables are removed. They are direct interventions into people’s lives to see how they will react.” (p. 75)

Any experiment stems from observation so observation is the first step in the process of research. Singh assumes

Actually, what we know about our environment comes from observation, and all research is concerned with the observation of phenomena and the generalization of these observations into certain functional relationships whose internal validity can be tested. Experimentation simply enables us to improve the conditions under which we observe and, thus, to arrive at more precise results. This is the essence of the scientific method. (Singh, 2006,p. 134)

An experiment aims at proving the validity of a hypothesis to uncover existing relationships between phenomena in the world. Ernest and Greenwood state

Experiment is the proof of a hypothesis which seeks to make up two factors into a casual relationship through the study of contrasting situations which have been controlled on all factors the one of interest, the latter being either the hypothetical cause or the hypothetical effect. (cited in Singh, 2006, p.135)

#### **4.5. The Pilot Test**

Thirty-two students participate in the pilot study. These members are sub grouped into four separate groups comprising eight learners in each. First, students receive a pre-test in which they are asked to write an expository introductory paragraph plus one body paragraph about the following topic “The village is the best place for me to live in”. Learners are not required to write a whole composition since they are not qualified enough to do so. At the beginning of the academic year, second year EFL learners get instruction about the techniques of writing introductory, concluding, and body paragraphs. In other words, teaching writing a composition starts with the step of teaching its separate components i.e. paragraphs.

The pre-test was administered on the 16<sup>th</sup> of November, 2014. One week after submitting the first draft, learners are requested to rewrite the same paragraphs. This time, however, the students in the control group receive no feedback. Those in experimental group one receive peer feedback whereas students in experimental group two receive un-coded feedback provided by the teacher. Finally, students in the third experimental group receive teacher coded feedback. Members in the last group are provided by an explanation of the different written codes attached to their pieces of writing. The teacher gives a list of the correction symbols together with the explanation of each code on a list for the learners so that they could decipher the meaning of each code.

After the afore-mentioned procedures learners are asked to rewrite a new version or a second draft of the one submitted in the pre-test. Students in the experimental groups are expected to respond to the comments given either by the teacher in the two forms, coded written corrective feedback, written corrective un-coded feedback in addition to peer feedback. Learners in the control group, nonetheless, are required to rewrite their productions without getting any feedback type. Results of the post-test are then to be analysed and compared to those of the pre-test.

#### **4.5.1. Analysis and Interpretation of the Pilot Test Results**

In this section, data obtained from the pilot study are going to be analysed and interpreted in details. In the light of these results, the experiment will be designed. It is worth adding that the two terms “mistake” and “error” are used interchangeably for the sake of avoiding redundancy when repeating the same term throughout this research work and not because of the lack of knowledge of the difference between them. First of all, data are analysed in terms of number of words in each student composition in the pre-test.

#### 4.5.2. Number of Words in Each Group of the Pre-Test:

Control Group      Exp G1: peer feedback      Exp G2: un-coded F      Exp G3: coded F

Subjects	Number of words	Subjects	Number of words	Subjects	Number of words	Subjects	Number of words
<b>S1</b>	95	<b>S9</b>	120	<b>S17</b>	107	<b>S25</b>	102
<b>S2</b>	105	<b>S10</b>	173	<b>S18</b>	146	<b>S26</b>	144
<b>S3</b>	56	<b>S11</b>	96	<b>S19</b>	98	<b>S27</b>	96
<b>S4</b>	124	<b>S12</b>	137	<b>S20</b>	123	<b>S28</b>	115
<b>S5</b>	91	<b>S13</b>	96	<b>S21</b>	159	<b>S29</b>	78
<b>S6</b>	123	<b>S14</b>	126	<b>S22</b>	122	<b>S30</b>	82
<b>S7</b>	99	<b>S15</b>	92	<b>S23</b>	93	<b>S31</b>	159
<b>S8</b>	103	<b>S16</b>	132	<b>S24</b>	158	<b>S32</b>	155
$\bar{X}_1 = 99.5$		$\bar{X}_2 = 121.5$		$\bar{X}_3 = 125.75$		$\bar{X}_4 = 116.37$	
$\sum X_1 = 796$		$\sum X_2 = 972$		$\sum X_3 = 1006$		$\sum X_4 = 931$	

**Table 5:** The Number of Words in the Pilot Post-test

This table shows that the average number of words in the control group is 99.5 per piece of writing. In the experimental group 1 with peer feedback, students have an average of 121.5 words per paragraph. On the other hand, students in the experimental group2, receiving un-coded feedback, have an average of 125.75 words per paragraph whereas the last experimental group with coded feedback have an average of 116.37 words in each production.

### 4.5.3. Number of Words in Each group of the Post Test

Control Group      Exp G1: peer feedback      Exp G2: un-coded F      Exp G3: coded F

Subjects	Number of words	Subjects	Number of words	Subjects	Number of words	Subjects	Number of words
S1	111	S9	125	S17	115	S25	124
S2	90	S10	175	S18	151	S26	146
S3	91	S11	117	S19	107	S27	99
S4	116	S12	138	S20	116	S28	135
S5	91	S13	109	S21	153	S29	87
S6	138	S14	119	S22	117	S30	76
S7	97	S15	112	S23	143	S31	114
S8	100	S16	137	S24	169	S32	193
$\bar{X}_1 = 104.25$		$\bar{X}_2 = 129$		$\bar{X}_3 = 133.875$		$\bar{X}_4 = 121.75$	
$\sum X_1 = 834$		$\sum X_2 = 1032$		$\sum X_3 = 1071$		$\sum X_4 = 974$	

**Table 6:** The Number of Words in the Pilot Post-test

The tables above indicate that student writers increase the number of words in each of the post test copies in comparison to those of the pre-test ones. This increase is witnessed in all the sub-groups including the control group.

First and foremost, individuals in the control group receiving no feedback have a mean of about 99.5 words per piece of writing in the pre-test. In the post-test, however, those in the control group improve their performance to an average of about 104.25 words per piece of writing. That is, there is an improvement in the writing fluency of about 4.75 words increase in each piece of writing.

Second, participants in the first experimental group who receive peer feedback have also raised their fluency level from an average of 121.5 to 129 words per piece of writing in the post test. This implies that there is an increase of 7.5 words in each student written production.

Third, participants in the second experimental group who receive teacher un-coded feedback raise their fluency from 125.75 in the pre-test to 133.87 in the post test. That is, there is an improvement rate of 8.12 words in each new draft.

Finally, student writers in the third experimental group receive teacher coded feedback. These participants raise the average of words in their productions from 116.37 in the pre-test to 121.75 in the post-test. Therefore, there is a level of 5.32 words increase from the first to the second draft.

On the whole, students in the four groups improved their writing fluency with the experimental group<sup>2</sup> being the best or witnessing the biggest rate which is that of 8 word improvement in each draft.

In conclusion, revising after reconsidering teacher feedback has a significant role in fostering fluency in writing with a special indication to teacher's un-coded feedback as being the best among the other three groups: no feedback, peer feedback and teacher's coded feedback.



#### 4.5.4. Number of Errors in the Pre-test

Control Group      Exp G1: peer feedback      Exp G2: un-coded F      Exp G3: coded F

Subjects	Number of errors	Subjects	N	Subjects	N	Subjects	N
S1	14	S9	18	S17	02	S25	21
S2	09	S10	35	S18	12	S26	15
S3	07	S11	06	S19	11	S27	07
S4	08	S12	15	S20	03	S28	13
S5	10	S13	08	S21	04	S29	10
S6	09	S14	17	S22	18	S30	09
S7	06	S15	23	S23	08	S31	19
S8	12	S16	14	S24	08	S32	16
$\bar{X}_1 = 9.37$ $\Sigma X_1 = 75$		$\bar{X}_2 = 17$ $\Sigma X_2 = 136$		$\bar{X}_3 = 8.25$ $\Sigma X_3 = 66$		$\bar{X}_4 = 13.75$ $\Sigma X_4 = 110$	

**Table 7:** Number of Errors made in the Pilot Pre-test

As far as the frequency of errors in each piece of writing is concerned, the above table illustrates that there is a sum of 75 errors of different types committed by students in the control group. It makes an average of 9.37 errors per draft.

In the second category, learners of the first experimental group who are to receive peer feedback make a 136 sum of mistakes made. A mean of 17 mistakes in each draft is deduced.

The third category comprises students receiving teacher un-coded feedback. The whole number of errors is 66 with an 8.25 mean score.

In the last category, the students of the third experimental group receive the teacher's coded feedback. The total number of mistakes made is 110 with an average of 13.75 error per draft.

#### 4.5.5. Number of Errors in the Post Test

Control Group      Exp G1: peer feedback      Exp G2: un-coded F      Exp G3: coded F

Subjects	Number of errors	Subjects	N	Subjects	N	Subjects	N
S1	16	S9	12	S17	04	S25	23
S2	03	S10	20	S18	02	S26	10
S3	08	S11	07	S19	07	S27	07
S4	10	S12	13	S20	00	S28	11
S5	08	S13	08	S21	07	S29	08
S6	12	S14	14	S22	11	S30	05
S7	07	S15	10	S23	07	S31	06
S8	09	S16	11	S24	05	S32	23
$\bar{X}_1 = 9.12$		$\bar{X}_2 = 11.87$		$\bar{X}_3 = 5.37$		$\bar{X}_4 = 11.62$	
$\sum X_1 = 73$		$\sum X_2 = 95$		$\sum X_3 = 43$		$\sum X_4 = 93$	

**Table 8:** Number of Errors in the Post-test

This table indicates that students in the control group make a total number of 73 mistakes i.e. there is an average of 9.12 of mistakes made in each production. In comparison to the results of the pre-test, there is a difference of two mistakes in the whole group. However, the average of mistakes per draft is still the same (9.12 mistakes per paper). There

is no significant difference between the performances of the control group on from the pre-test to the post-test.

When comparing the post test results of experimental group 1 receiving peer feedback to those of the post test, one might easily notice that there is a decrease in the number of mistakes from 136 in the pre-test to 95 in the post test. The mean also decreases from 17 mistakes per draft to 11.87.

Experimental group 2 with un-coded feedback has a 43 total number of mistakes and 66 mistakes in the pre-test. The average mean decreases from 8.25 in the first draft to 5.37 mistakes in the second one.

Experimental group 3 including students who receive the teacher's coded feedback have 93 total number of mistakes 110 in the pre-test and 93 in the post test. In this group  $\bar{X}_4$  decreases from 13.75 in the pre-test to 11.62 in the post -test.

To sum up, the pre-test and post-test procedure results in the following findings. There is an increase in accuracy level from the pre-test to the post-test in all the groups except for the control group where the average of mistakes made is the same. While there is a decrease in the average of mistakes made by the experimental group 2 (un-coded feedback) of about 3 mistakes per paper, there is also a decrease in the rate of mistakes made by the students of the experimental group 3 (coded feedback) of about 2 mistakes per draft. Last but not least, there is a significant increase in accuracy witnessed in experimental group 1 with peer feedback since there is a decrease of the mean of the mistakes made on both occasions which is that of 6 mistakes per draft for each student writer.

These results confirm the first hypothesis in that written corrective feedback enhances students' writing proficiency but it disconfirms the hypothesis in that un-coded feedback is the best type among the other two types in improving students' writing skill. Rather, the

findings of this study indicate that peer feedback is better than coded written corrective feedback and un-coded written corrective feedback in fostering student writing with regards to accuracy.

Findings of the pilot test prove that written corrective feedback has positive effects on student writing accuracy and fluency. Additionally, those results show that the writing fluency is better improved if learners are provided with un-coded teacher feedback. These results show also that the students' writing accuracy better improves if students are provided with peer feedback.

It is worth mentioning that after the pilot study and during the analysis of students' works, it has been noticed that some errors appearing in these works were not taken into account in the list of error codes. Therefore, the researcher decides to include them in that list for the experiment. These codes refer to "V" meaning add something; " / " omit something; "adj" for adjective; and "comma splice". The comment "contracted form" is omitted and imbedded within "informal". The comment "too short" is added at the end of very short essays. These modifications will take place with the experimental group receiving coded feedback only.

## **Conclusion**

The pilot study results stand in favour of un-coded feedback only in terms of fluency. As for accuracy, however, it is realised that peer feedback is more suitable to ensure improvement. In the light of these results, it has been assumed that there are certain errors which appear in students' writing but which do not appear in the list of error codes used by the teacher. The researcher, therefore, decides to add new error codes to this list to account for these errors in the experiment.

## **CHAPTER FIVE: Discussion of Questionnaire Results**

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## **CHAPTER FIVE: Discussion of Questionnaire Results**

### **Introduction**

This questionnaire is divided in two sections and meant to gather the needed information about the topic under study from the teachers' and students' perspective. In section one, we provide a thorough description of the teachers' questionnaire, a presentation of their responses to the questions of general information, teaching and assessing writing, and a summary of the results. In section two, we provide the same description regarding the students' sample responses and presentations of results. A summary of both questionnaires' results is then followed by a discussion.

### **Section One: Teachers' Questionnaire**

#### **5.1. Description of the Teachers' Questionnaire:**

The present questionnaire is directed to twenty-two teachers of writing in the department of Letters and English language at the Université des Fères Mentouri, Constantine1 in the Academic year 2014/2015. The questionnaire was distributed on April 9<sup>th</sup>, 2015 to that population of teachers who kindly completed it. Some teachers handed in their questionnaires immediately while others did so during a week, one after the other. The reason behind designing this data collection tool is to gather some valuable information about teachers' practices in the writing classes, their conceptions about the provision of written feedback and the way it is incorporated in the instruction of writing. It, also, aims at finding out about the teachers' awareness of how important the different types of feedback are in the improvement of students' proficiency in writing.

This questionnaire encompasses thirty questions distributed over four main sections. The first of which concerns itself with general information about the participants. That is, it includes questions about the degrees held by teachers and years of teaching experience. The

second section which is entitled “Teaching Writing” has to do with the approach/ approaches adopted in the teaching of writing, students’ level in writing, the relationship of reading and speaking to writing in addition to the problems students face when they write. The third section, on the other hand, deals with the assessment of the writing skill. Teachers are asked about the type of scoring they use when assessing their students’ writing, how often they assess their students, and what aspect is emphasised most when correcting any piece of writing. The final section of this questionnaire is concerned with the effects of corrective feedback on students’ writing. In this section, the respondents are expected to provide factual information about how the correction of any essay is conducted. It deals with students’ preferences and their attitudes towards each type of corrective feedback. Besides, it seeks to answer questions related to the different forms of providing written feedback and the different effects each one of them might have on the students’ writing skill. That is, this section answers the research questions of this investigation.

## **5.2. Analysis of the Teachers’ Questionnaire:**

In this section we provide de data collected regarding general information about the sample population of teachers, theirteaching of writing, and its assessment as well.

### **5.2.1. Section One: General Information**

#### **Question One:**

Gender

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	04	18.18
Female	18	81.82
Total	22	100

**Table 09:** Teachers’ Gender

Table 09 reveals that a total number of 22 participants is composed of four male teachers and 18 female teachers. This implies that only 18.18% of the respondents are males while 81.82% are females.

The distinction male/female is made to avoid redundancy resulting from the use of both personal pronouns (he/she) all the time. Therefore, the researcher can be able to refer to each person with the appropriate pronoun. It is worth mentioning that there is no other intention behind this distinction. There is, also, no correlation between gender differences and any other variable in this study.

**Question Two:**

What degree do you hold?

<b>Degree held</b>	<b>N</b>	<b>%</b>
Master	10	45.45
Magister	09	40.91
Doctorate	03	13.64
Total	22	100

**Table 10:** Degree Held by the Participants

Table 10 represents a classification of the participants (teachers) according to the degree held by each one of them. The sample makes a whole of twenty two teachers; 10 of whom hold a master degree. Master degree holders are, in fact, post-graduates who are carrying out Doctoral research in the field of writing in the department. They are part time teachers who were selected in a doctoral contest. Although not holding a doctorate degree, these teachers provide valuable data thanks to their experience in writing instruction in the department. In sum, the master holders make the highest percentage among other participants which is that of 45.45%.



In the second category, 09 informants state that they hold a magister degree. These are full time teachers in the department teaching for at least 07 years. In other words, the status of these teachers indicates that they have a rich background which renders all obtained data to be regarded as being very reliable. These teachers make 40.91% of the sample.

Last but not least, 03 teachers who are doctorate holders make a percentage of 13.64%. This minority is made up of two full time teachers having very rich background knowledge about the issue under scrutiny. In effect, they have provided invaluable information. The third member, in spite of his comparatively short experience in the teaching profession, has also supplied priceless data for this research.

**Question Three:**

How long have you been teaching English?

<b>Years of experience</b>	<b>N</b>	<b>%</b>
03-05	07	31.82
06-10	08	36.36
11-20	04	18.18
20-29	00	00
≥30	03	13.64
Total	22	100

**Table 11:** Experience in Teaching English as a Foreign Language

First, as can be noticed in this table, there are 07 members whose teaching experience extends from 03 to 05 years which makes 31.82% of the sample. The most novice teachers report spending 03 years in the English teaching profession. Despite the comparatively short period spent in teaching, these teachers are able to provide worthy information.

Second, 08 teachers seem to spend between 06 and 10 years in teaching English. This sub-grouping of participants makes 36.36% of the total. That is to say, this category makes the largest one. It is worth to mention also that 04 teachers have a magister degree while the other 04 have a master degree.

Third, 04 teachers are reported having a teaching experience of the English language at university level that ranges from 11 to 20 years. These make 18.18% of the sample.

Fourth, there is no participant. i.e. 00% whose teaching experience extends from 20 to 29 years.

Last but not least, teachers with 30 or more years of experience make 13.64% of the informants. The symbol ( $\geq$ ) is used because one member mentioned that she has been teaching for more than 30 years (+ 30) without specifying the exact number of years. There is also one teacher with 30 years experience and another one with 28 years.

To sum up, the results of this table about teaching experience indicate that this questionnaire will provide reliable data for the present investigation.

## 5.2.2. Section Two: Teaching Writing

### Question Four:

How long have you been teaching writing?

<b>Years of Teaching Writing</b>	<b>N</b>	<b>%</b>
02-05	11	50
06-10	07	31.82
11-20	01	04.54
>20	03	13.64
Total	22	100

**Table 12:** Experience in Teaching Foreign Language Writing

Table 12 shows that 11 teachers; i.e. 50% have been teaching writing for a period of 02 to 05 years. In other words, the biggest number of individuals includes beginners in the field of teaching writing.

There are, on the other hand, 07 informants. i.e. 31.82% who have spent from 06 to 10 years teaching the writing skill. One participant only, however, representing 04.54% reported that she has been instructing writing for 14 years (11-20).

The last sub-group includes three teachers with a teaching experience lasting for more than twenty years. They make 13.64% of the whole sample. Teachers of this category are not only helpful in terms of answering the questionnaire but also in providing invaluable suggestions and comments.

### **Question Five:**

What approach to writing do you adopt?

<b>Approach to Teaching Writing</b>	<b>N</b>	<b>%</b>
No Answer	05	22.73
Product	01	04.54
Process	05	22.73
Process and Product	04	18.18
Eclectic	04	18.18
Process-Genre	02	09.09
Learner-Centred	01	04.54
Total	22	100

**Table 13:** Approaches to the Teaching of Writing

This table reveals that 22.73% of teachers do not answer question 05. This means that these 05 participants are not aware of the importance of the distinction between the different approaches. It, also, implies that writing instruction in their classes is conducted arbitrarily without referring to any of the underlying approaches.

01 participant making 04.54% of the sample opts for the product approach while 22.73% .i.e. 05 others declare their adoption of the process approach.

Combining both the process and the product approach seems to be applied as well by 04 respondents making 18.18% of the total number. Two members add the concept communicative approach although it is not mentioned in the options available.

Four teachers revealed that they adopt an eclectic method. They represent 18.18% of the total number. In addition to the eclectic approach, one teacher adds: “I mainly rely on the process approach”. Another one admits using the product, process, and genre approach all together. Opting for eclecticism implies that these individuals make efforts to combine all what is positive in each approach to fuse those strengths in one container which is the writing course. Therefore, inevitable weaknesses of each approach are avoided at all costs.

Only 02 teachers state their adherence to a process-genre approach. They make 09.09% of the whole population. However, an unexpected answer was provided by 01 participant stating that she uses a learner- centred approach.

This multiplicity of answers shows that there is a great need for organising a unified syllabus for all teachers to follow and to adopt the same approaches in order to reach the learning objectives set at the beginning of each year. This also leads to achieving reliable test and exam results within the department.

**Question Six:**

Are you satisfied with your students' level in writing?

Yes

No

Options	N	%
Yes	03	13.64
No	19	86.36
Total	22	100

**Table 14:** Teachers' Satisfaction about their Students' Level in Writing

With regards to teachers' satisfaction about the students' level in writing, table 14 shows that only three teachers making 13.64% of the participants answer in "yes". On the contrary, 19 of them who represent 86.36% answer in "no". It is worth mentioning that one of the teachers adds a comment "students are of heterogeneous levels". That is, there are some students whose level is satisfactory while there are others who are not. Generally, however, results in the writing module are not satisfactory.

- If "No" say why

Teachers who answer in "No" report the following reasons:

"They are not motivated."

"Their writings are poor because they lack practice."

"Students have problems with basic skills (grammar, mechanics) that they find it too difficult to move to composition"

“They have a huge gap between competence and performance. For instance, they do not know what coherence and cohesion are or the way they are achieved. So, how can they write a good piece of writing?”

To conclude with, lack of motivation, lack of practice, mistakes at the sentence level, lack of knowledge about grammar rules and mechanics of writing, and the mismatch between what is learnt in the writing classroom and how to write in reality are the most prevailing problems leading to students’ weak writing.

**Question Seven:**

Does reading help improving your students’ writing?

Yes

No

<b>Answer</b>	<b>N</b>	<b>%</b>
Yes	22	100
No	00	00
Total	22	100

**Table 15:** Relationship between Reading and Writing

100 % of the teachers who answer the questionnaire agree on the point that there is a close relationship between reading and writing and that reading a lot leads to good writing

-Whatever your answer is, indicate “why”

“Reading helps in fertilising imagination, broadening lexical and grammatical knowledge, acquiring a wealth of newer ideas and hence improving the thinking mechanisms.”

“Reading is good input (vocabulary, grammar, ideas...). Even if it does not teach you the rules of the language, you develop intuitive knowledge about what is wrong and what is right and you get an idea about what good writing looks like.”

“When students read, they come across different genres. Reading them effectively may help in understanding the different structures used, the organisation, content and the direction followed.”

“Reading enriches students’ vocabulary, and gives them the opportunity to learn more sentence structures.”

“Reading can allow learners have free access to the target language’s culture and conventions of use.”

In sum, the contribution of reading to writing improvement is very crucial. It is acknowledged that there is a positive correlation between the two skills since the former does not only enrich vocabulary but also exposes learners to different sentence structures, techniques of writing and the culture of the foreign language. Therefore, it is highly recommended to ask learners to read on a daily basis for the sake of improving one’s writing.

**Question Eight:**

Does speaking improve students’ writing?

Yes

No

<b>Answer</b>	<b>N</b>	<b>%</b>
Yes	16	72.73
No	05	22.73
No answer	01	4.54
Total	22	100

**Table 16:** Relationship between Speaking and Writing

As far as the relationship between speaking and writing is concerned, 16 teachers claim that there is a close relationship between the two skills making 72.73% of the whole sample. Nevertheless, there are 05 teachers who believe in the opposite. They make only 4.54% of the informants. Still there is another teacher who has not answered at all.

Results of this table show that there is an agreement on the fact that good speaking results in good writing.

-Whatever your answer, specify how

Teachers answering in “No” assert that:

“It is believed that they are two different inputs that may result in two different outputs”

“Not necessary since speaking and writing are different in many aspects. Writing also has to do with expressing ideas in a written form respecting the rules of writing while speaking does not need any written form. So, you can find a good speaker but [who is] a poor writer.”

“I do not see the connection except for the free-writing activity.”

“They frequently use informal English which is not appropriate in academic studies.”

Teachers claiming that speaking does not lead to the improvement of writing justify their opinion with the fact that the informal nature of the speaking skill leads students to making mistakes in writing.

-Those who answer in “yes” on the other hand claim that:

“It can be used as a prompt before writing, or students can interview some people to gather information about the subject.”



“It helps them acquire a fluency in speaking that will automatically lead to fluency in writing.”

“Expressing ideas, students have more opportunities to receive feedback from teachers and peers.”

“Sometime while speaking students learn the difference between the formal and the informal style. Besides, they acquire lots of vocabulary while speaking so they can use these words in their compositions.”

“Some students find speaking a good way to organise their thoughts. A speaking act can be used as a warm up to help students generate ideas.”

In short, informants who believe that speaking helps improving student writing believe that it does so through originating ideas, organising thoughts, acquiring more vocabulary, getting feedback from teachers and peers, and developing fluency. All these benefits got from learning to speak are imported to the act of learning to write.

**Question Nine:**

-What are the most common problems that students face when they write?

**a-** Grammatical mistakes

**b-** Mechanics

**c-** Poor content

**d-** Poor vocabulary

**e-** Poor organisation of ideas

**f-** All of them

Category of Errors	N	%
a	08	19.05
b	06	14.28
c	06	14.28
d	07	16.67
e	02	04.76
f	13	30.95
Total	42	100

**Table 17:** Problems Faced by Students while Writing

In table 17, there is a classification of the main problems students face when they write. In this respect, the table represents the whole number of answers made by the 22 respondents. The total number of answers exceeds the number of participants because there are some teachers who opt for more than one answer.

This table shows that 19.05% of answers state that the most common problems learners face when writing are grammatical mistakes. Additionally, 14.28% of answers are related to mechanics with exactly the same percentage for poor content. 16.67% is the total of answers for poor vocabulary while 4.76% represent poor organisation of ideas. On the whole, these answers are made by only 09 teachers. The remaining teachers (13) opt for (f) indicating that students face major difficulties with all the afore-mentioned aspects. In fact, the learners' unsatisfactory writing is due to weaknesses at the level of grammar, poor vocabulary being the most critical issues, in addition to mechanics and poor content. Poor organisation of ideas is, however, of least occurrence in comparison with the other factors.

### 5.2.3. Section Three: Assessing Writing

#### Question Ten:

Which type of scoring do you use?

- a- Holistic scoring
- b- Analytic scoring

Type of Scoring	N	%
a	07	31.82
b	11	50
Both	03	13.64
No Answer	01	4.54
Total	22	100

**Table 18:** Type of Scoring Used When Testing Writing

This table shows the type of scoring used by the teachers of writing in this department. Apart from 01 teacher who has not answered this question, 07 teachers who make 31.82% of the sample under study admit that they use holistic scoring during correction. 50%, however, claim their use of an analytic scoring type; 13.64 declare that they make use of both types.

In relation to the main aim of this study, analytic scoring is more beneficial since it allows for more feedback provision in spite of its inconveniences in that it is more time consuming than holistic scoring. The latter, conversely, enables the teacher to correct a considerable number of papers in a relatively short period of time. In this case, allocating the mark is done according to some general criteria without paying great attention to details or to correcting mistakes of minor importance. Hence, there is less feedback provision on the part

of the teacher. This fact explains the teachers' preference for analytic scoring at the expense of holistic scoring.

**Question Eleven:**

- How often do you assess your students' writing?

This is an open ended question, so there is a multiplicity of answers.

Teacher number 01 claims assessing her students four times per semester in addition to the exam and the assessment of some other drafts.

Another teacher admits that she assesses her students once every two weeks.

Another answer goes: "making a balance between theory and practice, students are engaged in practical activities often each theoretical instruction, which are followed by direct assessment."

Another one claims: "weekly" like every session.

"Often in daily activities and twice a term in official exams (test + exam)"

In short, the majority of teachers claim that they assess their students' writing "often". Nevertheless, in order for writing to improve learners should be assessed each time they write.

**Question Twelve:**

- What aspect of the language do you emphasise most when correcting your students' writing?
  - a- Vocabulary
  - b- Grammar
  - c- Content
  - d- Mechanics
  - e- All of them

Answer	N	%
a	03	09.09
b	06	18.18
c	05	15.15
d	05	15.15
e	14	42.42
Total	33	100

**Table 19:** Aspects Emphasised Most When Correcting Students' Writing

This table shows a total number of 33 answers. For this question, some teachers have chosen more than one option in the same time. Consequently the number of answers is more than that of respondents.

Vocabulary represents 09.09% of the answers while grammar represents 18.18%. Content and mechanics represent an equal percentage of 15.15% for each. It is worth to mention that these answers are made by 08 teachers. 14 answers making 42.42% indicate that a great majority of teachers emphasise all those aspects. In this respect, a teacher claims that vocabulary, grammar, content, and mechanics are of equal importance when the correction of any piece of writing takes place. Another teacher adds coherence and cohesion to the list indicating that s/he gives every aspect equal importance. Style and organisation are added by another teacher as well.

There is another participant who claims that there is a mark for each of the aforementioned aspects in addition to a mark allocated to the introduction alone. Content is divided into ideas and support in order to encourage students to write specific details in the development rather than rewriting the same idea repetitively.

To sum up with, there is a common agreement among all the teachers of writing involved in this study on the fact that all of the aspects mentioned earlier are emphasised equally during the correction of any piece of writing. It is also worth to mention that the aspects added by some informants concerning organisation, coherence, and cohesion are imbedded within mechanics.

#### **5.2.4. Section Four: Effects of Written Corrective Feedback on Writing**

##### **Question Thirteen:**

When correcting students' mistakes in writing, do you

- a- Provide the correct form
- b- Underline the mistake and name its type giving opportunity to the students to correct it (coded feedback)
- c- Just underline the mistake and it is up to the students to find both the type of mistake and the correct form (un-coded feedback)

<b>Options</b>	<b>N</b>	<b>%</b>
a	05	22.73
b	06	27.27
c	00	00
a+b	05	22.73
a+c	01	04.54
All of them	05	22.73
Total	22	100

**Table 20:** Types of Feedback Provided

This table is a classification of the types of WCF provided by the teachers of writing in the department. This figure shows that 22.73% of the teachers provide the correct form of the errors committed by students when write. This is the so-called direct feedback. 27.27% of the informants, on the other hand, claim that they provide indirect coded feedback through underlining students' mistakes and naming the type of the mistake. They give opportunity for students to find the correct form. No one of the informants (00%), however, provides indirect un-coded feedback neither correcting the mistake nor even showing its type.

Another category of teachers representing 22.73% of the sample reports their simultaneous use of two types of WCF which are direct feedback and indirect coded feedback. Furthermore, 04.54%: only 01 teacher claims using both DCF and indirect un-coded feedback during any correction of students' writing.

In the last category, 22.73% of the teachers claim that they use a combination of the three types altogether depending on each student's level. That is, students with average or good level are able to correct themselves depending on the indirect feedback provided without waiting for their teachers' direct feedback. Weak learners, however, feel the need for the provision of the correct form of the error.

- Please, justify your choice:

Teachers making use of direct feedback justify their choice by the fact that students are too weak to correct their mistakes by themselves. Using codes is unclear especially for freshmen. Therefore, another teacher adds that they need to have full feedback (direct one): the mistake and how to correct it.

Teachers in favour of indirect coded feedback, on the other hand, justify their choice by the fact that coded feedback helps to guide both peer review and self-assessment. In addition, it allows students to become autonomous and aware of their own weaknesses.

“Giving students the opportunity to try and correct their mistakes after specifying their type gives a chance for those learners to be good reviewers of their own work.”

“Students are in some cases unable to identify the mistake.”

“Coded feedback is used to give students the opportunity to correct their own errors.”

Teachers opting for direct feedback and indirect coded feedback justify their choice by the following factors:

“I insist on coded feedback because students do not only make mistakes on the word or sentence level, but also on the paragraph level. In this case, the teacher cannot provide corrections for each mistake.”

“When students correct themselves, they learn better and sometimes the teacher gives them the correct form to avoid fossilisation.”

“Each signalled mistake followed by a brief clarification would be a useful means of raising the students’ awareness about the importance of both accuracy and content.”

“I think for advanced learners of English it is enough to underline the mistakes only or correct from time to time when necessary.”

-Teachers choosing all the three types mentioned earlier claim that:

“Feedback provision depends on time and students’ level.”

“It also depends on the type of the mistake.”

“It depends on the students; for good students sometimes I only underline small mistakes because I know that they will be able to correct them. For less good ones, I try to help more.”



“Sometimes if the students repeat the same grammatical mistake, I just underline it. This is to make them consult the dictionary (if it is a spelling mistake) or I just write the correct form.”

“Sometimes I use the first type only, other times I use the second or the third. In other situations, I incorporate all of them or two of them depending on the situation.”

These results prove that the best way of benefiting from WCF is to use all the different types depending on the students’ level, the mistake made, the period of time allocated for the task. There is, however, a common agreement on the fact that good learners are to be given un-coded feedback since they are able to look for the type of the mistake and correct it.

**Question Fourteen:**

Is written corrective feedback effective?

Yes

No

Answers	N	%
Yes	21	95.45
No	01	04.55
Total	22	100

**Table 21:** Effectiveness of Written Corrective Feedback

As for asking about the effectiveness of WCF, nearly all the teachers answer in “yes”.

95.45% of the informants agree that WCF is effective in improving students’ writing proficiency.

One participant, however, answer in “No” making only 04.55%. Claiming that WCF is not effective means that students do not benefit from this type of feedback. The reasons behind this stance are not clear.

Anyway, almost all teachers acknowledge the effectiveness of written corrective feedback in improving students’ writing skill.

**Question Fifteen:**

Which of the following types is the most effective in improving your students’ writing?

- a- Direct feedback
- b- Indirect coded feedback
- c- Indirect un-coded feedback

Answer	N	%
a	07	31.82
b	11	50
c	00	00
a+b	01	04.55
a+c	01	04.55
b+c	01	04.55
All of them	01	04.55
Total	22	100

**Table 22:** Effectiveness of the Different Types of Feedback in Improving Students’ Writing

This table shows that 31.82% of the participants believe that direct feedback is more effective than any other type in improving students’ writing skill. They claim that correcting students’ mistakes and providing the correct form is the one which leads to improvement. A

greater percentage, however, presented in 50% opt for indirect coded feedback claiming that it is the most beneficial one in comparison with the others because it points out the type of the error for the learner. Then, his/her task is just to substitute the error by the correct form.

On the other hand, no one of the participants (00%) believes in the efficacy of indirect un-coded feedback. Despite its validity in transforming students into active participants in the learning process by using the signalled mistake and trying to look for both its type and its correct version, this type of feedback is thought of , informants claim, as having no positive effects on students' level in writing.

Another 04.55% assert that the best way to improve students' writing is to use a combination of direct feedback and indirect coded feedback. Again, the same percentage of the members believe that the combination direct+ indirect un-code feedback is the most effective one while another participant chooses indirect feedback with its two forms coded and un-coded one to be the best among the other types or combinations. On the other hand, one participant provides an unexpected answer which is that the incorporation of all the three types is the best one. This implies that using these types depends on the level of students and the type of the mistake made.

On the whole, opting for those combinations is made by a very small number of participants which renders it unreliable to say that those combinations are the best for improvement to take place.

To conclude with, results of table 14 serve as sound evidence for the fact that indirect coded written corrective feedback is considered the best way to improve students' writing. These results, unfortunately, do not confirm the set hypothesis which indicates that the best type in improving students' writing is indirect un-coded feedback.

### **Question Sixteen:**

Which type of WCF do your students prefer?

<b>Answer</b>	<b>N</b>	<b>%</b>
Direct feedback	16	72.73
I do not know	03	13.64
No type	01	04.55
Conference feedback	01	04.55
No answer	01	04.55
Total	22	100

**Table 23:** Students' Preferences about WCF Provision

Table 23 represents students' preferences about the different types of WCF. It is obvious that direct feedback is regarded as being the most favourable one for student writers because it is effortless in that the writers' task is just to look at the teacher's correction. The right answer is already there for the students. They make no efforts in searching for the type of mistake or the correction of that mistake.

With regard to this question, 13.64% of the participants declare that they do not know which type their students prefer while 04.55% of the participants have provided no answer. No attention seems to be paid to the importance of students' interests and preferences in the learning process. Knowing what they like helps a lot in providing a suitable working atmosphere for learning. It is, therefore, advisable to investigate about the type of feedback they prefer most in order to use and make improvement take place.

Still another answer, made by one informant, indicates that students prefer conference feedback. It means that learners prefer discussing their mistakes with their teachers.

### **Question Seventeen:**

Which type leads to long-term improvement?

<b>Answer</b>	<b>N</b>	<b>%</b>
Direct Feedback	03	13.64
Indirect Coded Feedback	02	09.09
Indirect Un-coded Feedback	08	36.36
I Do Not Know	02	09.09
No Answer	05	22.73
All of Them	02	09.09
Total	22	100

**Table 24:** Long Term Improvement in Students' Writing According to Feedback Type

Answers to question seventeen about which type leads to long term improvement are shown in the table above. 13.64% of individuals state that direct feedback is the one which leads to long term effects.

In favour of the indirect coded feedback, only 09.09% of the participants think that it has long term effects on students' writing performance.

A comparatively greater number of participants presented in 36.36% claim that indirect un-coded feedback is the one which has long term effects on enhancing students' writing. That is to say, when student writers are provided with indirect feedback they are more likely to improve and more likely to experience long term retention learning. Mistakes that are only underlined ask for correction. Before that, the writer has to find the type of the mistake first. All these steps lead the learner to remember his/her own mistakes. Consequently, they do not repeat the same errors.

09.09% of the teachers concerned with the study confess that they do not know which type leads to improvement in writing on the long run. 22.73% have no answer for this question while 09.09% claim that all of those types lead to long term effects on students' writing skill.

By way of concluding, results of this table prove that indirect un-coded feedback is the type which leads to improvements on the long run in students' writing skill. This is exactly what is hypothesised in this research. Nonetheless, the problem arising is that this type of feedback is not implemented by the sample population of teachers in the department.

It is highly recommended for teachers to make use of this technique because of its long-term positive results on students' writing skill. Added to that, it is neither time consuming nor effort demanding.

**Question Eighteen:**

How do students react to the written feedback you provide?

a-They overlook it

b-They try to correct their mistakes

c-Ask you for clarification about the comments you provide

Answer	N	%
a	03	13.64
b	07	31.82
c	03	13.64
a+b	01	04.55
b+c	04	18.18
a+b+c	03	13.64
a+c	01	04.55
Total	22	100

**Table 25:** Students' Reactions to Teachers' Corrective Feedback

This table shows the different reactions made by student writers in response to teachers' written corrective feedback. Three teachers making 13.64% of the informants argue that their students overlook the feedback they provide them with. 31.64% of the teachers indicate that they students try to correct the mistakes they make. 13.64% of the informants indicate that students in their writing class ask for clarification about the comments their teachers provide each time they get written feedback on their written assignments.

Another observation goes that some teachers witness different reactions on the students' parts in that some teachers have students who overlook feedback and some others who try to correct their mistakes. Only 04.55% represent this category. 18.18% claim that their students are of two types: those who overlook feedback and those who ask for clarification about their teachers' comments. 13.64%, on the other hand, indicate that all types of responses are made by their students. Finally, one teacher making 04.55% of the respondents declare that there are two patterns of students according to their responses: those who overlook feedback and those who ask for clarification about their teachers' comments.

On the whole, the prevailing type of reactions among student writers is that students take into consideration the feedback accompanied with their pieces of writing by trying to correct the existing mistakes according to their teachers' written comments.

**Question Nineteen:**

Are students asked to write multiple drafts of the same piece of writing?

Yes

No

<b>Answer</b>	<b>N</b>	<b>%</b>
Yes	16	72.73
No	06	27.27
Total	22	100

**Table 26:** Multiple Drafting

Table 26 shows teachers' responses in terms of redrafting the first draft after receiving feedback. To this question, 16 teachers making 72.73% of the sample under investigation answer in "yes". These teachers ask their learners to rewrite their essays after receiving written corrective feedback. 06 informants, however, making 27.27% answer in "No". These teachers do not ask their students to rewrite their essay using the feedback teachers provide.

Those who ask their students to redraft their essays according to the feedback supplied are more likely to witness improvement in their students' writing skill. Depending on teachers' comments, student writers find the needed guidance to move towards an improved written version of their essays eliminating the existing errors.

- Whatever your answer is, please explain why?



- Teachers who respond in “yes” justify their answers as follows:

“Generally, I ask them to write a second draft in order to correct the different mistakes they use in the first draft.”

“They need practice and drafting in multiple revisions.”

“Writing is obviously a process, and no one is able to write a perfect text from the first attempt.”

“It is good practice. I often go around the class, give my feedback regarding first drafts and then ask them to write the second taking my feedback into consideration.”

In short, writing teachers are knowledgeable about the crucial role of producing and correcting multiple drafts of the same piece of writing; they emphasise the idea that the writers cannot produce good writing right from the first draft. Subsequent drafts accompanied with teacher WCF enable learners to polish their writing through revising the previous draft on which written feedback is provided. Correction of errors takes place then.

- Those who answer in “No” justify their answers as follows:

“Though we encourage them to do they often produce only one version”

“It is time consuming and the amount of time allocated is not enough”

“Variety is much better”

“They are supposed to use the process of writing so I do not need to ask them”

Teachers who do not ask their learners to draft and redraft their writing justify their decision with time constraints and the students’ lack of motivation. They also think it is better to ask them to write different topics and since student writers know they are writing under the

process approach, learners themselves should write and redraft their pieces of writing without waiting for teachers to ask them to do so.

**Question Twenty:**

Do you provide feedback on the

- a- First draft
- b- Second draft
- c- Third draft
- d- All of them

Answer	N	%
a	01	04.55
b	01	04.55
c	02	09.09
d	12	54.55
a+b	04	18.18
a+c	02	09.09
Total	22	100

**Table 27:** Number of Drafts on Which Feedback Is Provided

Table 27 illustrates the number of drafts on which student writers receive WCF. In this table, one teacher indicates commenting on the first draft only. Another teacher making 04.55% claims his/her feedback provision on the second draft. Opting for “c” means that these participants supply feedback on the third draft. These are only 02 teachers making 09.09% of the informants. As far as option “d” is concerned, twelve teachers representing 54.55% of the whole sample claim that they provide WCF on the three drafts altogether. Still

04 other respondents (18.18%) assert their correction of both the first and the second drafts. Finally, 09.09% of the informants declare that they provide WCF on the first and third drafts in the writing process.

It is worth concluding that the majority of the teachers of writing in the department provide WCF on all the subsequent drafts produced by their students. This proves that those teachers are aware of the importance of WCF in enhancing students' writing. It is also obvious that teachers emphasise the fact that learners must write and rewrite different drafts of the same production taking into consideration the WCF their teachers provide for the sake of improving their own writing and limiting the range of mistakes. This way, students ensure they do not make the same mistakes again.

### **Question Twenty-One:**

To what extent is the provision of teachers' feedback important in enhancing students' writing?

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

<b>Answer</b>	<b>N</b>	<b>%</b>
a	21	95.45
b	01	04.55
c	00	00
d	00	00
Total	22	100

**Table 28:** Importance of WCF in Enhancing Students' Writing

Answering question twenty-one results, in table 28, show that 21 teachers who make 95.45% of the informants claim that the provision of WCF by the teacher is very important in improving students' writing skill. Only one teacher, however, claims the opposite. In this sense, 04.55% of the members concerned with this study argue that WCF is not important in improving students' writing.

Evidence shows that WCF provision plays a very important role in boosting students' writing in English. Teachers of writing are conscious of this fact.

**Question Twenty Two:**

How often do you ask your students to redraft their early drafts using your feedback?

Answer	N	%
Always	05	22.73
Very often	08	36.36
Sometimes	08	36.36
Rarely	01	04.55
Never	00	00
Total	22	100

**Table 29:** Frequency of Assigning Redrafting an Early Draft Accompanied by the Teacher's Feedback

Answers to question twenty-two are shown in table 29. In this table, 22.73% of the teachers declare that they "always" ask their students to redraft their early drafts using teachers' feedback. 08 teachers (36.36%) on the other hand say that they do the same task "very often" while a similar number of participants claim that they assign redrafting only

“sometimes”. There is still one participant (04.55%) who reports asking students to redraft their writings with the available feedback, but this “rarely” happens.

Asking students to redraft a piece of writing after WCF is provided is conducted to ensure that learners make use of the teachers’ comments and correct themselves accordingly. This helpful technique should be implemented in writing classes each time a written text is being produced for the improvement of the writing ability.

**Question Twenty-Three:**

How often do they respond to your feedback?

<b>Answer</b>	<b>N</b>	<b>%</b>
Always	07	31.82
Very often	06	27.27
Sometimes	06	27.27
Rarely	02	09.09
Never	01	04.55
Total	22	100

**Table 30:** Frequency of Responding to the Teacher’s Feedback

This table shows the frequency of student responses to their teacher’s WCF. As can be noticed in this table, 07 teachers totalising 31.82% declare that their students “always” respond to the feedback they provide. 06 teachers making 27.27% claim that their students respond to teachers’ feedback “very often”. An equivalent number of informants maintain that their students “sometimes” reply to this feedback. Two teachers, on the other hand, state that their students “rarely” respond to the teacher’s WCF. Lastly, one teacher (04.55%) reports

students responding to their teacher’s feedback as completely absent by opting for the word “never”.

On the whole students’ take corrective actions towards the WCF their writing teachers supply when commenting on student writing. Learners tend to be conscious of the significance of such an act in boosting their writing proficiency.

**Question Twenty-Four:**

Do you think that peer feedback is beneficial for students’ writing?

Answer	N	%
Yes	19	86.36
No	03	13.64
Total	22	100

**Table 31:** Importance of Peer Feedback

Table 31 represents teachers’ answers concerning the effectiveness of peer feedback in improving students’ writing skill. 19 teachers believe that peer feedback is important in improving students’ writing. They make 86.36% of the total number of participants. 03 teachers, however, representing 13.64% claim that peer feedback has no benefits on students’ writing skill.

The great majority of participants are in favour of peer feedback. Built on the premise that students feel more relaxed and less defensive receiving their peer’s feedback than their teachers’ one, most teachers believe that peer feedback is very helpful when seeking improvement in writing. Most of the time, learners prefer their peers’ feedback because its provision happens in a relaxed atmosphere without the teacher’s interference which is regarded by learners as a stressful element in the writing process.

### **Question Twenty-Five:**

Do you allow for peer feedback in your writing classes?

<b>Answer</b>	<b>N</b>	<b>%</b>
Yes	20	90.91
No	02	09.09
Total	22	100

**Table 32:** Allowance for Peer Feedback

Nearly all teachers (90.91%) assert that they allow for peer feedback in their classes. Students receive each other's copies and try to comment on their colleagues' mistakes. There is a minority of participants who state that they do not allow for peer feedback. These teachers do not permit their learners to exchange their copies for the sake of receiving a peer's correction.

Being aware of the great value of peer feedback, writing teachers allow their learners to exchange copies with peers for the sake of learning from each others' mistakes, improving self-esteem as being responsible for spotting others' errors and also becoming independent learners not only relying on the teacher to spoon feed them.

- If "yes" how often?

<b>Answer</b>	<b>N</b>	<b>%</b>
Always	04	20
Very often	03	15
Sometimes	11	55
No answer	02	10
Total	20	100

**Table 33:** Frequency of Using Peer Feedback

Table 33 represents the frequency of peer feedback occurrence in the writing class. Teachers involved in this question are only those who answer in “yes” for the previous question. That is, only 20 teachers answer the question “How often do you allow for peer feedback?” 04 members making 20% state that they “always” permit their students to correct each other’s copies. 15% state that they do so “very often” while 55% state that they “sometimes” allow for peer feedback. Two teachers, nevertheless, do not answer this question.

Some teachers add certain comments about this question. One teacher claims assigning peer feedback in each writing task. Another one claims: “I give them instructions and I let them correct.” “Peer feedback is provided after the students write the first draft.” Another teacher claims. “It is used interchangeably with teacher feedback.” “When students finish writing, I ask them to correct each other’s papers.” a teacher replies. Another informant indicates that it is provided with the teacher’s supervision and guidance. One of the informants admitting not making use of peer feedback in the writing class, says: “I do not believe in peer feedback.”

Results in the previous table prove that more than half the sample use peer feedback only “sometimes” while the rest use it either “always” or “often”. This is sound evidence that most teachers of writing in the department are aware of the importance of peer feedback in boosting students’ writing skill. These results also prove that peer review is effective with regards to writing proficiency.

### **Question Twenty-Six:**

- How do students react to their peers’ feedback?

“In most of the time, the majority of students react in a defensive way. Even if they are wrong, they do not accept easily their friends’ comments or corrections.”



“Sometimes they accept the comments other times they do not because they think that their mates are not good enough to correct.”

“In most cases, they do not take them into consideration.”

“They do not really consider them, but with my comments they agree.”

“In the beginning they do not trust it, but with time, they learn that it can help.”

- Students’ reactions towards their peers’ feedback can be classified into two categories. The first category is made up of students who seem to respond negatively to peers’ feedback. They do not like, trust or even take it into consideration. In the second category, nonetheless, students seem repulsive at the beginning but change their responses through time as a result of their teacher’s guidance.

The teacher’s role is to try their best to allow for peer feedback and to tell learners about its importance. They need also to help learners in trusting their peers’ feedback i.e. it is the teacher’s responsibility to change learners’ attitudes towards peer feedback.

**Question Twenty-Seven:**

Do they process that feedback?

Answer	N	%
Yes	11	50
No	06	27.27
No answer	05	22.73
Total	22	100

**Table 34:** Students’ Response to Peer Feedback

As far as students' responses to their peers' feedback is concerned, 50% of the informants assert that their students do process it. Only 27.27% declare that their learners do not process it. The rest of the members representing 22.73% have no answer for this question.

- If no, please indicate why

Tutors answering in "No" justify their answers with the following facts:

"They don't want to submit to their classmates. It is a matter of pride."

"They think their classmates are not better than them."

"Students are inevitably unable to cover all the writing weaknesses."

Another teacher provides a justification despite answering to the previous question in "yes".

He maintains that some of the students process it but others think that it is not acceptable to receive feedback from peers.

As a matter of fact, learners feel unsecured when they are asked to exchange their copies with their peers. They believe that peers are not the appropriate persons to provide feedback because they do not have a full mastery of the writing skills. Added to that, certain student writers feel too proud of their writing abilities to seek their peers' correction.

Results in this question reveal that no matter how proficient students are, their peers do not trust the comments they might give about any piece of writing. Students have a strong belief that improving the writing skill through providing feedback is the teacher's task. It is only the tutor whose written comments are taken into consideration. This leads to partly confirm the set hypothesis in that teacher feedback is more effective than peer feedback.

It is recommended that teachers should convince learners of the fact that exchanging copies with peers helps exchanging experiences, raising one's awareness to certain errors

made by others so that they shirk making them on a future writing occasion, and it also allows for discovering others' ways of reasoning.

**Question Twenty-Eight:**

Which feedback is more effective?

a- teacher feedback

b- peer feedback

Answer	N	%
Teacher Feedback	18	81.82
Peer Feedback	00	00
Both of Them	04	18.18
Total	22	100

**Table 35:** Effectiveness of Peer and Teacher Feedback

Table 35 shows that 81.82% of the participants view teacher's feedback as being more effective than peer feedback. The latter, teachers believe, is less effective than the former. Still 04 participants making 18.18% say "both". This category might have misunderstood the question. Their answer indicates that they thought of the question to be as follows "which feedback is effective in enhancing students' writing peer feedback or teacher feedback". Therefore, they answer using the word "both". The question is which one is more effective than the other.

One respondent indicates that they have equal importance depending on the situation.

It is worth deducing that despite their use of peer feedback, teachers of writing deem teacher feedback more likely to lead to improvement in writing than peer feedback.

### **Question Twenty-Nine:**

Does your feedback have short or long term effects in improving your students' writing?

<b>Answer</b>	<b>N</b>	<b>%</b>
Short term	06	27.27
Long term	06	27.27
No answer	04	18.18
Both	04	18.18
It depends on the type of the mistake	01	04.55
Long term for Students interested in writing, and not taken into account for the rest	01	04.55
Total	22	100

**Table 36:** Short or Long Term Feedback Effects

Answers to question 29 indicate that 27.27% of the teachers argue that their feedback has short term effects on students' writing skill. Moreover, an equal number of participants indicate that their feedback has short term effects on students' writing. 18.18% have no answer for this question while an equal percentage of informants think that their feedback has both short and long term effects on the writing performance of learners. Additionally, 04.55% of those teachers claim it is depending on the type of the mistake that they can tell whether that feedback has short or long term effects. The same rate of teachers add also that motivated learners witness positive improvement on the long run whereas non motivated ones experience short term effects of feedback on their writing skill.

Teacher WCF seems to have both short term and long-term effects depending on the type of error committed and the students' motivation in the writing task.

### **Question Thirty:**

- In which type(s) of errors students make considerable progress?

“Grammar and mechanics mostly”

“Spelling mistakes, punctuation rules”

“Vocabulary acquisition”

“Text organisation, word choice, grammar, even at the level of ideas”

- Teachers’ answers emphasise the fact that considerable progress in students’ writing resulting from teacher feedback happens at the level of grammar, spelling, mechanics, punctuation and organisation in addition to such other types of mistakes as vocabulary, sentence structure and word choice.

### **Question Thirty-One:**

- What do you think about the effectiveness of e-feedback?

“Never opted for it. I think it is a practical technique.”

“E-feedback makes the students more active instead of the passive reliance on teacher feedback.”

“It depends on the academic circumstances. It is more useful with environments that are accustomed to electronic input and output.”

It is worth concluding that even though teachers in the department do not use peer feedback, they believe in its efficacy in enhancing ones’ writing skills.

- Do you have further suggestions about the provision of written corrective feedback?

“The teacher should be eclectic and should amalgamate all types of feedback for variety and for the effectiveness of the writing task.”

“It should be used very often in the class either directly (by the teacher), through peer revision, or even through group correction (the whole classroom) take part in the correction of a paragraph written by a student (a paragraph full of mistakes of course.”

“If they reduce the number of students in class, all the efforts of giving feedback will be reproductive. Now, with the number of students we have in class; I believe at least 30% of them do not deserve the effort we make to help them. I would be glad to work with a smaller number of more interested students.”

“It would be very effective if teachers make a profile for each student in the classroom and in front of each students’ name, there is a percentage or a remark regarding his/her writing progress through, for example, counting the grammatical or mechanics problems, and by the end of each new writing practice all students can individually have a look at their writing performance from one phase to another so that they become more aware of their mistakes, and try hard to reduce them.”

“Teachers should know how to evaluate students’ writings; they have to respond to their works when students are still writing and correct them when finish it completely.”

“Feedback is vital in measuring the achievement of the writing course; accordingly, the teacher should take into account the type of feedback used.”

“Recommend more reading on a regular basis.”

“I think that using one kind (corrective feedback) is not enough; you should use amalgamation of feedback. Doing this may attract students’ attention using different methods.

Again, mistakes are avoidable in writing; therefore, they should be identified and clarified to students.”

“When written feedback is well achieved, I believe, it is more effective than lecturing. What students learn from it is considerable. Unfortunately, feedback in holistic evaluation is less effective because it’s made of superficial comments. For time constraints, we can’t detail our comments as in analytic scoring. Consequently, we limit its effect.”

“Constant and direct feedback is more suitable to beginning levels. It is preferable to focus feedback on accuracy rather than content at beginning levels. As the students have a certain level of mastery, the teacher ought to learn attaching equal importance to both features of writing. At advanced levels, focus on content overweighs focus on accuracy.”

He adds: “The more the proficiency, the less direct the feedback is.”

It is worth concluding that WCF is of crucial role to the improvement of student writing skill. On the light of the teachers’ suggestions, it is highly recommended that teachers of writing should opt for eclecticism in their classes hence supply a variety of tasks so that improvement occurs. Additionally, feedback should be continually provided either by the teacher or the peers. It is also preferable to reduce the number of students in classes. It is advisable for teachers to use portfolios during the assessment of writing. The latter helps learners to observe their progress in writing through avoiding the errors made on earlier writings. As for the appropriate timing of teacher correction, it is recommended that tutors’ correction should take place during the writing process and also once the writing process is finished i.e. when students submit. To improve one’s writing skills, reading on a daily basis is highly recommended. Furthermore, teachers should provide a collection of the different types of feedback together because this technique attracts students’ attention hence increasing their motivation to write. It helps learners better identify their mistakes. Last but by no means least,

it is advisable for teachers to provide direct feedback with focus on accuracy to learners at beginning levels since it is more suitable than feedback with focus on content which seems to suit better advanced level learners.

### **5.3. Summary of the results**

Analysing and discussing the teachers' questionnaire results in the following conclusions, it has been found that teachers do not adopt the same approach(s) in the writing class; each teacher makes use of a given approach where a unified way of teaching is needed. Additionally, lack of motivation, lack of practice, mistakes at the sentence level, lack of knowledge about grammar rules and mechanics of writing, shortage of vocabulary and the mismatch between theory and practice represent the major problems behind students' weaknesses in writing. As for the frequency of assessing writing, the majority of teachers assess their students' writing "often". Nevertheless, in order for writing to improve learners should be assessed each time they write. The types of WCF that are highly used when correcting learners are providing direct feedback and providing indirect coded written feedback. Results of this questionnaire also show that the best way of benefiting from WCF is to use all the different types depending on the students' level, the mistake made, the period of time allocated for the task. Good learners, however, are to be given un-coded feedback since they are able to look for the type of the mistake and correct it. Results also prove that the best type of WCF is indirect un-coded feedback.

The most preferable type for learners is direct feedback because they find it easy to receive the correct form. Learners are not expected to correct; all they need is to look at the correct version. The type of WCF that leads to long term improvement is indirect un-coded feedback. Although only a minority of teachers make use of it. Despite their knowledge of its value, teachers do not use this type of WCF. The majority of students try to correct their



mistakes using their teachers' WCF. Teachers ask their students to provide multiple drafts of the same writing task in order for them to provide feedback on each draft so that learners correct themselves according to that feedback. It has been also found that learners prefer, trust and react to teachers' WCF at the expense of peer feedback.

## **Section Two: Students' Questionnaire**

### **5.4. Description of the Students' Questionnaire**

The population concerned with this study is that of second year EFL students at Mentouri Brothers University, Constantine for the academic year 2014/2015. The sample of interest represents 100 individuals selected randomly. The questionnaire was distributed on the 5<sup>th</sup> of April 2015. Students read the questionnaire and completed it inside the classrooms. This means of research is meant for gathering information about students' consciousness towards the types of written corrective feedback, and their preferences regarding these types. It has also to do with students' difficulties in interpreting their teachers' WCF.

This questionnaire is composed of twenty-four questions. First, students are asked about their gender and years of learning English. Then, they are asked about their level in writing, their satisfaction with the mark they get in writing and whether the marks they get reflect their real level in English writing. The questionnaire also poses questions about the reading and the speaking skills and if they have any relationship with the writing skill. Next, learners are asked whether their writing teachers allow for peer feedback, about the frequency of using this technique in the writing class, and the effectiveness of such technique in enhancing writing. After that, students are questioned about their preferences regarding the types of WCF their teachers provide and about which one has more positive results on their written productions. This questionnaire also involves questions about the frequency of teachers' corrections and the different student reactions and attitudes towards their teachers' and classmates' WCF. Then come questions about the long or short term effects of some types of WCF, if students' do not like any type, is WCF provision done during the writing process, easiness of interpreting teacher's feedback, and the effectiveness of e-feedback. Students are finally asked about any suggestions that might bring improvement to the writing classroom concerning the types of WCF.

## 5.5. Analysis and Interpretation of Student Questionnaire

### Question One:

Gender

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	19	19
Female	81	81
Total	100	100

**Table 37:** Students' Gender

According to table 37, the present sample population is composed of 100 students who are further classified into 19% of males and 81% of females. This sample includes second year university students who were concerned with the test. In fact, they were chosen at random.

### Question Two:

How long have you been learning English?

<b>Years</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>17</b>	<b>25</b>	<b>27</b>	<b>No answer</b>	<b>Total</b>
N	65	23	03	01	01	01	06	100
%	65	23	03	01	01	01	06	100

**Table 38:** Years of Learning the English Language

This table shows the period of time the students spent in the learning of the English language from middle school up to second year at university level. The biggest number of participants goes for students spending 09 years learning the English language. In the

Algerian educational system, pupils start learning English for the first time in the first year of the middle school where they spend four years. Then they move to the secondary school in which they learn for three more years, in addition to two years at university. Students in this category represent 65% of the sample. On the other hand, students who spent 10 years learning English make 23% of the participants. There are also 03% of the students with an English learning experience of 11 years. There are 03 other participants who have spent a very long period in learning English because these persons have graduated in different fields other than English then they have opted for English. These have spent 17, 25, and 27 years respectively. Still six participants making 06% have not answered this question. These results, which show unexpected variation with regards to English learning experience, prove that the sample at hand is a randomised one.

### **Question Three:**

How is your level in writing?

<b>Answer</b>	<b>N</b>	<b>%</b>
Very Good	01	01
Good	15	15
Average	64	64
Weak	17	17
Very weak	02	02
No answer	01	01
Total	100	100

**Table 39:** Students' Level in Writing

Table 39 shows students' levels in English writing. In this respect, only 01% of the students i.e. just 01 student claims that s/he is very good at writing. 15% of the students, however, indicate that they are good at writing while a considerable number 64% of them admit that they are average. 17% of the students indicate that they are weak in writing while

02% claim being very weak in writing. Finally, there is 01 participant who has not answered this question at all. In general, the greatest percentage of participants “64%” claims that they are average students.

**Question Four:**

Are you satisfied with your mark in writing?

Answer	N	%
Yes	29	29
No	71	71
Total	100	100

**Table 40:** Students’ Satisfaction about Their Marks in Writing

Students are asked about their satisfaction with the mark of writing; table 40 shows that only 29% of them claim their satisfaction while 71% claim that they are not satisfied with the mark of writing.

In general terms, the majority of students “71%” claim their dissatisfaction with the mark of writing. This is due to their weaknesses in the writing skill.

**Question Five:**

- Do you think that the mark you have been given reflects your real level in writing?

Answer	N	%
Yes	56	56
No	42	42
No answer	02	02
Total	100	100

**Table 41:** Marks’ Reflection of Students’ Levels

Table 41 shows that 56% of the students declare that the marks they have been given reflect their real level in writing. On the other hand, 42% of them claim the opposite. Still 02% have not answered this question.

The students who claim their dissatisfaction with their marks in the writing module are not aware of the mistakes they make and the weaknesses they have in writing. Therefore, they think that they deserve better marks than those the teacher allocates. Therefore, teachers need to raise students' awareness through feedback provision.

**Question Six:**

- Do you read?

answer	N	%
Yes	63	63
No	37	37
Total	100	100

**Table 42:** Students' Reading

According to table 42, 63% of the learners read while 37% do not read. Given the importance of reading, any student should bear in mind that reading and writing are two faces of the same coin. The writing activity depends to a large extent on the reading one. The more students have visual experience to texts of different types, the more skilful they become in writing. This, in part, justifies student's dissatisfaction with the marks of writing.

Taking this reality into consideration, teachers should take action to urge their learners to read on a regular basis for the sake of improving their critical thinking and their writing skills as well.

-If “Yes”, how often?

Answer	N	%
Always	04	06.35
Often	09	14.28
Sometimes	38	60.32
Rarely	12	19.05
Total	63	100

**Table 43:** Frequency of Reading

Table 43 shows a classification of students according to how frequently they read. It is worth to mention that only those who respond with “yes” are concerned with this question. Thus the total number of respondents in this table appears to be 63 rather than 100. Therefore, 06.35% of the students claim that they read always while 14.28% claim that they read “often”. The vast majority making 60.3% claim that they read “sometimes” while 19.05% claim that they read “rarely”.

As it is noticed here, the greatest majority indicate that they read only “sometimes” while there is a minority of students who indicate that they read always. Thus, teachers should make efforts to raise learners’ awareness about the positive effects of reading on writing and that these effects can only be achieved if reading is conducted on a daily basis.

**Question Seven:**

- Does reading improve your proficiency in writing?

Answer	N	%
Yes	71	71
No	24	24
No answer	05	05
Total	100	100

**Table 44:** Correlation between Reading and Writing Proficiency

Table 44 shows how many members of the sample believe in the close relationship between reading and writing. In this respect, 71% of the students answer in “yes” claiming that reading helps in improving writing proficiency. 24% of them, however, answer in “no” claiming that reading does not improve writing. Additionally, 05% have no answer for this question.

It is contradictory, the fact that the majority of the students know that reading is very important in improving the writing skill while they confess that only a minority of them read “always”.

In comparison to the teachers’ questionnaire in which 100% of the teachers claim that reading helps their students in improving their writing skill, the students’ questionnaire reveals that 71% of the students believe in the role of reading to the improvement of the writing skill. The rest of the students are not aware of the crucial role reading has in improving their writing. Therefore, it is the teachers’ role to raise their students’ awareness about such issue and to urge them to read.



- If “Yes” say why
- The following are few of the students’ responses.

“because when we write we are unconsciously learning new words and expressions that will after shape our writing”

“because when we read all the rules of writing such as punctuation, grammar... will stick to our minds unconsciously.”

“Reading makes you write in a good style.”

Students are aware of the importance of reading in enhancing their writing skill concerning its contribution to building one’s stock of vocabulary, implicitly teaching of grammar and improving one’s writing style.

**Question Eight:**

Do you think that good speaking has any relationship with good writing?

Answer	N	%
Yes	62	62
No	38	38
Total	100	100

**Table 45:** Speaking Writing Relationship

Table 45 investigates the relationship between speaking and writing. Results in this table indicate that 62% of the students answer in “yes” to this question claiming that being good in speaking means being good in writing. On the other hand, 38% of them believe that there is no correlation between speaking and writing.

With regards to the teachers' questionnaire, results about this question are nearly the same. 72.73% of the teachers answer in "yes" stating that being good at speaking helps in being good at writing.

In fact, these two skills are complementary to each other. There is evidence that being a good English speaker helps in being a good English writer.

If "Yes" say why

"knowing how to speak helps getting more ideas to use in writing."

"If you want to write, you have to make a monologue which includes speaking."

"Both writing and speaking reflect what id in our minds."

Learners' are aware of the close relationship existing between the writing and the speaking skills. Writing is the result of discussing a topic in one's mind with the self. It is, therefore, a form of speaking.

**Question Nine:**

- Does your teacher allow for peer feedback?

Answer	N	%
Yes	50	50
No	46	46
No answer	04	04
Total	100	100

**Table 46:** Implementing Peer Feedback in the Writing Class

Table 46 reveals that 50% of the students assert that their teachers allow for peer feedback in their writing classes while 46% claim the opposite. Still 04% of the informants do not respond to this question.

With regards to this question, results revealed in the students' questionnaire are similar to those acquired from the teachers' questionnaire where 90.91% of the teachers claim that they allow for peer feedback while only 50% of the students claim that their teachers allow for peer feedback.

Knowing about the usefulness of peer feedback leads teachers to allow for peer feedback in order to help students achieve autonomy in their learning through being able to spot others' mistakes. Consequently, students will develop the ability to avoid the kinds of mistakes their colleagues make. Added to that, this technique helps students in getting rid of the tense atmosphere in which teacher feedback is provided because certain students feel defensiveness towards teachers' correction and that the teacher is of high level of proficiency that they feel ashamed of showing their writing. Teacher correction also happens under very formal settings while peer correction happens under less formal conditions where students feel more relaxed.

- If "yes", is it
  - a- Always
  - b- Often
  - c- Rarely

<b>Answer</b>	<b>N</b>	<b>%</b>
Always	08	16
Often	28	56
Rarely	12	24
No answer	02	04
Total	50	100

**Table 47:** Frequency of Peer Feedback Implementation by Writing Teachers

It is worth mentioning that the total number of students in this table refers to those who answer in “yes” to the previous question. Therefore, results in the above table are percentages out of 50 not out of 100.

According to this table, 16% of the students claim that their teachers “always” assign peer correction. 56%, on the other hand, assert that their teachers do so but “often”. Moreover, 24% of the students claim that their teachers allow for peer feedback “rarely” and the rest of the participants in this study (04%) do not answer this question.

It is due to the fact that this technique is time consuming that teachers do not assign it always despite their knowledge of its great value.

**Question Ten:**

- Do you think that this technique helps in making your writing better?
- Yes
- No

Answer	N	%
Yes	78	78
No	19	19
No answer	03	03
Total	100	100

**Table 48:** Efficiency of Peer Feedback in the Betterment of Learners' Writing

As far as the efficiency of peer feedback is concerned, 78% of the students answer with “yes”. Contrarily, only 19% answer with “no” intending to say that peer feedback does not help in the betterment of students' writing. 03% of the students do not answer this question.

Results in this table show evidence that peer feedback is very helpful in the improvement of students' writing skill. Students also are aware of the importance of this technique and the majority of them have positive reactions towards the implementation of this technique in the writing class. Hence, it is highly recommended that the writing module be allocated more timing. Teachers, on their part, are asked to devote more time to peer review.

If “No”, say why

“because students are intellectually different from each other so they might not notice our errors. Therefore, it is better to be guided by a teacher who is more knowledgeable than us.”

“because I do not think that my colleague is experienced enough.”

“because when I see others' mistakes, I do not learn from them and I believe in learning from my mistakes.”

It can be clearly noticed that student writers have a lack of confidence in their peers' comments on their writing. The majority of them think they are better than the others. This justifies their defensive reactions to peer feedback.

**Question Eleven:**

- Do you want your teacher to comment on your writing by:
  - a- Providing the right form (direct feedback)
  - b- Underlining the mistake and showing its type (indirect coded feedback)
  - c- Just underlining the mistake, and you have to find its type and correct it yourself (indirect un-coded feedback)

<b>Answer</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>No answer</b>	<b>Total</b>
N	26	56	16	02	100
%	26	56	16	02	100

**Table 49:** Students' Preferences about the Types of WCF

Table 49 shows a classification of students' preferences to the different types of WCF. This question is a valuable one in that its answers will raise teachers' awareness of students' preferences and helps teachers to try to take them into account when correcting any piece of writing. Results in this table indicate that some students choose more than one option. Those who prefer direct feedback represent 26% while those who prefer indirect coded feedback represent 56% of the informants. Indirect un-coded feedback seems to be opted for by only 16% of the informants. 02% do not answer this question.

This table's results show that the most preferable type of WCF is "option b" indirect coded feedback opted for by 56% of the participants making the greatest rate. These results, unfortunately disconfirm the hypothesis which indicates that teachers' indirect un-coded feedback is the best type in the improvement of the writing skill. Results go this way because students prefer being guided about the type of errors committed. This makes it easier for them to correct themselves.

### **Question Twelve:**

Which of the afore-mentioned techniques is best in improving your writing?

<b>Answer</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>No answer</b>	<b>Total</b>
N	25	48	21	06	100
%	25	48	21	06	100

**Table 50:** The Most Efficient Type of WCF in Enhancing Students' Writing

Table 50 shows that 25% of the participants think that the best type of written corrective feedback is the direct written feedback. Moreover, 48% of the students think that indirect coded feedback is the best one among others whereas 21% argue that indirect un-coded feedback is the best.

These results, unfortunately, do not confirm the already set hypothesis in that in direct un-coded feedback is the best one in improving students' writing skill. In fact results of this question go hand in hand with those acquired from the teachers' questionnaire. It is believed by both teachers and learners that indirect coded feedback is the best type of written corrective feedback in enhancing students' proficiency in writing.

On the light of these results, it is recommend that the teachers of writing in the Department of Letters and English Language, University of Mentouri Brothers are to provide coded written corrective feedback to their students to ensure their continuous progress in writing.

- Please, justify your answer.

“I think to find the mistake yourself is better since it helps you a lot when you identify the mistake and correct it yourself.”

“because it helps to know what are you weak at, to push you to check in the dictionary for the correct answer. Like that, it sticks in my mind forever.”

“I go to university to learn and acquire not to be shown my mistakes without explaining why.”

In fact, providing indirect un-coded WCF involves learners in continuous search for the reasons behind their erroneous structures. This helps them look for their mistakes and find the corrections by themselves. Consequently, their self autonomy will be developed.

**Question Thirteen:**

- How often does your writing teacher correct your mistakes?

<b>Answer</b>	<b>N</b>	<b>%</b>
Always	53	53
Often	12	12
Sometimes	34	34
Never	01	01
Total	100	100

**Table 51:** Frequency of Teachers’ Comments on Written Assignments

Table 51 reveals that 53% of the teachers “always” correct their students’ pieces of writing. 12% claim that their teachers “often” correct their writing while 34% claim that they “sometimes” do so. 01% of the students, however, assert that their teachers never correct their mistakes.

Normally, all teachers comment on their students’ writing every time they write. Written feedback is always expected to happen during the writing process and also once a text is submitted.



#### **Question Fourteen:**

Which aspect(s) of the language s/he emphasises most?

- a- Vocabulary
- b- Grammar
- c- Content
- d- Mechanics
- e- All of them

<b>Answer</b>	<b>N</b>	<b>%</b>
a	18	18
b	30	30
c	15	15
d	02	02
e	35	35
Total	100	100

**Table 52:** Aspects of Language Emphasised Most by the Teacher

When asked about the aspect of language that is emphasised most by the teacher, answers are summarised in the previous table. 18% of the students opt for “a”: vocabulary. On the other hand, 30% of them select option “b” grammar and 15% opt for content while 02% of them opt for “d”: mechanics. 35% of the students opt for “e” referring to “all of them”.

Results in this table indicate that all the aspects of language are focused on in any written assignment with greater attention paid to grammatical mistakes because this kind of mistakes is the one teachers encounter most while commenting on students’ written works.

Therefore, there is a great number of answers indicating that grammar is the aspect that is paid more attention when teachers correct their students' writing.

In the teachers' questionnaire answers to this question indicate that most teachers emphasise all the aspects of language giving equal importance. Grammar is the aspect emphasised most by a smaller number of teachers.

**Question Fifteen:**

After receiving feedback, do you usually revise your paper?

Answer	N	%
Yes	90	90
No	10	10
Total	100	100

**Table 53:** Revision after Receiving Feedback

Table 53 indicates that 90% of the students revise their papers after receiving their teachers' feedback while 10% of them do not revise their papers.

-If "yes", do you take your teacher's comments into consideration?

Answer	N	%
Yes	88	97.78
No	02	02.22
Total	90	100

**Table 54:** Responding to Teacher's Comments

Table 54 shows answers about students' responses to their teachers' feedback whether they take it into consideration after revising their corrected papers or not. Only those who

answer “yes” to the previous question about revision of their compositions with the teachers’ written comments are concerned with this question. Therefore, the total number of individuals is 90.

Table 54 reveals that 97.78% of the members answer in “yes” stating that they take their teachers’ comments into consideration, but only 02.22% answer in “no” stating that they do not take their teachers’ comments into consideration.

These results reveal that students take into consideration the feedback their writing teacher provides. This point indicates that there is awareness among students’ on the fact that teacher feedback is very essential to the improvement of their first drafts. Results of this table are similar to those of the teachers’ questionnaire. The majority of teachers as well assert that their students correct their mistakes according to their instructors’ corrections.

- If “yes”, do you
  - a- Correct mistakes
  - b- Change the whole structure
  - c- Just keep it as it is

Answer	N	%
a	70	70
b	20	20
c	03	03
No answer	07	07
Total	100	100

**Table 55:** Different Reactions to Teacher’s Feedback

Table 55 shows the different reactions of students towards their teachers' written comments. According to these results, there are 70% of the students declare that they correct their mistakes while 20% claim that they change the whole structure. Only 03%, however, just keep their copy as it is and 07% have no answer for this question.

The majority of students claim that they correct their mistakes according to their teachers' comments. These results are similar to those acquired from the teachers' questionnaire where teachers assert that they the greatest number of students correct their mistakes in response to their teachers' comments. This result is positive since most students take action towards their teachers' written feedback by correcting them.

**Question Sixteen:**

How do you feel after receiving your teacher's feedback?

- a- Self confident
- b- Depressed
- c- Shocked

Answer	N	%
a	52	52
b	38	38
c	09	09
No answer	01	01
Total	100	100

**Table 56:** Students' Feelings after Receiving the Teachers' Feedback

According to table 48, there are 52% of the students who feel self-confident when they receive their teachers' feedback whereas 38% of them claim that they feel depressed after

receiving their teachers' feedback. Additionally, 09% of the participants opt for "c" stating that they feel shocked after receiving their teachers' feedback. 01 student, nevertheless, has not answered this question.

The majority of students, representing 52%, feel self-confident after receiving written feedback from their teacher. This indicates that teachers' feedback is reassuring since it helps them see their own errors and correct them.

### **Question Seventeen:**

How do you feel after receiving your peer's feedback?

"I sometimes agree with them especially when it is a glaring mistake; otherwise, I do not take their feedback into account because it might be wrong."

"I feel stressed and confused about my paper."

"not really afraid because my colleagues are not that better than me. We approximately have the same level."

Students', in general, have negative attitudes towards their peers' feedback towards their writing. They do not trust and the majority of them feel their classmates are not qualified enough to provide feedback.

### **Question Eighteen:**

Which of the following, you think has long term effects on your writing?

- a- Peer feedback
- b- Teacher's coded feedback (underlining the mistake and providing some codes which show its type)
- c- Teacher's un-coded feedback (just underlining the mistake without showing its type)

Answer	N	%
a	19	19
b	61	61
c	19	19
No answer	01	01
Total	100	100

**Table 57:** Which Type of Feedback Has Long Term Effects?

Answer “a” in the previous table is opted for by 19% of the students claiming that direct feedback is the one which has long term effects on students’ writing. On the other hand, 61% of them claim that indirect coded feedback “option b” is the one which leads to long term effects. 19% of the students argue that indirect un-coded feedback “c” is the type which has long term effects on students’ writing skill. Additionally, 01% has no answer for this question.

Results of this table prove that indirect un-coded feedback is the type which leads to long term effects on students’ writing skill. These results, in effect, disconfirm the hypothesis. It was hypothesised previously that indirect un-coded feedback is the type that best improves students’ writing skill and the one that leads to long term retention. However, the results of this study report that indirect coded feedback is the best type in improving students’ writing skill on the long run.

**Question Nineteen:**

Which one of them is the best for improving your level in writing?

Answer	N	%
a	11	11
b	74	74
c	13	13
No answer	02	02
Total	100	100

**Table 58:** The Best Type of WCF in Improving Writing

Table 58 reveals that 11% of the students opt for “a” claiming that direct corrective feedback is the best one in enhancing students’ writing. 74% of the students opt for “b” stating that indirect coded feedback is the best type among others. 13% of the students, on the other hand, state that indirect un-coded feedback. 02% of the participants do not answer this question.

Similarly to what has been found in the previous question, results in this table show that the greatest rate of participants believe that the indirect coded feedback is the best type in enhancing their students’ writing skill. This goes hand in hand to what is found in the teachers’ questionnaire. Therefore, results of both questionnaires disconfirm the already set hypothesis which tells that indirect un-coded feedback is the type that best improves students’ writing skill.

**Question Twenty:**

Among the different types of feedback your teacher provides, is there one that you do not like or find not useful?

Yes

No

Answer	N	%
Yes	13	13
No	82	82
No answer	05	05
Total	100	100

**Table 59:** Students' Likes and Dislikes for Teacher Feedback

Table 59 indicates that 13% of the participants answer “yes” stating that there are some types of teacher comments which they do not like. Moreover, 82% of the students answer in “no” stating that there is no type of teacher feedback which they do not like or find not useful. 05% of the participants have no answer for this question.

Related to teachers' attitudes and preferences for certain types of feedback, results in this table show that the biggest proportion of them find no problem with their teachers' feedback. They claim that there is no type, among those their teachers provide, which they do not like or find not useful. All the types of written corrective feedback that teachers provide are useful and clear according to students.

- If “yes”, what is it?
- Here are some of the answers:

“the last one because it makes me lost.”

“peer feedback”

“changing my vocabulary.”



Students do not like changing their own vocabulary by the teacher and they sometimes feel that they are correct nonetheless the teacher asks them for change. They also do not like peer feedback since they do not trust it. Getting accustomed to direct feedback, learners find it difficult to get only indirect un-coded feedback because it is effort demanding on the part of the learner.

**Question Twenty-One:**

Do you get your teacher’s feedback during the writing process?

Yes

No

Answer	N	%
Yes	74	74
No	22	22
No answer	04	04
Total	100	100

**Table 60:** Do You Get Your Teacher’s Feedback during the Writing Process?

Table 60 reveals that 74% of the students answer in “yes” stating that their teachers provide feedback during the writing process. On the other hand, 22% of the students answer “no” stating that their teachers do not provide feedback during the writing process. 04% of the students do not answer this question.

These results prove that the majority of the students declare that their teachers provide written corrective feedback during the writing process. This is what the researcher is concerned with. Making certain that there is time for the provision of written corrective

feedback following the production of each draft, not only waiting for writing to finish and provide feedback at the end. Feedback should be provided during the writing process.

- If “yes”, is it on the
  - a- First draft
  - b- Second draft
  - c- Final draft

Answer	N	%
a	37	37
b	31	31
c	11	11
No answer	21	21
Total	100	100

**Table 61:** Feedback Provision With Regards to the Number of Drafts

Table 61 is a categorisation of students’ answers with regards to which draft they get teachers’ feedback about. In this respect, 37% of the students claim that their teachers provide feedback on the first draft “option a”. Furthermore, 31% of the students opt for option “b” claiming that they receive feedback on the second draft. 11% of the participants opt for “c” indicating that their teachers provide feedback on the final draft. There are some students who provide more than one option to this question. Finally, 21% of the students do not answer this question.

Statistics of this table prove that the teachers of writing in the department of letters and English language are aware of the importance of providing feedback on subsequent drafts. Teachers, also, ask students to provide multiple drafts and they provide feedback on each of the three drafts students produce. Each draft is an improved version of its preceding one.

**Question Twenty-Two:**

Is it easy for you to interpret your teacher’s comments?

Yes

No

<b>Answer</b>	<b>N</b>	<b>%</b>
Yes	78	78
No	18	18
No answer	04	04
Total	100	100

**Table 62:** Easiness of Interpreting the Teacher’s Comments

Question twenty two aims at collecting data about whether it is easy for students to interpret their teachers’ written comments or not. The above table demonstrates that 78% of the students answer “yes” to this question claiming that it is easy for them to interpret their teachers’ feedback. Contrarily, 18% of the students answer “no” claiming that they do not find it easy to interpret their teachers’ feedback. 04% of the students do not answer this question.

The greatest rate of the informants admit that they find it easy to interpret their teachers’ comments this is because teachers make use of indirect coded feedback which shows the students the type of mistake and it is up to them to find the corrected version. This, in fact, makes it easier and clearer for the student writer how to correct his/her errors.

-If “No”, explain why?

“My teacher always wants to put his/her own words instead of mine in my essay.”

“I prefer to let her end so I can organise my ideas and have a complete picture about my mistakes.”

Learners opting for ‘no’ are weak learners who cannot get convinced that they make errors when they write. The way of justifying their choice clarifies the point.

**Question Twenty-Three:**

Do you think that e-feedback is helpful in improving your writing?

Answer	N	%
Yes	90	90
No	07	07
No answer	03	03
Total	100	100

**Table 63:** Helpfulness of e-feedback in Improving Students’ Writing

Question twenty-three is about the effectiveness of e-feedback. As far as this question is concerned, 90% of the students answer “yes”, claiming that e-feedback is effective in improving students’ writing skill. On the other hand, 07% of the students answer “no” stating that e-feedback is not helpful in the development of students’ writing ability. Last, 03% of the students do not answer this question.

The largest percentage of informants (90 %) indicates that e-feedback is very helpful in boosting students’ writing skill. It is deemed influential.

**Question Twenty-Four:**

- Add any suggestions that you think might improve the way your teacher comments on your writing, hence improve the way you write.

- Some of the students' suggestions go as follows:

“I think that I have to start reading books. I have no other suggestion.”

“The teacher should not change the ideas of the students and put his/hers. He/she should just correct the mistakes without changing the ideas or the words.”

“The teacher must always allow for peer review.”

“The writer's tools are words. If one does not read, he/she cannot write. I suggest to encourage reading not only by telling but by showing and why not imposing.”

“Writing and presenting in front of the students to be criticised and for the mistakes to be corrected. The student will never forget that way.”

Students' suggestions emphasise the role of reading in the improvement of one's own writing skills. Additionally, they complain about the fact that their teachers ask them to change their ideas. This, in effect, can be easily avoided through providing either indirect coded feedback or indirect un-coded feedback. These two techniques signal mistakes without dictating on the learners what to write instead. It is up to him/her to decide for an alternative. Student writers suggest also using peer feedback to improve the writing skill.

## **5.6. Summary of the Results**

In a nutshell, the students' questionnaire uncovers students' attitudes and preferences for the teachers' practices in the writing classroom. Results show that the majority of the students involved in this study are of average level and are not satisfied with their marks in writing. Nevertheless they acknowledge that those marks reflect their real level. A very limited number of them, read on a regular basis despite their awareness about the importance of reading in improving their writing. When discussing the issue of feedback, learners tend to

be aware of the significance of peer feedback in enhancing writing. As for preferences, however, students prefer getting indirect coded feedback from their teachers because they think it is the best type among others in boosting one's writing skill. To achieve good writing, teachers focus on grammatical errors.

Depending on the teachers' feedback, learners revise and correct their errors in writing since they feel confident once they receive that feedback. On the contrary, learners feel depressed and nervous once they receive their peers' feedback. As for the type of WCF that has long term effects, learners believe it is only instructors' indirect coded feedback that does this job. Therefore, it is considered the best of ways in developing the writing skill. During the writing process, students get WCF from the teacher on the first, second and third drafts. Working with this feedback, learners have no given type of WCF which they do not like except the fact that they do not accept the teacher imposing on them to change their ideas for other ones. It is worth indicating that indirect feedback be it coded or un-coded is the key solution to this problem. Finally, learners tend to believe in the efficacy of e-feedback. It is thought to have positive effects on their writing.

### **5.7. Discussion of the Results**

The results of this investigation prove that the best way of benefiting from written corrective feedback is using all the different types depending on the students' level, the mistake made, and the period of time allocated for the task. The findings also indicate that good learners are to be provided by un-coded feedback since they are able to look for the type of the mistake and correct it, as well. For learners with low levels, the results show that coded written corrective feedback is the best way to improve students' writing.

The results partly confirm the set hypothesis which indicates that if students are provided with un-coded written feedback, coded written feedback, and peer feedback this would result

in effective results on the writing performances of students who receive un-coded corrective feedback in comparison to those who receive coded feedback and peer feedback. The best type in improving students' writing is un-coded feedback in comparison to coded feedback and peer feedback but only for learners with high level. That is to say, when good student writers are provided with indirect un-coded feedback, they are more likely to improve and more likely to experience long-term retention. Mistakes that are only underlined ask for correction, and the writer has first to find the type of mistake. All these steps lead the learner to remember his/her own mistakes. He/she does not make the same mistakes again. On the other hand, results also indicate that apart from brilliant learners, average and weak learners should be provided with indirect un-coded written feedback. Findings of the study indicate little significance in favour of peer feedback in enhancing students' writing skill.

### **Conclusion**

This study aims at investigating the effects of types of written corrective feedback on learners' writing proficiency. To reach this aim, the researcher hypothesised that if students are provided with un-coded written feedback, coded written feedback, and peer feedback this would result in effective results on the writing performances of students who receive un-coded corrective feedback in comparison to those who receive coded feedback and peer feedback. In testing the validity of this hypothesis, a teacher and a student questionnaire were opted for.

The analysis and discussion of the questionnaires' results indicated that the best type of feedback is un-coded feedback for good level learners. For low-level learners, however, coded feedback is found to be the best type in improving students' writing proficiency. It is, therefore, recommended that EFL writing teachers should provide un-coded written feedback to good learners and coded written feedback for low-level learners. One of the limitations of the study is its population that is limited to second year EFL learners. It is, therefore,

suggested that future research in this area of knowledge should widen the scope of the study by including first and third year students so as to follow their progress in writing on a larger scale. Researchers in this domain are also recommended to group student writers according to their proficiency levels in writing in order to work with homogeneous groups. In this way, the researcher would opt for the appropriate type of feedback according the proficiency level of each group.



## **CHAPTER SIX: Analysis and Interpretation of the Study Results**

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## **CHAPTER SIX: Analysis and Interpretation of the Study Results**

### **Introduction**

The second practical aspects, in addition to the questionnaires, consist of the description of the sample population and the design of the whole study. Thus, this chapter is devoted to the description of the administered tests, the analysis and interpretation of the study results according to pre-test, immediate post-test and delayed post-test results. Then, it attempts to analyse the whole sum of results obtained from the study and discuss them as findings and answers to the research questions at the end of the chapter.

#### **6.1. Sample Population and Design of the Study**

It is of capital importance for a practical research project to identify the whole population and the sample population under study and the design of measurement tools that are used to evaluate the participants' performance. A description of the sample population and the design of measurement tools are described below.

##### **6.1.1. The Population and the Sample of the Study**

The target population of this investigation is the second year EFL students at the Université des Frères Mentouri, Constantine 1 for the academic year 2014/2015. This population consists of 562 individuals who are distributed over 14 groups. The sample is selected randomly and consists of 100 individuals. Due to the students' absences on one occasion or another, only 88 learners are selected to be members of the sample. The absentees' papers are eliminated from the study in the immediate post-test or the delayed post-test or even both. Out of the fourteen groups only four groups are expected to go through the test. Since writing is taught for four hours and a half per week, the teacher could only teach two groups following the needed procedure through receiving un-coded feedback in one group and coded feedback in another group. Another teacher teaches the other two groups; because of time constraints, it happens to have two groups with the same timing. These two

groups represent the control group with no treatment at all and the experimental group with peer feedback.

### **6.1.2. The Design of the Study**

The experimental design of this study incorporates a pre-test, immediate post-test, and a delayed post-test procedure. In the pre-test, learners are asked to write a first draft of a composition about the “benefits of learning the English language”. Papers are collected and corrected. In the correction of papers, each group receives the appropriate type of feedback. Experimental group 1 receives un-coded written corrective feedback provided by the teacher. Experimental group 2 receives coded written feedback by the teacher; here, the participants are also given a list of symbols and provided by their explanation so that they can decipher their meaning and use. The experimental group with peer feedback are asked to correct each other’s copies. The final control group is given no feedback at all.

Fifteen days later, all the students in the four groups are provided with the appropriate type apart from the control group. To judge the long-term effects of each type, a delayed post-test is administered in which learners rewrite a third draft of the same essay. Progress is then to be measured according to the results of the tests.

This study aims at improving the writing skill. To measure its development, one should focus on fluency that is measured by the number of words in each composition. Accuracy is measured according to the number of mistakes made in each test and the results are analysed to see whether any type of feedback is taken into account or not.

## 6.2. Analysis of the Experiment's Results

### Number of Words in the Experimental Group1 with Un-coded Feedback

Student	Pre-test	Immediate post test	Delayed post test
S1	285	330	300
S2	186	193	198
S3	349	418	461
S4	227	219	313
S5	236	236	232
S6	370	383	398
S7	251	291	317
S8	276	265	227
S9	256	250	321
S10	164	209	250
S11	199	213	225
S12	350	355	330
S13	317	278	278
S14	229	240	261
S15	102	157	168
S16	204	230	350
S17	314	406	403
S18	243	218	211
S19	217	217	253
S20	226	220	288
S21	212	208	195
S22	248	244	211
<b>Total</b>	<b>5461</b>	<b>5780</b>	<b>6190</b>
<b>Mean</b>	<b>248.23</b>	<b>262.73</b>	<b>281.36</b>

**Table 64:** Number of Words in the First Experimental Group with Un-coded Feedback

In this experimental group, learners write a first draft then receive the teacher's un-coded feedback. They write a second draft in the immediate post-test and a final draft in the delayed post-test. The mean score of the words produced in an essay is that 248.23 in the pre-

test. According to this table, the mean increases to 262.73 in the immediate post-test and it also increases to 281.36 words per essay in the delayed post-test. Therefore, there is a 14.5 difference of increase in the number of words of each essay in the immediate post-test while there is a 19.13 difference from the immediate post-test to the delayed post-test. The gradual improvement in fluency is clearly witnessed from the pre-test, the immediate post-test up to the delayed post-test. This leads to the idea that un-coded written corrective feedback has positive effects on students' writing fluency which is an important aspect in the writing skill.

### Marks of the experimental group 1 with un-coded feedback

Student	Pre-test	Immediate post test	Delayed post test
S1	07	09	10
S2	07	09	11
S3	12	13	14
S4	10	10	12
S5	10	10	09
S6	12	12.5	12.5
S7	08	10	10
S8	8.5	10	09
S9	13.5	14	15
S10	06	09	10.5
S11	06	07	08
S12	11	10.5	10.5
S13	09	09	9.5
S14	10	10	10.5
S15	05	8.5	8.5
S16	13	13.5	14.5
S17	11.5	12.5	12.5
S18	07	7.5	08
S19	06	10	11.5
S20	11.5	12	13
S21	09	07	07
S22	5	08	08
<b>Total</b>	<b>198</b>	<b>222</b>	<b>234.5</b>
<b>Mean</b>	<b>9.11</b>	<b>10.09</b>	<b>10.66</b>

**Table 65:** Marks of the Experimental Group Receiving Un-coded Feedback

Marks obtained from the correction of students' compositions are viewed in this table. In the pre-test, the mean of the group is 9.11. In the immediate post test the mean score increases to 10.09. In the delayed post test it also increases to 10.66. These results prove that un-coded written corrective feedback has good effects on students' writing skill both on the short run and on the long run

**Number of errors made by students of the experimental group1 receiving un-coded feedback**

<b>Student</b>	<b>Pre-test</b>	<b>Immediate post test</b>	<b>Delayed post test</b>
<b>S1</b>	30	22	22
<b>S2</b>	30	14	13
<b>S3</b>	29	9	9
<b>S4</b>	26	19	15
<b>S5</b>	19	10	10
<b>S6</b>	18	13	2
<b>S7</b>	24	10	16
<b>S8</b>	33	19	11
<b>S9</b>	8	4	1
<b>S10</b>	15	11	8
<b>S11</b>	49	29	24
<b>S12</b>	36	15	22
<b>S13</b>	25	29	16
<b>S14</b>	20	19	15
<b>S15</b>	12	13	9
<b>S16</b>	8	1	7
<b>S17</b>	23	9	9
<b>S18</b>	28	17	12
<b>S19</b>	19	11	17
<b>S20</b>	17	7	9
<b>S21</b>	13	6	7
<b>S22</b>	59	23	27
<b>Total</b>	<b>541</b>	<b>310</b>	<b>281</b>
<b>Mean</b>	<b>24.59</b>	<b>14.09</b>	<b>12.77</b>

**Table 66:** Number of errors made by students of the experimental group1 receiving un-coded feedback

According to this table, the number of errors made in each essay is 24.59 in the pre test of the experimental group receiving un-coded feedback. In the immediate post-test, however,

this number is reduced to 14.09 errors per essay i.e. there is a rate of 10.5 decrease in the number of mistakes made. In the delayed post-test, this number again drops to 12.77 making a difference of 1.32 mistake per essay.

#### Number of words in the second control group receiving coded feedback

Student	Pre-test	Immediate post test	Delayed post test
S23	181	195	286
S24	266	287	279
S25	215	223	221
S26	226	174	226
S27	245	242	242
S28	211	232	252
S29	320	319	295
S30	315	286	299
S31	284	237	256
S32	221	227	267
S33	168	206	201
S34	342	205	306
S35	227	226	196
S36	289	272	282
S37	137	128	128
S38	191	202	204
S39	185	204	212
S40	125	147	153
S41	204	201	203
S42	121	207	289
S43	178	168	189
S44	164	192	190
<b>Total</b>	<b>4815</b>	<b>4780</b>	<b>5176</b>
<b>Mean</b>	<b>218.86</b>	<b>217.27</b>	<b>235.27</b>

**Table 67:** Number of words in the second control group receiving coded feedback

As for the second experimental group receiving coded feedback, there is an average of 218.88 words per essay in the pre-test while there is an average of 217.27 in the immediate post-test. That is, there is a decrease in the number of words produced in each essay of the immediate post-test in comparison to that of the pre-test. On the other hand, results of the delayed post-test indicate that there is an average of 235.27 words in each essay. Hence, there

is an improvement of only 18 words in the mean scores between the immediate post-test and the delayed post-test results.

**Marks of the students in the second experimental group receiving coded feedback**

<b>Student</b>	<b>Pre-test</b>	<b>Immediate post test</b>	<b>Delayed post test</b>
<b>S23</b>	12	12.5	12.5
<b>S24</b>	12	12.5	13
<b>S25</b>	10.5	13	12.5
<b>S26</b>	11	12.5	10.5
<b>S27</b>	10	12.5	10
<b>S28</b>	9.5	11.5	9
<b>S29</b>	7	4.5	6
<b>S30</b>	8.5	11	7
<b>S31</b>	10	12.5	12
<b>S32</b>	10.5	10	7.5
<b>S33</b>	33	10	6.5
<b>S34</b>	34	10.5	9
<b>S35</b>	8	11.5	8
<b>S36</b>	7.5	9	8
<b>S37</b>	4.5	7.5	6
<b>S38</b>	9.5	10.5	10.5
<b>S39</b>	9	12	10.5
<b>S40</b>	10	8	10
<b>S41</b>	7.5	5.5	9
<b>S42</b>	6.5	9.5	12
<b>S43</b>	7	7.5	7.5
<b>S44</b>	10.5	12	12.5
<b>Total</b>	<b>248</b>	<b>226</b>	<b>209.5</b>
<b>Mean</b>	<b>11.27</b>	<b>10.27</b>	<b>9.52</b>

**Table68:** Marks of the Students in the Second Experimental Group Receiving Coded Feedback

This table shows the marks attained from the tests of the experimental group receiving coded feedback. The average of this group in the pre-test is 11.27. It decreases to 10.27 in the immediate post-test and keeps on decreasing until it reaches 9.52 in the delayed post-test. The



constant decrease in marks proves that coded feedback has negative effects on students' writing production.

**Number of errors of the second experimental group receiving coded feedback**

<b>Student</b>	<b>Pre-test</b>	<b>Immediate post test</b>	<b>Delayed post test</b>
<b>S23</b>	22	16	22
<b>S24</b>	30	15	16
<b>S25</b>	49	10	12
<b>S26</b>	21	14	21
<b>S27</b>	46	9	29
<b>S28</b>	24	15	14
<b>S29</b>	63	37	32
<b>S30</b>	53	28	48
<b>S31</b>	33	10	21
<b>S32</b>	34	20	34
<b>S33</b>	30	33	39
<b>S34</b>	34	22	34
<b>S35</b>	35	10	14
<b>S36</b>	41	34	38
<b>S37</b>	25	14	19
<b>S38</b>	19	17	7
<b>S39</b>	32	16	27
<b>S40</b>	16	12	16
<b>S41</b>	27	15	16
<b>S42</b>	31	22	21
<b>S43</b>	48	38	36
<b>S44</b>	19	9	8
<b>Total</b>	<b>732</b>	<b>416</b>	<b>524</b>
<b>Mean</b>	<b>33.27</b>	<b>18.91</b>	<b>23.82</b>

**Table69:** Number of Errors of the Second Experimental Group Receiving Coded Feedback

The average mean of errors made by learners in the pre-test is 33.27. This number decreases to 18.91 errors per composition; the mean of errors decreases to 14.36. However, the results show that 23.82 is the average number of errors made in the delayed post-test.

**Number of words in the third experimental group receiving peer feedback**

<b>Student</b>	<b>Pre-test</b>	<b>Immediate post test</b>	<b>Delayed post test</b>
<b>S45</b>	170	124	142
<b>S46</b>	225	246	257
<b>S47</b>	208	203	249
<b>S48</b>	242	231	257
<b>S49</b>	378	375	373
<b>S50</b>	283	221	223
<b>S51</b>	360	343	306
<b>S52</b>	204	209	207
<b>S53</b>	217	181	221
<b>S54</b>	206	184	181
<b>S55</b>	259	273	259
<b>S56</b>	335	287	286
<b>S57</b>	186	181	182
<b>S58</b>	289	244	215
<b>S59</b>	179	147	144
<b>S60</b>	140	152	152
<b>S61</b>	349	301	302
<b>S62</b>	170	169	166
<b>S63</b>	243	222	192
<b>S64</b>	154	145	144
<b>S65</b>	161	160	171
<b>S66</b>	249	264	264
<b>Total</b>	<b>5207</b>	<b>4862</b>	<b>4893</b>
<b>Mean</b>	<b>236.68</b>	<b>221</b>	<b>222.41</b>

**Table 70:** Number of Words in the Third Experimental Group Receiving Peer Feedback

The average mean of the number of words in the pre-test of this group is 236.68. In the immediate post-test, this average decreases to 221 whereas the average mean scores of words in each essay slightly increases to 222.41-i.e there is a difference of 1.41 in the delayed post-test. In comparison to the experimental groups receiving both coded and un-coded feedback, this group is the one that witnessed nearly no significant improvement in terms of fluency from the pre-test up to the delayed post-test.

### Marks of the third experimental group receiving peer feedback

Student	Pre-test	Immediate post test	Delayed post test
S45	3.5	3	3
S46	09	7.5	5
S47	06	7	6
S48	8.5	8	8.5
S49	13.5	12.5	14
S50	6.5	7	9
S51	13	13	11
S52	6.5	6.5	6
S53	07	8	12.5
S54	08	7	8
S55	12.5	13	10.5
S56	9.5	10	10
S57	8	6	7
S58	5	5	10
S59	4.5	4	6
S60	4.5	4	5.5
S61	4	3	4.5
S62	7.5	7	6.5
S63	3	3	3
S64	5	4	3
S65	6	7	7
S66	8.5	8	8
<b>Total</b>	<b>159.5</b>	<b>153.5</b>	<b>164</b>
<b>Mean</b>	<b>7.25</b>	<b>6.98</b>	<b>7.45</b>

**Table 71:** Marks of the Third Experimental Group Receiving Peer Feedback

The results in this table show that there is a mean of 7.25 in the pre-test which is reduced to 6.98 in the immediate post-test and then raised up to 7.45 in the delayed post-test. The data here illustrate the point that peer written feedback has positive long-term effects but negative short-term effects.

**Number of errors in the third experimental group receiving peer feedback**

<b>Student</b>	<b>Pre-test</b>	<b>Immediate post test</b>	<b>Delayed post test</b>
<b>S45</b>	40	31	44
<b>S46</b>	30	30	36
<b>S47</b>	46	27	30
<b>S48</b>	35	38	34
<b>S49</b>	15	19	10
<b>S50</b>	35	26	25
<b>S51</b>	15	17	18
<b>S52</b>	36	38	29
<b>S53</b>	32	22	7
<b>S54</b>	31	30	20
<b>S55</b>	19	18	17
<b>S56</b>	43	33	36
<b>S57</b>	25	34	30
<b>S58</b>	38	36	17
<b>S59</b>	24	31	23
<b>S60</b>	16	25	17
<b>S61</b>	83	77	80
<b>S62</b>	21	26	25
<b>S63</b>	52	63	48
<b>S64</b>	23	30	35
<b>S65</b>	29	28	23
<b>S66</b>	30	33	32
<b>Total</b>	<b>718</b>	<b>712</b>	<b>636</b>
<b>Mean</b>	<b>32.64</b>	<b>32.36</b>	<b>28.91</b>

**Table 72:** Number of Errors in the Third Experimental Group Receiving Peer Feedback

The table above illustrates the number of errors committed by learners of the third control group receiving peer feedback. In the pre-test there is an average mean of 32.64 of errors. In the immediate post-test, this average decreases to 32.36. That is, **0.28** is the difference in the average number of errors committed per essay from the pre-test to the immediate post-test. As for the average mean of errors in the delayed post-test, there are about 28.91 errors; that is, the number of errors in each piece of writing decreases to **3.45**.

### Number of words in the control group

Student	Pre-test	Immediate post test	Delayed post test
S67	237	342	424
S68	158	147	192
S69	264	337	343
S70	187	205	213
S71	234	264	260
S72	202	265	247
S73	199	189	188
S74	243	225	267
S75	190	218	205
S76	186	199	185
S77	329	359	319
S78	197	248	227
S79	164	133	140
S80	316	250	190
S81	250	215	209
S82	182	199	207
S83	227	209	262
S84	181	253	259
S85	232	227	255
S86	202	240	227
S87	103	157	257
S88	161	159	180
<b>Total</b>	<b>4644</b>	<b>5040</b>	<b>5256</b>
<b>Mean</b>	<b>211.09</b>	<b>229.09</b>	<b>238.91</b>

**Table 73:** Number of words in the control group

The average number of words in the pre-test of the control group is 211.09 while that of the immediate post-test is 229.09. Therefore, there is an average of 18 improvements in the fluency of each essay. In the delayed post test the average number of words in each piece of writing is 238.91. Thus, the average of improvement is 9.82 compared to the results of the immediate post-test.

### Marks of the Control Group

Student	Pre-test	Immediate post test	Delayed post test
S67	13.5	13.5	13
S68	10	08	8.5
S69	13.5	13	12.5
S70	03	03	03
S71	10	08	09
S72	7	07	08
S73	6.5	3.5	07
S74	8.5	10	7.5
S75	09	09	11
S76	8.5	7.5	7
S77	12.5	10.5	11.5
S78	07	05	08
S79	11.5	6.5	10
S80	9.5	08	10.5
S81	09	08	10
S82	12.5	11.5	12
S83	8.5	07	08
S84	06	03	03
S85	10.5	12	10
S86	9.5	08	06
S87	05	7.5	9.5
S88	05	6.5	05
<b>Total</b>	<b>196</b>	<b>167</b>	<b>190</b>
<b>Mean</b>	<b>8.91</b>	<b>8</b>	<b>8.64</b>

**Table 74:** Marks of the Control Group

Marks allocated to student compositions in the control group are shown in this table where an average of 8.91 is observed in the pre-test which immediately reduces to 8 in the

immediate post-test. This rate slightly rises to 8.64. These results prove that student writing skill in the pre-test is better than that of the immediate and delayed post-test. Consequently, the lack of feedback leads to regression in terms of writing proficiency.

#### Number of errors of the control group

Student	Pre-test	Immediate post test	Delayed post test
S67	7	10	9
S68	12	14	18
S69	13	22	18
S70	50	64	69
S71	36	38	37
S72	33	33	35
S73	38	40	35
S74	22	21	26
S75	19	29	14
S76	47	38	39
S77	19	46	29
S78	50	64	54
S79	8	13	12
S80	30	25	22
S81	27	18	21
S82	16	16	9
S83	41	48	57
S84	45	54	57
S85	32	19	24
S86	26	32	37
S87	22	23	29
S88	35	24	18
<b>Total</b>	<b>628</b>	<b>691</b>	<b>669</b>
<b>Mean</b>	<b>28.55</b>	<b>31.41</b>	<b>30.41</b>

**Table 75:** The Number of Errors in the Control Group

This table shows the number of errors of students in the control group. In the pre-test, there is an average number of 28.55 errors per essay. In the immediate post-test this proportion increases to 31.41 errors. It, then, slightly decreases to 30.41. These results indicate that there is no improvement at the level of accuracy in the control group whose members received no treatment.

In sum, the test results of the three experimental groups compared to those of the control group prove that written corrective feedback has a significant role in improving accuracy in writing. It is worth to point out the exceptional positive effects of un-coded written corrective feedback on accuracy as an aspect of the writing skill.

### **6.3. Discussion of the Findings**

The present study's main concern is about the development of the writing proficiency of learners through the use of written corrective feedback. The motive of this investigation is to find out which type of written corrective feedback is the most effective in helping students produce better-written passages. Towards the accomplishment of the aim set at the very beginning of this research, the research questions are to be answered according to the results obtained. Answering these questions helps confirming or disconfirming the hypotheses.

### **6.4. The Research Questions**

1. Are students and teachers of writing in the department of foreign languages at Costantine1 University aware of the importance of written corrective feedback on students' writing?
2. Do they have a clue about the different impacts of different types of written corrective feedback on writing i.e. how should students' errors be corrected?
3. Do students take into consideration the feedback accompanied with their pieces of writing and try to take action, or they just neglect it?



4. Do teachers of writing allow for peer feedback during their classes?
5. As far as coded feedback, un-coded feedback, and peer feedback are concerned, does one of them prove the most beneficial?
6. Do these types of feedback have short or long term impacts on students' writing?

#### **6.4.1. Research Question One**

**Are students and teachers of writing in the department of foreign languages at Costantine1 University aware of the importance of written corrective feedback on students' writing?**

The teacher questionnaire, the student questionnaire and the test yielded information indicating that both second year EFL students and writing teachers in the department of foreign languages at the university of Constantine 1 are aware of the crucial role written corrective feedback plays in enhancing the students' writing proficiency. The fact that students try to rewrite their compositions according to the comments they receive indicates their awareness of its positive effects on their writing skill.

Findings of this study show that teachers of writing are aware of the importance of written corrective feedback in ameliorating their learners' level in writing. This aspect of teaching writing is paid close attention on the part of these teachers since they tend to make use of a variation of types of written feedback wishing it could help with the improvement of their students' writing skill.

Learners on the other hand showed their awareness of the significance of written corrective feedback in improving their writing through their attempts to rewrite new pieces of writing according to the comments they receive.

In sum, data derived from both the questionnaires and the test indicate that teachers of writing and second year EFL students in the department of letters and foreign languages at the University of Constantine 1 have an awareness of the crucial role written corrective feedback has on learners' writing skill.

#### **6.4.2. Research Question Two**

**Do they have a clue about the different impacts of different types of written corrective feedback on writing i.e. how should students' errors be corrected?**

Towards a clear understanding of the possible impacts different types of feedback might have on students' writing, teachers and students were found to share the following beliefs.

Teachers' responses to the question prove that they do not only know about the different impacts of different types of written corrective feedback on writing but they also make tremendous efforts when correcting their students' papers. In that they report that it is depending on the level of the student that they know what kind of feedback is to be provided. Hence, students with low proficiency levels ought to get direct written feedback while those with high proficiency levels are to get indirect un-coded feedback since they are able to correct themselves without waiting for the right form to be provided by the teacher or peers.

Despite their knowledge of the existence of different types of written corrective feedback, students do not give this variation any importance because they tend to get either the right form directly from the teacher or at least being shown the type of mistake in order for them to correct it. As for peer feedback, students tend to have a negative attitude towards it since they do not trust their classmates. They strongly believe that their peers are not proficient enough to correct each other's mistakes. Students insist on the fact that teacher coded written corrective feedback is the only solution for the improvement of their writing.

Teachers' awareness about the different effects of different types of corrective feedback on student writing is not transmitted to students who have strong beliefs and negative attitudes towards both un-coded written feedback and peer feedback. Therefore, teachers of writing in the department of Letters and Foreign Languages should raise their student writers' awareness of the importance of each type of written corrective feedback.

### **6.4.3 Research Question Three**

**Do students take into consideration the feedback accompanied with their pieces of writing and try to take action, or they just neglect it?**

This question is intended to find out about students' reactions towards any feedback they get during the writing process. Whether they read and attempt to correct accordingly or they just overlook it.

Both data collection tools implemented in this study prove that the majority of students try to correct their errors in writing with a special reference to teacher feedback rather than peer feedback. They, actually, do not trust peer feedback and strongly argue that their peers are not the right persons who should provide the correction. The test results also show that improvement in writing in students who received peer feedback does not occur on a regular basis. Marks and number of errors were fluctuating while the number of words in each essay was getting reduced i.e. student writing fluency was diminishing. As for teacher feedback, however, students tend to read it and react positively towards it. Hence, they correct their errors accordingly.

To sum it up, student writers neglect peer feedback because of their belief that their peers lack adequate knowledge for providing feedback. They, hence, appreciate and trust their teachers' feedback.

#### **6.4.4. Research Question Four**

##### **Do teachers of writing allow for peer feedback during their classes?**

Peer feedback is a classroom practice that is used by teachers of writing so as to lower the pressure of anxiety that may be found in the students' reaction to teacher feedback. Results of this study indicate that teachers of writing rarely allow for peer feedback for three main reasons. First, it is a time consuming process. Writing is devoted only three sessions per week so teachers do not find enough time to teach the theoretical aspect of the module concerning the techniques of writing in addition to the practical one which is the act of producing and giving teacher feedback. All these steps make difficult for teachers to give more time to peer feedback. It also needs special training for the students so that they decide with their teacher about the type of feedback they should provide.

A second reason for devoting less time to peer feedback by writing teachers is the students' reactions towards it. Learners receiving peer feedback have negative attitudes towards peer feedback since they believe that their peers do not have enough knowledge about how to correct each other's writing. They also think that the peers themselves need someone to guide them with their writing. The last reason is that teachers find that learners overlook this type of feedback. Therefore, it is regarded as being useless and a waste of time since it does not bring about improvement.

In sum, despite the fact that teachers allow for peer feedback in their writing classes, it still does not prove being sufficient because of learners' negative reactions towards this type of feedback. It is, thus, suggested to give it more time and also to provide the students with special training about how to provide written corrective feedback to others.

#### **6.4.5. Research Question Five**

**As far as coded feedback, un-coded feedback, and peer feedback are concerned, does one of them prove the most beneficial?**

The major concern of this study is to find out which type of written corrective feedback among the following: teacher written coded feedback, teacher written un-coded feedback, and peer feedback proves being the best in having more positive effects on students' writing skill.

Depending on the results derived from both data collection tools, learners tend to improve their writing once they get written corrective feedback. In the teacher questionnaire, for example, results showed that un-coded feedback is the most effective type of teacher written corrective feedback but only for the case of students of high level. Low level learners, on the other hand, ought to be provided by coded feedback because they cannot look for the type of the error themselves and correct it too. Peer feedback is seen as having less positive effects on student writing. For the test results, considerable improvements happen with first experimental group receiving un-coded feedback at the level of fluency where the number of words increases constantly both in the immediate post-test and the delayed post-test, and also at the level of marks. The rate of errors decreases both in the immediate and delayed post-tests. Slight improvements happen in the experimental groups with peer feedback and coded feedback with a special indication to the fact that students' writing fluency worsens once they are provided with peer feedback.

In sum, these results lead one to deduce that best type of written corrective feedback in fostering the student writing skill is indirect un-coded feedback provided by the teacher. This result goes hand in hand with the hypothesis underlying this investigation. The hypothesis of this research, thus, is confirmed.

#### **6.4.6. Research Question Six**

##### **Do these types of feedback have short or long term impacts on students' writing?**

In addition to improvement at the level of both fluency and accuracy in writing, testing the long-term effects of these types of feedback was judged through designing a delayed post-test after the immediate post-test. According to the teachers' questionnaire, results indicate that it is only written un-coded feedback that has long-term impacts in enhancing the student writing skill. The other two types are believed to have short-term effects. In the test, it is also the same. Although there are long-term positive effects of all the types, still the group with un-coded feedback gets significant improvements on the long run. Again, these findings serve as consistent evidence in confirming the first hypothesis in that all of the aforementioned types have long run positive effects. Emphasising the fact that un-coded feedback is the type that has more positive effects on the long run.

##### **Conclusion**

In sum, answering the research questions led the researcher to find out that the two hypotheses set at the very beginning of this work are confirmed i.e. providing written corrective feedback is beneficial for improving student writing. Additionally, the best type in bringing about significant improvements in writing is the teachers' written un-coded feedback. Finally, the latter is found to be of tremendous benefits both on the short and the long run.

## General Conclusion and Study Implications

Writing, one of the four major skills involved in the learning of a foreign language, is the skill that most second year EFL university students struggle with, in the whole learning process. One of the aspects of this skill, this study attempted to shed some light on, is the use of written corrective feedback. The present research aims at unveiling the real problems lying behind students' weak performance in writing with regards to the way they receive feedback and respond to it. It also intends to find out about the most significant type of feedback so as to make use of it and help learners become better writers.

The study encompasses a typology of written corrective feedback and the different impacts each type might result in. As such, it examines three types of written corrective feedback which are teachers' un-coded feedback, teachers' coded feedback and peer feedback. To find out about the different impacts each category of written corrective feedback has on students' writing skill, it was hypothesised that - *if students are provided with different types of written corrective feedback, a bigger number of them would respond and their writing would improve both on the short and the long run. i.e. written corrective feedback would have both short and long-term effects. -If students receive peer feedback, coded feedback, and un-coded feedback on their writing, the un-coded one proves the most effective amongst others in improving students' writing.*

To test the validity of the hypotheses, two means of research were opted for. First, the teachers' and a students' questionnaires were designed to uncover students and teachers awareness of different types of feedback. Second, an experiment was conducted with four groups of participants. The population involved in the study consisted of the second year students at the University of Constantine 1 in the academic year 2014/2015. There was a control group, an experimental group provided by un-coded feedback, another one with un-

coded feedback and a third experimental group with peer feedback. In the pre test, students were asked to write an essay developed by examples. Instruction took place, then, an immediate post-test was organised in which students were asked to redraft the first essay. In the delayed post-test, learners were again requested to rewrite a third draft of the same essay. This procedure was implemented in order to check learners' revisions to their writing regarding the feedback provided. The delayed post-test was conducted for the sake of examining long-term effects of feedback.

As far as the results of the study are concerned, the questionnaires yielded the result that it is teachers' coded written feedback which serves as the best type in making learners improve their writing and that the teachers' un-coded proves more effective only if the students are of good level. The student questionnaire, on the other hand, showed that learners believe that coded feedback is the best type in enhancing their writing skill and that it is the type they prefer most. Actually, the students' belief stems from the fact that they find it easier to be shown the type of error they commit. Therefore, their task is just to look for a correct substitute. Contrarily, when they get un-coded feedback, they find it much difficult to recognise the type of error and then to bring the correct form as well. For peer feedback, it is realised from the questionnaires results that learners do not believe in its efficiency to them improve their writing. They think that their peers are not qualified enough to provide them with the appropriate. They also stick to the idea that it is the teacher's duty to do such task in the writing classroom. In practice, results of the experiment were fluctuating. There was not an improvement on a regular basis.

As for long term effects, it was proved that the type of feedback that leads to long term retention is un-coded feedback because this type involves the learner in a mental attempt to recognise the type of error first then to correct it. This mental effort leads to remembrance on the long run.



Results of the experiment, however, showed that it is only un-coded teacher feedback that ensures constant student writing improvement at the level of fluency and accuracy. It is only the best type among others concerning bringing long-term progress. It is, therefore, recommended that teachers of writing in the department of Letters and Foreign Languages at the University of Constantine 1 should work with un-coded feedback once they correct students' written works. They should also make efforts in changing their students' attitudes towards this type of feedback by attempting to convince them that it is the most effective tool in bringing about improvement in writing because taking into consideration the students' preferences has an important role in the learning process.

Last but not least, it is worth suggesting that students should be convinced at beginning levels about the efficiency of the teacher's un-coded feedback. i.e. right from the first year, learners should have an idea about this type of feedback and should also be provided with this type and be accustomed to it. It would be then an important pace in the teaching of writing towards fostering the writing skill of learners at beginning levels and also towards transforming them into active learners and creating self reliance in them. i.e. they become self-dependent learners who do not wait for being spoon fed by the teacher.

### **Study Implications**

The obtained results, from both the questionnaires and the experiment, serve as the basis for recommending some classroom actions. These are concerned with the way written feedback is provided and the type of feedback implemented. The results of the questionnaire served in unveiling students' awareness and preferences towards written feedback. In this respect, students show their reluctance towards sharing or exchanging their compositions with peers. That is, they do not believe in the effectiveness of peer feedback. They think their peers are not knowledgeable enough to correct others. They also contend that their peers are not

able to correct their own mistakes. This mistrust attached to peer feedback asks for action on the part of teachers. It is, thus, the teachers' duty to allow for more time for feedback within the writing session.

Writing teachers should convince their students of the positive effects that might result from peer feedback. Once students change their negative attitudes toward this type of feedback and believe in efficacy, positive results would take place. To achieve this goal, on one hand, teachers should guide learners during the act of giving peer feedback so that they feel more confident and self-determined in giving feedback. Their peers, feedback receivers, on the other hand, will take this kind of correction into consideration since it happens with the teachers' guidance. Another hint that helps with this type of feedback is to ask the students to demonstrate the place of the mistake without showing its type or presenting the right form. This way is easier for the students and safer because it ensures they do not locate errors in a wrong manner. For example, they might underline an error and supply its type as being a word choice mistake while it is an informal word. Therefore, just underlining the error is less time demanding, easier, and safer. In general, the results of this study indicate that although there is a backward movement in both levels accuracy and fluency on the short run, on future occasions students perform better with regards to these two aspects. In the delayed post-test, students performed better.

Building on these findings, teachers are to devote time for working sessions in which they decide with learners on the codes they allocate to each type of error. An explanation for each abbreviation and what it stands for, in addition to asking them to memorise these codes right from the beginning of the year, will ensure better results. The explanation would help them get more familiar with these symbols; and the more they refer to these symbols, the easier they can decode their teachers' coded feedback. Supplying a list that includes all the written codes used by the teacher of writing and urging them to refer to it each time they get

feedback, would guarantee that they get accustomed to it. Hence, more improvement will take place.

Findings of this investigation point out the effectiveness of the teachers' un-coded written corrective feedback at the level of fluency and accuracy and both on the short and the long run in fostering students' writing skill. Even though learners tend to prefer teachers' coded feedback and believe that it is the best way to better their writing since they find it less effort demanding than un-coded feedback which indulges them in a process of identifying the type of the error and then searching for a correct substitute, results of the experiment show the opposite. Students' written works improved consistently from the pre-test, the immediate post-test until the delayed post-test where there are considerable positive results. These findings demonstrate the urgent need for teachers' action. Given its significance in fostering students' writing, teachers' un-coded written corrective feedback should be used right at beginning levels. Hence teachers should start training their students to take into consideration the un-coded feedback they provide them with. Once they get accustomed to it, learners' would witness writing progress in accuracy and fluency in short term and on the long run.

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# Appendixes

**APPENDIX 01**

**Teachers' Questionnaire**

This questionnaire is designed to gather information about teachers' practices in the writing class, their conceptions about feedback, and the way they incorporate written feedback in their writing instruction.

The data gathered will be treated confidentially.

Thank you very much for sharing your ideas and experiences. Your input is highly appreciated.

Could you please put a tick in the right box, or provide a full answer wherever necessary

Thank you in advance for your cooperation

**Section 01: General Information**

1-Gender

Male  Female

2-Degree held

Master   
Magister   
Doctorate

3- How long have you been teaching English?

**Section 02: Teaching Writing**

4- How long have you been teaching writing?

5- Which approach to writing do you adopt?

.....

6-Are you satisfied with your students' level in writing?

Yes   
No

-If no, say why?

.....

7-Does reading help improve your students' writing?

Yes   
No

-Whatever your answer, please indicate how?

.....

.....

.....

8-Does speaking improve students' writing?

Yes

No

-Whatever your answer, specify how?

.....

.....

.....

9-What are the most common problems students face when they write?

Grammatical mistakes	<input type="checkbox"/>	Poor vocabulary	<input type="checkbox"/>
Mechanics	<input type="checkbox"/>	Poor organisation of ideas	<input type="checkbox"/>
Poor content	<input type="checkbox"/>	all	<input type="checkbox"/>

### Section 03: Assessing the Writing Skill

10- Which type of scoring do you use?

-Holistic scoring

-Analytic scoring

11-How often do you assess your students' writing?

.....

.....

12-What aspect of the language do you emphasise most when correcting your students' writing?

Vocabulary	<input type="checkbox"/>
Grammar	<input type="checkbox"/>
Content	<input type="checkbox"/>
Mechanics	<input type="checkbox"/>
Others, specify	

.....

.....

### Section 04: Effects of Corrective Feedback on Writing

13-When correcting your students' mistakes in writing, do you

-Provide the correct form?

-Underline the mistake and name its type giving opportunity to the students to correct it (coded feedback)?

-Just underline the mistake and it is up to the students to find both the type of mistake and the correct form (un-coded feedback)?

-Please, Justify your choice

.....  
.....

14- Is written corrective feedback effective?

Yes  No

15- Which of the aforementioned types is the most effective in improving your students' writing?

-Direct feedback (providing the right answer)

-Indirect coded feedback (pointing the mistake and showing its type)

-Indirect un-coded feedback (underlining the mistake without indicating its type)

16- Which type of written corrective feedback do your students prefer?

.....

17-Which type leads to long-term improvement?

.....

18- How do students react to the written feedback you provide?

- They overlook it
- They try to correct their mistakes
- Ask you for clarification about the comments you provide

19- Are students asked to write multiple drafts of the same piece of writing?

Yes  No

-Whatever your answer is, please explain why?

.....

20-Do you provide feedback on

First draft  second draft   
Third draft  all of them

21-To what extent is the provision of teacher's feedback important in enhancing students' writing?

Very important  Important   
Of little importance  Not important

22-How often do you ask your students to redraft their early drafts using your feedback?

Always  Very often   
Sometimes  Rarely   
Never



23-How often do they respond to your feedback?

Always  Very often   
Sometimes  Rarely   
Never

24-Do you think that peer feedback is beneficial for students?

Yes  No

25-Do you allow for peer feedback?

Yes  No

-If yes, how often do you do that?

.....  
.....

26-How do students react to their peers' comments?

.....  
.....

27-Do they process that feedback?

Yes  No

-If no, please indicate why.

.....  
.....

28- Which feedback is more effective?

-Teacher's feedback   
-Peer feedback

29- Does your feedback have long, or short term effects on students' writing?

.....

30- In which type(s) of errors students make considerable progress?

.....

-Do you have further suggestions about the provision of written corrective feedback?

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

Thank you for your cooperation

## APPENDIX 02

### The Students' Questionnaire

This questionnaire is designed to gather information about teachers' practices in the writing class, their conceptions about feedback, and the way they incorporate written feedback in their writing instruction.

The data gathered will be treated confidentially. Thank you very much for sharing your ideas and experiences. Your input is highly appreciated.

Could you please put a tick in the right box, or provide a full answer wherever necessary

#### Section01: General Information

01-Male  Female

02-How long have you been learning English?

03-How is your level in writing?

Very good   
Good   
Average   
Weak   
Very weak

04-Are you satisfied with your mark in writing?

Yes  No

05-Do you think that the mark you have been given reflects your real level in writing?

Yes  No

06-Do you read?

Yes  No

-If yes, how often?

Rarely   
Sometimes   
Often   
Always

07-Does reading improve your proficiency in writing?

Yes  No

If yes, say how?

.....  
.....

08-Do you think that speaking has a relationship with writing?

Yes  No

-If yes, please say how?

.....  
.....

09-Does your teacher allow for peer review?

Yes  No

-If yes, is it

Always?   
Often?   
Rarely?

10-Do you think that this technique helps in making your writing better?

Yes  No

-If no, please say why?

.....  
.....

11-Do you want your teacher to comment on your mistakes in writing by

- a- Providing the right form?
- b- Underlining the mistake and showing its type?
- c- Just underlining the mistake and you have to find its type and correct it yourself?

12- Which of those techniques, you think, is best for improving your writing?

- a- Providing the right form
- b- Underlining the mistake and showing its type
- c- Just underlining the mistake and you have to find its type and correct it yourself

Please, justify your answer

.....  
.....

13-How often does your teacher correct your mistakes?

Always

Sometimes

Often

Never

14-Which aspect(s) of the language he/she emphasises most?

Vocabulary

Grammar

Content

Mechanics

All of them

15-After receiving feedback, do you usually revise your paper?

Yes

No

-If yes, do you take your teachers' comments into consideration?

Yes

No

-If yes, do you

Correct mistakes?

Change the whole structure?

Just keep it as it is?

16-How do you feel after receiving your teacher's feedback?

Self confident

Depressed

Shocked

17-How do you feel after receiving your colleagues' feedback?

.....

18-Which of the following, you think has long-term effects on your writing?

a- Peer feedback

b- Teachers' coded feedback (underlining the mistake and providing some codes which show its type)

c- Teachers' un-coded feedback (just underlining the mistake without showing the type)

19-Which one of them is best for improving your level in writing?

a                       b                       c

20-Among your teacher's feedback, is there a kind of feedback that you don't like, or find not useful?

Yes                       No

If yes, what is it?

.....

21-Do you get your teacher's feedback during the writing process?

Yes                       No

-If yes, is it on the

First draft?

Second draft?

Final draft?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

22-Is it easy for you to understand your teacher's comments?

Yes                       No

-If no, please explain why?

.....

.....

23- Do you think that e-feedback is helpful in improving your writing?

Yes                       No

24-Add any suggestions which you think might improve the way your teacher comments on your writing, hence improve the way you write.

.....

.....

.....

.....

Thank you for your cooperation

## APPENDIX 03

### Categories of Errors

Adopted from Ferris's (2006) categorisations of learners' errors

Category of error	Abbreviation
1. word choice	WC
2. verb tense	VT
3. verb form	VF
4. word form	WF
5. articles	Art
6. singular-plural	Sing-pl
7. pronouns	Pr
8. run-on	Run-on
9. fragment	Frag
10. punctuation	Punct
11. spelling	Sp
12. sentence structure	S.Str
13. informal	Inf
14. subject-verb agreement	agr
15. capitalisation	Cpt
16. poor argumentation	Poor arg
17. lack of supporting details and examples	No sup det & eg
18. contradictory ideas	Contr id
19. repetition	Rep
20. apostrophe	ap
21. preposition	Prep
22. comma splice	Comma splice
23. add something	V
24. omit something	/
25. adjective	Adj

## **Appendix 04**

### **Samples of Learners' Compositions**

# **Pre-test Samples**



## **Pre-test: Control Group**

Université Mentouri - Constantine  
Faculté des Lettres et des langues.



جامعة منتوري بسططة  
كلية الآداب واللغات

Dépa

Nom

Cont

the essay is

English is the language of the world, this language originated in England but (Kni) now it spoken in British Isles, Commonwealth of nations, North America, and in all parts of the world. If you want to use this language, you must learn it, it has numerous benefits such as: communication, get a job and trading in foreign (language) country.

First, I think that English is a tool of communication to the people who did not understand or know the Arabic or the French, for example, in the social media like facebook and Twitter as ed, you have to understand this language to be able to chat.

Second, English is the best field in order to get a job or an occupation. For instance, to be a teacher you must learn English carefully because of you explain what (E) is English and How to use it to many

generations, moreover; English is important to a translator  
He/she must know clearly this language in order to give the exact  
translation to Arabic or French.

In addition to that, English has a crucial value when  
you go to a ~~foreign~~ foreign country, and you want to trade  
with others; for example; while you work in a company and  
you are capable to talk with them by this language, you  
~~didn't~~ didn't have any problems.

(to sum up)

to sum up, English is ~~(is)~~ very essential to people, ~~(who)~~  
~~(didn't to)~~ and made us a cultivated people who can communicate  
and trade or travel, I think that this language is very important.

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Université Hassan - Cherif  
Faculté des Lettres et des Sciences  
Département : Arabe  
N° de l'étudiant : 123456789  
Date : 12/03/2020

Contrôle écrit de : .....

Knowledge

Knowledge English is the language of era it is a new foreign language that became more useful in most of the world, very attractive by people everybody want to learn this language international language since learning english has a lot of benefits on those learners such communicating with foreigners getting jobs travelling over the world.

Communicating with foreigners is the most important benefits of learning english language. So many people think that this latter is very useful because when they travelling to a foreign country it help them to connect with other people what ever their levels also it encourage them to know about foreign countries culture.

Learning english also has an other benefit specially for English students it facilitate to them the way to get a good job, to work without exuse in foreign societies.

It seems to me that learning English is very interesting, useful and important in our lives for all people & student, business man or even kids. This letter later became beneficial more than any language in many sides such as communicate with foreigners or work better. Finally learning English is knowing the culture of the world.

جامعة  
كلية  
الاسم العائلي والاسم الشخصي  
الرقم الكاوية  
Controle écrit de : Expression-écrite

Topic

What are the benefits of learning English?

Essay

Traveling to a foreign country is always an exciting thing to undertake. Especially to that which is different from ours with ~~an~~ interesting culture and variety of tradition like Britain. Equally important, it is needed to be updated with the global evolution, and what a better way to do it than learning the international language, English. Thus, it is essential for both our foreign communication ~~and~~, as well as, acquiring language abroad.

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The Foreign Communication improves the way nations interacts. First, it is important to be clear and well understood globally. It is the key to the society. Moreover, It facilitates mostly all matters from most to the least important, such as, booking a hotel room.

When studying abroad, it is vital to acquire the ~~own~~ country's native language. So, knowledge will be gained easily. further more, it improves ones capacities of understanding speakers.

To sum up, it is extremely important to acquire english. This shall allow you to be in controll in vast domains of your life.

English is a Universal Language it is the language number one in the world, most of the countries in the world use English as a second language. nowadays every body want to learn English because it has a lot of benefits that helps us in our future life such as: become a teacher of English, communicate with foreign people.

Become a teacher of English is one of the goals that English learners want to realize. most of English students want to become teachers ~~for~~, because they want to share this language with other people for example: ~~the world~~ the culture of English culture, and give information about it ~~for that~~ they make them know the basics of this language, and how to pronounce each word and how to write it. Also they want this language to still used for ever and ~~continue to be there from~~ pass from generation to another. The teacher is the best person who know the value of the language.







12/3  
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جامعة القاهرة

الاسم :  
الرقم :



الكلية :  
الجامعة :

الاسم :

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الرقم :

الجامعة :

التاريخ :

To sum up, learning English has plenty of benefits in the period we live as in communication and working, it is an international language and a passport which ~~ties between~~ allows us to tie between all over the world through language.

# **Pre-test: Experimental Group with Coded Written Feedback**

## Writing an essay

In almost Countries people use and learn <sup>single</sup> foreign languages. Every one of them has a reason or a lot of reasons which make him choose to study this language. In our Country for instance French and English are <sup>art &</sup> foreign languages. Studying English is beneficial because it helps you to communicate with others, getting a good job, <sup>SP</sup> and discovering another cultures. <sup>V.F.</sup>

Among the advantages of learning English is communicating with each other. It helps us to exchange ideas, thoughts, and informations especially those which are relating with science and education. Besides, <sup>pl</sup> it enriches our knowledge. <sup>ag</sup>

Getting a good job is also another side which makes English benefit. It gives us <sup>prep</sup> a chance to release our dreams to become teachers or any job which you want to do in the future. <sup>W.C.</sup>

Learning English is good because it is an opportunity to know a lot of things about the other cultures. It makes us able to see how people live, their style of life, their customs. <sup>SP</sup>

Studying English is still a good thing which gives us a lot because of its benefits. <sup>SP</sup>

Learning languages nowadays, is very essential. Since it has an influential impact on our daily life and our society. English is a universal language, it becomes very popular because of its benefit such as: discovering the culture of the country, trade and business, facility to find a job.

First of ALL, learning english is very helpful for discovering the culture of the country, you can know the people's life style, for example, British people dislike to live in a Flat, their beliefs, their customs and traditions, for instance, they have four meals per day and they like fast-food or snacks.

Next, acquiring english in this century is very beneficial because it becomes a language of trade and business. Most people deal their works by speaking english and in some area if you do not speak english fluently, you would not find a job or apply for a job; therefore, speaking english is a major in our life.

After that, having an english diploma can assist you to find a job facility and easily. As companies now need a lot of people who acquired the english language. Aeroport also search for people who can speak english clearly.

ALLI u ALL, learning english is very effective and had a lot of advantages as, knowing the culture of others, important of trade and easy way to find an occupation. So, do not worry if you have an english diploma because it will help sure in your future to find a good job, in addition it gives you a self-confident and enrich your memory that you can think in another language.

Nowaday, English is an International language and Mastering it is an obligation because of its different benefits such as = finding job early, Communicate with a foreign peoples and discovering a new cultures.

Finding a job early is one benefit of learning English because many companies espicialy ones of importing and exporting consider knowing this language as one condition to work in. In addition to airports and private schools.

Another benefit of Mastering English is to Communicate with the foreign people not only the native speakers but also people from different nationalities. i.e. a big number of countries over the world use English and consider it as a second language for example = China, Japan .... So if you know it you avoid to know their mother language and you Communicate with them early.

Discovering a new cultures is also a benefit of  
knowing English language. Simply when you communicate  
with a foreign people you make friendship with them with  
this you will be know their cultures, customs and traditions  
and you can even visit them.

by mastering the English language, you will be  
discover its benefits. you can have work easy,  
and communicate with people and meet new people and  
know their cultures. Indeed, the most you use this langu..  
age the most you discover new benefits.



English is considered as the most important language in the world especially nowadays, because it helps us to discover a new culture, and it is a means of communication also it give us an opportunity to live a very beautiful adventure.

First, English is an open door to the whole world cultures, it helps us to discover a new countries culture, so we can know a lot of things about their history, style of living, and even their mentality. especially in countries as USA, and British when we find the native speakers, and when we use the English language.

Second, English is a means of communication many people are using the English language to communicate with each other, also to express their thoughts and feeling with an clear language to the whole population. and they use English to (speak) communicate with other foreign people to enrich their la-vole.

Third, Learning English is a big opportunity to visite the world, and live a very beautiful adventure - the most famous and beautiful countries ever, and it will be not difficult because the most people in the world speak English language.

To conclude learning English as a foreign language is very helpful to discover a new culture, to communicate and also to live your own adventure, this is why we should to be strict and wise when we learn it.

## The benefits of learning English.

English is the First language in the world. Some people choose learning English because they love it, and others choose it because it is <sup>or</sup> useful language, learning English have many benefits such as, it's help us to Communicate with the native speakers, discover new culture, give to us the chance to visit the foreign Countries. Help us to Communicate with the native speakers is one benefit of learning English. When we learn English, we try to know every thing about it and that makes us speak and discuss with the native speakers easily.

Discover new culture is an other benefit of studying English. learning English put us in New Culture. we discover many different things about this culture for instance how people live, their life style, food, customs. these things give us a knowledge about new culture.

Give to us the chance to visit the foreign Countries is the third benefit of learning English. Since that English is the international language in the world. this give to us a opportunity to travell in any place, without finding any problems to Communicate with people in these Countries.

Learning English have many good things for example Communicate  
*cap agr punct SP punct V, F*  
with the native speakers is one of benefits of studying English. in addition  
*cap*  
to discover new Culture which makes it good thing and give to us  
*W, C Prep*  
the chance to visit the foreign Countries is an other benefit of  
*SP*  
studying English. If you want to built a good future you must  
*V, F SP punct*  
learn English.

# **Pre-test: Experimental Group with Un-coded Written Feedback**

## The Essay

Learning english has benefits, such as: <sup>in your life</sup> ~~not~~ learn new language, relationship, work with a foreigner companies.

Firstly, the most important benefit for learning english is to learn new language. Many people do not know any language; just their mother tongue, while other know more than one language and one of these languages is english.

Secondly, as an obvious matter; peopl make relation with people who are in the same country. Why they do not make friends with English people, but they can not do so; because they do not know english. So, if they learn english, they would make relationship with them and they will have a chance to know new information about their culture.

Thirdly, learning english gives you a chance to work with a foreigner companies. When you learn english, your life will change to the best, and you will have a good job in these companies.

In conclusion, learning english gives you a chance to learn new language, make relationship easily with the english people and a good job in foreigner companies. You would be lucky if you learn this fantastic language.

Learning English make you benefit from it in many ways, improving your knowledge, enjoying and also make you a good communicator, so as a conclusion

the English language. open you many new doors, you were not waiting for.

## Learning English has benefits

Learning ~~for~~ foreign languages is very useful especially English.

I learn English language, simply, hence it has many benefits like becoming international language, being easier than many other foreign languages and being my perfect language to study.

Because of its important benefit, which is becoming international language, I learn English by knowledge that I can use it many times and with many people because it being international that can be for many reasons; for instance, the greatness of the country politically, culturally, or for any other reason that makes it spoken by the majority of people.

I found English language ~~is~~ easier than other foreign languages to learn. Concerning ~~the~~ <sup>its</sup> grammatical rules, ~~the~~ <sup>its</sup> two different accents that shall we use and even <sup>its</sup> vocabulary don't need much learning by heart. That's why I expect it easier.

Being <sup>English</sup> my perfect language to study, <sup>it</sup> gives <sup>me</sup> more ability and energy to learn ~~it~~. It lets me work very hard in my examinations and even for tests or any research teachers want me to do. Moreover, I feel at ease when I read or write or even hear something said in English.

As a conclusion, learning English is beneficial in different ways for example becoming international language, <sup>or</sup> it might be found easier comparing by other foreign languages or being the perfect one to study. So, study English even just for the entertainment and you will enjoy it.

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It is said to be that, learning a foreign language is so important in our daily life. Conspicuously, all the communication is based on the language. For instance, we can not ~~exchange~~ import or export goods if we do not know the different languages around the world. So broadly speaking, learning a foreign language is beneficial for those who attend to study a certain language as such English as a foreign one. Clearly, learning a foreign language has many positive effects on the student like knowing ~~it~~ how to make business with them or to communicate with them, or for the sake of knowing their culture.

One of the most important positive effect of learning a foreign language is that we can exchange goods, or many things with <sup>the</sup> other countries. And by so, we can broad our area of exportation and importation of <sup>the</sup> different goods and thrive our country's economy. If we learn as many foreign languages as we could, we can broaden our area of business. Because language has been always the most precious component of communicating, people from different countries have flourished their to home land's economy.

The second benefit of learning a certain foreign country is just for communicating or it could be for knowing new friends as such. Because we cannot communicate with those who are living abroad, if we do not know their language. So knowing a foreign language, will inevitably ~~preclude~~ preclude ~~us~~ those who many people from getting lost in a foreign country.



It said that a country without a history is not a country. Thus,

Learning a foreign language of any country will allow ~~for~~ other people to study its culture and history as well. And that is one of the most important benefits of those foreign student is to know a culture of a certain country for instance how they speak and how they stress and much more.

To sum up with, some say that learning a foreign language is vital to our life without which we cannot even communicate, while others say that it has many different positive effects, including knowing their culture or by broadening our economy business with other countries. Over all, no one can deny the beneficial component that learning a foreign language bestows upon all human beings.

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Nowadays Learning English Language as a foreign language has many benefits in our daily life. Some people consider learning English language as a weakness and those learners are a weak personalities ~~becas~~ and so much more assimilative people because they are just follow others in their habits, customs, traditions..., but in the fact learning English language has a lot of benefits not just as a way of communication, as a cultured language and it's helped in getting jobs in foreign countries <sup>but also</sup>.

As a way of communication, English language is the most useful language in the world because it is ~~the~~ mostly used between different sexes. So, in medicine, food stuffs, education materials, industrial materials nowadays are written in English from different places in the world.

Learning English language as a cultured language give as the ability to know other's traditions, rights... specially ~~with~~ the countries ~~with~~ which speaks will English and its make us very close to their cultures.

when you present for a job outside the country it is beneficial when you speak English in order to engage easily and early to the work. Too short

So, if you ~~do not~~ <sup>do not</sup> like learning English language you are missing a lot of enjoyment in communication with others, the adventures you will take when you discover the new cultures, ~~and~~ Moreover the easy way of getting a job when you ~~will be~~ <sup>will be</sup> able to speak this language. Finally, English is the most useful language in the world for sure you'll be regret if you didn't learn it.

## **Pre-test: Experimental Group with Peer Written Feedback**

English is the language of world, and it has many benefits for the learner. Some have to learn it because it is very helpful for as to communicate, and it has many benefits such as communication, it helps to get a good job specially in Algeria, and it helps as to know the culture of the other countries such as America, and Great Britain.

English is the most useful language and it is the only solution to communicate with foreigners because without this language we cannot live and communicate in the other countries.

This language can help us to know the other culture, specially the people the American, and England public, and to teach the other religions people on religion in order to convince them to like our beautiful religion, so that we can get many benefits from language, and we get other muslims in

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Numéro

our religion.

English is not very useful language in Algeria so that in earlier they need so much teachers and workers in this field, so it is better to learn it in order to find jobs easily than the others languages like French, and Arabic.

in this case I advise the new learners to learn English very well and to use it in their daily life in order to use it in the very appropriate way because it is very helpful for them.

The language can help us to know the other culture, especially English. We should learn English in order to communicate with them. It is very important for us to get to know the other language and we get to know the other culture.

24

Numéro

our religion.

English is not very useful language in Algeria so that in earlier they need so much teachers and workers in this field, so it is better to learn it in order to find jobs easily than the others languages like fronsh, and Arabic.

in this case I advise the new learners to learn English very well and to use it in their daily life in order to use it in the very appropriate way because it is very helpful for them.

The language can help us to know the other culture, especially the American and English people. and to see the other religions. People are religious in order to connect them to like our beautiful religion. So that we can get many benefits from language and we get other numbers in

Facultés des Lettres

جامعة

كلية الآداب

Département de : .....

قسم : .....

Nom et prénom du candidat : .....

الاسم العائلي و الشدة

Contrôle écrit de : W

الرقابة الكتابية : .....

A lot of people around the world like or prefer to learn foreign languages in schools, universities or private schools. Some of them consider learning these languages as a hobby when others consider that as a specific field of academic study even if it is private or public. So, both of these methods of learning foreign languages lead to the different benefits that people will have in their daily life by learning them.

The most popular benefit by learning a foreign language especially "English" is the communication. Nowadays, people communicate with each other by the social media such as Facebook, Twitter, Skype, Messenger... etc from all over the world, so they need to talk with one specific language. When two persons from two different countries communicate with each other, they have to know one common language in order to talk freely. However, if they do not learn at least one foreign language, they will feel that they are communicating with "Aliens". So,

learning at least one foreign language like "English" which becomes the main language in the world is a necessary that everyone should do.

Fashion is the most <sup>✓</sup> subject that people are interested in, and following the channels or magazines of fashion ~~is not easy~~ will be difficult if you don't know a foreign language. English ~~to~~ and French help me a lot in fashion or in shopping because most of <sup>famous fashion</sup> journals, ~~and~~ magazines, and channels are in French or English. When I buy a Shampoo or a perfume, I can read what is written on it ~~to~~ which helps me to choose the right object. It is really important for me to learn a foreign language so that make me to follow fashion step by step.

Travelling is the beautiful thing that I like to do. ~~to~~ Many people like travelling, ~~to~~ the foreign language is very important for the tourists to allow them communicating with people and knowing different cultures ~~to~~ in order to develop your own culture about the countries that ~~to~~ you have visited.

The benefits of learning a foreign language are so many, not only those which are listed but others which you will see by practising your lives. In my opinion, I think that it is very interesting to discover other languages, it will be very benefiting and very important.



Département de : .....

قسم : .....

Nom et prénom du candidat : .....

الاسم العائلي و الشخص

Contrôle écrit de : .....

الرقابة الكتابية : .....

Nowadays, English becomes the useful language in the world, we use it in many things. First in our learning and, when we get a job we may need this foreign language, so English has many benefites can helps people to develop his study and other things like I said and communication is one of the benefite of English.

English can helps us to communicate with the others espicially foreigners for example you connect with some one of USA, so you need English because this one didn't understand Arabic or French, you must to talk with her in English in order to exchange the ideas and the opinions.

English also may help us in our jobs, when we finish our study we need to get a job and this job for instance in a foreign company of America you cannot deal with the other deans and you can't ahlay your job well as the American deans.

This language centerbute the centries to ~~know~~ know the others cultures about her habits and myths, you can say to an American what we do in

2.8  
0.8

84

UNIVERSITE CONSTANTINE I  
Faculté des lettres et des langues

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numéro

our ~~con~~ country, what is our habits, in the same time she  
also tell you what's her habits and myths, so English  
can help to develop the culture about the others.

As a conclusion, English very important in  
our life, because it becomes international and more  
user by people, so it give us many benifites we can deal  
with it in our life.

جامعة

كلية الآ

Facultés de

Département de :

قسم :

Nom et prénom du candidat

الاسم العائلي و الش

Contrôle écrit de :

الرقابة الكتابية :

If you want to success in your life you would have a great deal to learn multi things in the world, and the most common and useful way is to learn foreign languages as you can for growing your knowledge.

Nowday, English language is the most popular and useful language, because there are probably 80% of people in the world speaking English language, for that learning english became a necessity of successful, it for and for making communication easier with other people who speak english, and do not facing difficulties to live your life as you want.

In other side, the most people learning english for get a good job and in a best companies in the world, and having a highest fare to equipped their dreams and ambitions, and became more happy.

Also, learning english language is opening your eyes for other cultures, customs, literatures, traditions, ways of thinking - of other tribes in the world or to discover several ethnic groups in the world, and all that give you a large cultures and some lessons to use it in your life and wisdom.

Finally, I advise all students to learn english because it's the only way to successful and to be an important person in the your society and why not in the world.

The language is the most important  
in these life, English language is one of them.

Which is a benefit language, I prefer to learn

it because of three reasons.

↳ Firstly, I want to know the culture's Britain

and how think and how live there

peoples, Moreover, what they use or polite word.

like please, shall I, could I - etc, than

I can to understand them and I can to use

their idiom's.

→ Secondly, I try to help any people, who ~~not~~ have a problem in these language, and I can to learn and read a magazine or help my daughter, and I give her a lot of advise about these language.

→ Thirdly, I understand what they talk about any think, for instanbe, in T.V., or I can understant the main idea. which talk is talking about it, in other hand, I feel well because I understand what they are telling.

Finally, I suppose to benefit in these language because, I like it and I wish to success of it. I will try and try ~~not~~ even can use it daily.

## **Immediate Post Test**

## **Immediate Post Test: Control Group**



English is the language of the world. It is a language originating in ~~the~~ England but now spoken in all parts of the British Isles, ~~the~~ the Commonwealth of Nations, North America, and other part of the world. To ~~be~~ learn English, you must know every thing about it in order to gain many benefit in the futan like communication, trading in a foreign country.

First, English allow us to ~~make~~ (~~conversations~~) communicate with a foreign people, for example; in the social media, we have to ~~learn~~ know the language in order to understand and talk with ~~them~~ a foreign people such as Facebook, Twitter. Moreover; it permit us to make conversations, discussions, debates with foreign people, for instance, when you go to a foreign country where the mother language is English, like Britain, you have to be skilled into strong language to talk with them freely without mistakes.

Second, English is essential when you are a foreign trader, for example; when you ~~can~~ <sup>find a</sup> work in a Britain, ~~or any country~~ - you have to be versed with the language to ~~exchange~~ exchange goods there. ~~Further~~ ~~it~~, it is important to use it as a guide in any place you want to go for.

## Le Benefits of learning English

→ As a matter of fact English is the language of the era it is the most foreign language that all most used by the world all the world, this latter inter cultural and take much more place in our studies then the mother language since this language is very attractive useful and international foreign language. also learning English nowadays considered important as much as learning other fields, because study this foreign language include a lot of benefits on learners social life and employment as well if it is in their country or in a foreign country.

- Learning English help much more its learners in their social life, specialy if they traveled to a foreign country, it is more useful if they communicate with foreigners. In addition, there is a good point in learning English, it incourage people to know more about foreign country culture.

- There is also another benefit of Learning English which is employment specialy for English student. It faciliate to them the way to get a good job in a foreign society without any or problems difficulty.

In short Learning English has a lot of benefits that help their learners in their whole life specialy social life and employment.

## \* Benefits of learning English

### \* Essay :

The English language is being considered as language of no use. Besides, the first international language, English, seems limited to certain areas by so many. Nevertheless, still I emphasise that acquiring English has so many benefits, such as, communication and foreign studies.

The English is fundamental for the international communication. Thus, It is crucial to develop ~~it~~ and rely on it. It ~~used~~ ~~is~~ nearly every where; for instance, ~~the~~ any global conference is established by this language.

Further more, most of foreign studies rely on English language. Nowadays, the information exchanged all around the world is by english, or at least translated to english. Our ~~new technologies also can't be operated~~ educational technologies can't be operated unless you are familiar with English.

At last, this being said leaves no room to ~~doubt~~ doubt that the english has crucial advantages for its learner.

English is a Universal Language most of the countries in the world speak English or use it as a second language. Learning English become a common thing between different categories in societies, especially young people they all want to learn this global language. Learning English has many benefits: communication, teaching.

~~Communication is an important way to learn new things, and to communicate with other people especially~~

The first benefit of learning English is communication. Now most people learn English because they travel a lot and want to learn new information from other people, and the language that can help them to do so is English because it is spoken by a great number of people in the world. When someone go to a foreign country to work or just to spend his holidays he must speak English because nowadays English is spoken as a second language almost in all over the world.

Teaching is the second benefit gained by learning English. Nowadays different categories of society want to learn English and want to know more about this language, and because of that persons who love this language and want to passed it to other people they can get a job ~~that~~ which they love because they love the English language and ~~so~~ in which they help people to learn this language which will help them a lot in their future life maybe.

Briefly, learning a foreign language is a good thing because we will avoid our selves. ~~with~~ All foreign language has a lot of benefits like the benefits that we gained from learning English such as: communication, teaching.

## ⊖ The Benefits of Learning English ⊖

We live in an era in which some think that learning a new language as English is not so important, and that they prefer to refine their level in their own language rather than learning a new one. According to them, it is just useless and certainly a waste of time. However, still I say that learning English has plenty of benefits in different domains such as: communication and work.

- Communication is the tongue of English, it allows people in all over the world to create a link between them, facilitates the exchange in different domains (social, financial, commercial...) and that by erasing borders between languages, countries and cultures.
- Work is so much easier when we know English, because it offers us opportunities to work in international companies or simply to travel abroad in order to extend our experiences, so to have brilliant future and achieve our dreams in brilliant way.

In short, in the period we live learning English has a lot of benefits in different domains, among them: the communication and work. It's an international language which ties all the countries and cultures and groups all foreigners in one era which English, and all that is through common language.

**Immediate Post Test: Experimental Group with Coded  
Written Feedback**

writing an essay.

In most countries people use and learn foreign languages. Every one of them has a reason or a lot of reasons which make him prefer to study this language. In our country for instance, french and English are foreign languages. Studying English is beneficial because it helps you to communicate with others, getting a good job, and discovering another cultures.

Among the advantages of learning English is communicating with each other. It helps us to exchange ideas, thoughts, and information specially those which are related with science and education. Besides, it enrich our knowledge.

Getting a good job is also another side which makes English beneficial. It gives us a chance to release our dreams to become teachers or any job which we want in the future.

Learning English is good because it is an opportunity to know a lot of things about the other cultures. It makes us able to see how people live, their style of life, and their customs.

Studying English is still a good thing because of its positive side in the communication field, in work opportunity, and even in cultural field. English is a good language which needs care from us.

## the Essay 6

Learning languages nowadays is very essential, since it has an influential impact on our daily life and our society. English is a universal language. It becomes very popular because of its benefits such as: <sup>to discover other's culture</sup> discovering the culture of other country, <sup>to work</sup> trade and business, facility to find a job.

First of all, learning English is very helpful for discovering the culture of other country. <sup>For example,</sup> you can know the people's lifestyle. For example, <sup>as the</sup> British people hate to live in a flats. Their beliefs, their customs and traditions. For instance, they have four meals per day and they like fast-food or snacks.

Next, English becomes a language of trade and business. Most people in companies deal their works by speaking English and in some areas if you do not speak easily and quickly, you do not find an appropriate job; therefore, it would be better to study English because it would expand your opportunity to find a suitable job.

After that, getting an English diploma or speaking more than one language or as we say a bilingual students can assist you easily to work in many companies. Since a lot of companies search for people who speak more than one language and you can work in the Airport, Administration, as a translator, a teacher... etc, so speaking English is very necessarily.

All in all, English is an international language and have a lot of advantages as, knowing the culture of others, useful for trade, an easy way to find an occupation.



So, do not worry if you have an English Diploma because it will help you sure  
in your future to find a good job. Moreover, it increases your confidence and improve  
your memory in which you can think in another language. V.F

Nowaday, English is an international language

and mastering it is an obligation because of its different

benefits such as: finding a job easily, communicating with a foreign peoples and discovering new culture.

finding a job easily is one benefit of learning

English because many companies especially the ones of

importing and exporting consider knowing this language as

one important condition to get career there. In addition, in

airports and private schools also you can find a good jobs.

Another benefit of mastering English is to communi-

cate with a foreign people not only the native speakers but

also people from different nationalities. i.e, a big number

of countries over the world use English and consider it as

a second language for example: China, Japan .... So

if you know it you avoid to know their mother language which

is very difficult and you communicate with them easily

with using English.

Learning <sup>ant</sup> new culture is also a benefit of knowing <sup>ant</sup> English language. Simply when you communicate with foreign people you make friendship with them. This makes you know their cultures, costumes and traditions, and you can even visit them.

By mastering the English language, you will discover its benefits. You can have work easily, communicate with people and meet new people with new cultures. Indeed, whenever you use this language, you discover more new benefits.

English is considered as the most important language in the world especially nowadays, because it <sup>v.f</sup> help us to discover a new culture, and it is a means of communication, also it give us an opportunity to live a very beautiful <sup>single</sup> adventure.

First, English is an open door to the whole world's cultures, it help us to discover a new country's culture so we can <sup>know</sup> a lot of things about their <sup>sp</sup> history, style of living, and even their <sup>sp</sup> mentality, especially in countries as USA, and British when we find the native speakers, and when we use the English language.

Second, English is <sup>work</sup> means of communication. Many people are using the English language to communicate with each other, also to express their thoughts and feelings with <sup>an</sup> clear language to the whole populations. They use English to communicate with other foreign people to enrich their <sup>sp</sup> La vie.

Third, learning English is a big opportunity to visit the world, and live a very beautiful adventure in the most <sup>sp</sup> famous, and beautiful countries ever, and it will not be difficult, because most people in the world speak the English language.

To conclude <sup>principle</sup> learning English as a foreign language is very <sup>sp</sup> helpful to discover a new culture, to communicate, and also to live your own adventure. This is why we should be strict and wise when we learn it.

## The benefits of learning English.

English is the First language in the world. Some people choose learning english <sup>cap</sup> because they love it, and others choose it because it is a useful language, learning English Have <sup>V.F</sup> many benefits such as it Helps <sup>V.P</sup> us to Communicate with the native speakers, discovering new Culture, giving us the chance to visit the foreign Countries.

Helping us to Communicate with the native speakers is one benefit of learning English. When we learn English, we try to know every thing about it, and makes us speak and discuss with the native speakers easily.

Discovering new culture is an other benefit of studying English. learning <sup>cap</sup> English put <sup>V.F</sup> us in new culture. we discover many different things about this <sup>V.F</sup> Culture, for instance. How people live, their life style, food, Customs. These things give us a knowledge about the new Culture.

Giving us the chance to visit the foreign <sup>sp</sup> Countries is the third benefit of learning English. since that English is the international language in the world, this giving us aportunity to travell <sup>sp</sup> to any place, without finding any problems to Communicate with people in these Countries.

Learning English having many good things, for example, Communicating with the native speakers is one of the benefits of studying English. In addition to discover <sup>V.P</sup> new culture which

makes it good language and give us the chance to visit the foreign  
Countries is another benefit of studying English. If you want to build  
a good future, you must learn English.

# **Immediate Post Test: Experimental Group with Un-coded Written Feedback**

Learning English has benefits on life such as: learn new language; relationship; work with foreigner companies.

Firstly, the most important benefits of learning English is to learn new language. Many people do not know any language; just their mother tongue; while other know more than one language and one of those language is English.

Secondly, as an obvious matter; people make friends with people who are in the same country. When they do not make friends with English people, but they can not do so; simply they do not know English. So, if they learned English, they would make relationship with them and they will have a chance to know new information about their culture, tradition and politics.

Thirdly, if you learn English, ~~It gives~~ you will have a chance to work with foreigner companies. When you learn English, your life will change to the best; and you will have a good job in those companies.

In conclusion, learning English gives you a chance to learn new language; make relationship easily with the English people and get a good job in foreigner companies. You would be lucky if you learn this fantastic language.



In the Arab and North African countries English is considered as a third language that's why a lot of people used to think that, they do not need to learn it. but once they realized the place of this language, people now are more interested in it because of its benefits like: getting a good job, Entertainment, communication all over the world.

Firstly, learning any language is useful, but what if it can let you have a job not just a job but a good job. that's why people start learning English because they know they can go far with it, they can get have a good life since their learning provides them a good job also.

Secondly, learning English can be very entertaining because it gives you the opportunity to discover the world other nations's life through it, by knowing their culture and take a look at their life style.

Thirdly, since English is the first language in the world, that ~~is~~ means that it is an international language, what helps you to dealing with people where ever you go, and ~~be~~ <sup>be</sup> an easy communicator which, as we said before make you enjoy your trip more. Learning English at the end is a very good experience because of its benefits, so that's why you should always remember that it provides you a lot.

Learning foreign languages is very useful especially English. I learn the English language, simply, hence it has many benefits like being international language, easier than many other foreign languages and my perfect language to study.

Because of its important benefit, which is ~~becoming~~ being international language, I learn English by knowledge that I can use it many times and with many people. The fact that is international is thanks of many reasons; for instance, the greatness of the country politically, or for any other reason that makes it spoken by the majority of people.

I found the English ~~change~~ language easier than other foreign languages to learn. Concerning its grammatical rules, its two different accents that we can use and even its vocabulary do not need much learning by heart. That is why I expect it easy.

Being the English my perfect language to study, it gives me more ability and energy to learn it. It lets me work very hard in my examinations and even for tests or any research teachers want me to do. Moreover, I feel comfortable when I read or write or even hear something in English.

As a conclusion, learning English is beneficial in different ways; for example, being international language, or it might be found easier than other foreign languages or being the perfect one to study. So, learn English even just for an entertainment and you will enjoy it.

It is said to be that, learning a foreign language is so important in our daily life. Conspicuously, all the communication is based on the language. For instance, we cannot import or export different goods if we do not know the languages around the world. So broadly speaking, learning a foreign language is beneficial for those who attend to study a certain language. Clearly, learning a foreign language has many positive effects on the student like knowing how to communicate in order to make business with people abroad, or just to make relationships or for the sake of knowing their own culture.

One of the most important positive effect of learning a foreign language is that we can exchange goods, or many things with the other countries. And by so, we are broadening of exportation and importation of the different goods and are thriving the country's economy. If we can only learn as many foreign languages as we could, we can evidently ~~had~~ broaden our area of business. Because language has been always the most precious component of communication, people from different parts of the world have flourished their homeland's economy.

The second beneficial effect of learning a foreign language of a given country is just for ~~knowing~~ communicating or it could be for knowing ~~and~~ new friends, as such. Because we cannot communicate with those who are living abroad, ~~if we do not~~ we need certainly to acknowledge a foreign language to communicate easy easily with them. So, knowing a foreign language, will inevitably preclude many people from getting lost in a foreign country.

It said that a country without a history is not a country. Thus, learning a foreign language of any ~~country~~ country will allow people to study its culture and history as well. That is to say, one of the most important ~~and~~ benefits of those discipline is to know a culture of a certain country, for instance how they speak and how they stress and much more.

To sum up with, some say that learning a foreign language is vital to our life without which we cannot even communicate, while others say that it has many different positive effects, including knowing their culture or by broadening our economy business with other countries. Overall, no one can deny the beneficial component that learning ~~of~~ a foreign language bestows upon all human beings.

Nowadays, Learning English language as a foreign language has many benefits in our daily life. Some people still consider learning other's language as a weakness and a blind imitation, but in the fact learning English language has a lot of benefits not just as a way of communication but also as a cultured language and it is helping people getting jobs in foreign countries.

As a way of <sup>helps</sup> communication, English is the most useful language in the world because it is mostly used between different sexes ~~which~~; so, we can consider it as a mediator between nations to get closer and closer. Medicines, food stuffs, education material, industrial materials nowadays are written in English from different places in the world.

< Learning English language as a cultured language gives us a chance to know more about people, customs, traditions, rights of different places in the world and spatially these countries peak English. So it is very useful because it helps us in connecting easily with others in order to be close to their cultures. >

When you present for a job outside the country it is beneficial for sure when you speak English ~~it~~ <sup>and</sup> ~~it~~ <sup>you</sup> make engage with the other easily; Moreover it <sup>it</sup> helps you to know or to do your job very well in order to improve yourself as a foreign person speaks English very good.

So, if you do not like learning English language you are missing out a lot of enjoyment in communication with others, the adventure you will take when you discovering the new cultures; Moreover, the easy way of

getting a job in a foreign country like the United State of America. Finally  
~~you have to~~ you have to keep in mind that English language is the most  
useful language in the world.

**Immediate Post Test: Experimental Group with Peer  
Written Feedback**

The language is the most important in this life.  
English language is one of them, it has many of ~~the~~ benefit  
because of three reasons:

Firstly, I need to know the culture's Britain  
and how ~~thinking~~ them, and I can't understand them clearly  
in addition, the facilitate communication and  
life from a foreign friendships.

Secondly, I try to help any people, who have  
a problem in this language, and I can help my daughter  
and I give to her a lot of advice about this language

Thirdly, I understand clearly when I watch TV for  
example or when I write a specific books like short story  
in other hand. I feel well when I understand what they  
speak

Finally, I hope that some I succeeded to develop my  
understanding



English is the language of world and it has many benefits. So normally all the world should learn it; It is very helpful. Language and it is easy for communication, education, and it is a speed means to transmit the cultures of the other societies, and to get a good job.

English is the most useful language and it is the best solution to communicate with the foreigners because without this language we can not communicate. Also it helps to transmit the methods, behaviours, the ways of education.

In addition to that English helps to know the others culture, specially the American, and Eng British culture was to teach the other societies our religion, in order to convince them to like our religion, so that we can get many benefits when we learn this international language.

English is the useful way to know the others traditions and cultures besides English is not very useful language in Algeria (so in fact we need) because now a days teachers of English are very demanded, new workers in factories so it's a good solution to find a job.

Lastly English language is the speed-way to transmit the useful messages between societies also it is helpful to transmit and facilitate the way of education behaviours, methods, and many things all around the world. because it helps us to influence by the others. So in this course I advise all the people to learn this language because it is very helpful for them.

If you want to success in your life you would have a great deal to learn multipals things in the world, and the most common and useful way is to learn foreing languages as much as you can for improving your knowledge.

Nowaday, English language is the most useful language in the world, because there are probably 80% of people in the world who speak English language. For that, learning english became necessity of for success, and for making communication easier with other english speakers, and for not facing difficulties for living your life as you want.

In other side, most of people are learning english for getting a good job in the international companies and having a higher wage to actine their dreams and ambitions to become more happy.

Also, learning english language is allowing you to discover other cultures, customs, literatures, traditions, the way of thinking of several trides and ethnic groups in the world. and all that gives you a large knowledge and some lessons, wises to apply it in your life.

Finally, I advice all students to learn english because it's the only way to success and to be an important person in your society and why not in the world.

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Nowaday, English becomes the useful language in the world, we use it in many things. First we need it in our learning and when we get a job we may need this foreign language, so English has many benefites can help people to develop our studies and other things like I said, and communication is one of the benefite of English.

English can help us to communicate with the others, spicially with foreigners for exemple you connect with some one of U.S.A., so you need English because this one didn't understand Arabic or Frensh, you must talk with her in English in order to exchange the ideas and the opinions.

English also may help us in our jobs, when we finish our study we need to get a job and this job for instance in a foreign company of America, you cannot deal with the other employee and you can't applay you job well as the American employee.

This language can conterbute the countries to know the other cultures about her habits and myths. You can say to an American what we do in our country, what is our habits in the same time, he also tell you what's her habits and myths. So English can help to develop the culture of the others.

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As a conclusion, English is very important in our life, because it becomes international and more useful by people. So it give us many benefites we can deal with it in our life.

English can help us to communicate with the others, especially with foreigners for example you cannot talk with her in English in order to exchange the ideas and the opinions.

English also may help us to get a job and this job we find our self we need to get a job and this job for instance in a foreign company of America, you cannot deal with the others employees and you can't explain your job well as the American employees.

This language can contribute the countries to know the other cultures about her habits and myths. You can say to an American what we do in our country, what is our habits in the same time he also tell you what her habits and myths. So English can help to describe the culture of the others.

Around the world, there are many people prefer to learn foreign languages at schools, universities and also private ones. Some of them consider learning these languages as a hobby whereas others consider ~~that~~ as an academic study even if it is private or public. So, both of these methods of learning foreign languages lead to different benefits that people will have in their daily life especially English which is the most usable language in the world.

The first benefit by learning English is communication. Nowadays, people communicate with each other by the different social media such as = Facebook, Tweeter, Skype and Messenger. These people, from all over the world, need to talk with each other using a specific language to understand. When two persons from two different countries communicate using Facebook for example, they have to know one common language in order to talk freely. However, if they do not, they will feel that they are communicating with "thems". So, learning at least one foreign language like "English" which becomes the main language in the world, is a necessity that everyone should learn.

Fashion is the most interesting subject for people these days. Following fashion magazines and channels will be quite

difficult if you don't understand English. This language helped me a lot in fashion and shopping because the ~~most~~ famous magazines and channels are in English without forgetting the sales in the big brand shops who talk in English too. The other benefit is when I buy a shampoo or a perfume, I can easily read what is written on it which helps me to choose the right product. It is really important for me to learn English so that it makes me follow fashion step by step.

Travelling is the beautiful hobby I like to do as many people. English is very important for me and for the tourists to allow them communicating with people and knowing different cultures and civilizations in order to develop our own culture about the countries that we have visited.

The benefits of learning English are so many, not only those which are cited below, but others which people will see by practising. Discovering and learning English is very beneficial and very important for a better life.

## **Delayed Post Test**

## **Delayed Post Test: Control Group**



English is the language of the world. it is a language originating in England but now spoken in all parts of the British Isles, The Commonwealth of nations, North America, and other part of the world. To learn English, you must know every thing about it in order to gain many benefit in the future like communication, trading in a foreign country.

First, English ~~also~~ allows us to communicate with a foreign people, for example; in the social media, we have to know the language in order to understand and talk with a foreign people such as: facebook, twitter. Moreover, it permet us to make conversations, discussions, debates with foreign people, for instance; when you <sup>will</sup> go to a foreign ~~country~~ country, where the mother language is English, like Britain, you have to be skilled into strong language to talk with them freely without mistakes.

Second, English is essential when you are a foreign trader, for example; when you find a work in Britain, you have to be versed with this language to exchange goods there. In addition, it is important to use it as a guider in any place you want to go for, for shopping, ~~buying~~ buying and ~~sell~~ selling -- etc. Furthermore, you can not stay in a foreign country without knowing this language, even you live in a ~~from~~ country speak only French, or spanish or any language, you have to know this language to trade.

To sum up, I think that English is very important - because it lead  
us to earn numerous benefit, we have to know this language in  
order to communicate and trading in a foreign country.

As a matter of fact English is the language of the era. Recently English became very familiar to many people all over the world, since this new foreign language investigate our culture and take much more place in our studies than an other language. Basic learning English is very attractive, useful and international. However studied or learning this foreign language include a lot of benefits on learners social life and employment as well as if it is in their country or in a foreign country.

★ This is the first benefits of learning English, it's that it help learners in their social life. Specialy when they traveled to a foreign country, it is useful to communicate with foreigners. In addition, there is a good point for learning English which is encourage people to know about foreign countries culture.

The second benefit of learning or study English it that employment specialy for English student. It faciliate for them finding a job in a foreign societies with better conditions. *too short*

In short English has a lot of benefits that make their learners in their life specialy social life and employment.

The English language is being considered as a language of no use. Besides, the 1<sup>st</sup> international language, English, seems limited to certain areas. Nevertheless, English has so many benefits, such as, communication and foreign studies.

The English is fundamental for the international communication. Thus, it is crucial to develop and rely on it. It is used nearly everywhere; for instance, any global conference is ~~held~~ established by this language.

Most of foreign studies rely on english language. Nowadays, information exchange all around the world depend on the english language. Some to days high-tech can't be operated unless the person is familiar with english.

At least, this being said leaves no room for doubt the english language learning has crucial advantages.

English is a universal language most of the countries in the world speak English or use it as a second language. Learning English become a common thing between different categories in societies, especially young people they all want to learn this global language. Learning English has many benefits: communication, to introduce our religion.

The first benefit of learning English is communication. Now most people learn English because they travel a lot and want to learn new information from other people, and the language that can help them to do so is English, because it is spoken by a great number of people in the world. When someone goes to a foreign country to work or to study or just to spend his holidays he have to speak English because nowadays English is spoken as a second language almost in all over the world.

To introduce our religion we have to know the English language. Because know most of people speak and use language as a second language, is a good thing for us to introduce our religion by using English for example we translate the books of Quran or do some TV shows that speak about our religion so that the whole world can know our great religion.

Briefly, learning a foreign language is a good thing, because we will enrich our selves. All foreign languages has a lot of benefits like the benefits that we gained from learning English such as: communication, introducing our religion.

## The Benefits of Learning English?

We live in an era in which some ~~then~~ people think that learning a new language as English is not so important, and that they prefer to ameliorate their own language rather than learning a new one. According to them it is just an intility and that it is more as shooting that it is a waste of time. However, still I say that learning English has plenty of benefits in different domains such as: communication and work.

Communication is the speaking tongue of English, it allows people in all over the world to create a link between them, to facilitate the exchanges in different domains (social, financial, commercial ... ed) and that by omitting borders between languages, centries and cultures.

work is ~~much~~ the door which English can ~~open~~ widely open, because it offers us opportunities to work in international companies or simply to travel abroad in order to extend our experiences, so to have brilliant future and to achieve our dreams in a good way.

In short in the period we live, learning English has a lot of benefits in different domains, among them: The communication and work. It's an international language which ties all the countries ~~and~~ cultures and groups, all foreigners in one area which is English, and all that is through language.

**Delayed Post Test: Experimental Group with Coded  
Written Feedback**

# Benefits of learning English.

In most Countries people use and learn foreign languages. Every one of them has a reason or a lot of reasons which make him prefer to study this language. In our Country, for instance, French and English are foreign languages. Studying English is beneficial because it helps you to Communicate with others, to get a good job, and to discover new cultures.

Among the advantages of learning English is communicating with each other. First, it helps us to exchange ideas, thoughts, and information with other people specifically those which are related with science and education. Second, it enriches our knowledge. For example, when we speak with foreign speakers, we correct our mistakes in Pronunciations and from these we take many lessons which really help us to talk with people easier.

Getting a good job is also another side which makes English beneficial. It gives us a chance to release our dreams to become teachers or any job which we want in the future. Besides, if you are a good learner of English of course you will find a job that you like. Moreover, when you have a diploma, this is also a good success which pushes you to a better future.

Learning English is an opportunity to know other cultures. It makes us able to see how people live, their styles of life, and their customs all these



things you discover when you hear an English  
book or movie. Although hearing or listening to this  
foreign language, you know many thing that you ignor.

Studying English is still a good thing because  
of its positive sides in the Communication field, in work  
opportunity, and even in Cultural field. English is  
a interesting language which needs to learn work.

## The benefits of Learning English

Learning languages nowadays is very essential, since it has an effective influence on our daily life and our society. English is a universal language. It becomes very popular because of its benefits such as: to discover other's culture, to work in trade and business and to find a job.

First of all, learning English is very helpful to discover other's culture. For example, you can know the people's life style, their beliefs, customs and traditions. AS the British dislike to live in flats. In addition, they have four meals per day and they like fast-food and snacks.

Next, English becomes the language of trade and Business. Most people in companies deal their work by speaking English and in some areas if you do not speak the language easily and quickly, you cannot find an appropriate job; therefore, it would be better to study English because it would expand your opportunities to find a suitable job.

After that, getting an English diplomat or speaking more than one language or as we say a bilingual student can help you easily to find a job. Since a lot of companies search for bilingual people. Moreover, these people can work in the Airport, Administration, Companies ... etc, so speaking English is very essential.

All in all, English is an international language and have a lot of advantages as: to know the other's culture, to work in business and to find easily an appropriate occupation, so you should not worry if you have an English diplomat because it will help you certainly to find a good job and at the same time, learning languages increase your confidence and improve your memory that you can think in other language.

English has become an international language that is widely spread and use. Mastering it is an obligation because of its different benefits such as - finding a job easily, communicating with foreign peoples and discovering new culture.

Finding a job easily is one benefit of learning English because many companies especially the ones of importing and exporting consider knowing this language as an important condition to get career there. The other places where you can find a job also are airports, schools, hotels and so on.

An other benefit of mastering English is to communicate with ~~a~~ foreign people, not only the native speakers but also people from different nationalities. i.e. = a big number of countries over the world use English and consider it as a second language for instance - China, Japan and Malaysia. So ~~with~~ knowing it you avoid to know their mother languages which are very difficult.

Discovering new cultures is also a benefit of knowing English language. Simply when you communicate with foreign people you make friendship with them. This makes you discover

their cultures, costumes and tradition. You can even  
visit them without difficulties.

By mastering the English language, you will  
discover its different benefits. You can have work easily,  
communicate with people and know new cultures. Indeed,  
whenever you use this beautiful language, you discover  
more new benefits.



English is considered as the most important language in the world, especially nowadays. Because it is helpful to discover a new culture, and it is a means of communication. Also it give us an opportunity to live very beautiful adventures.

First, English is an open gate to the whole world cultures. It helps us to discover a new countries cultures, so we can know a lot of thing about their history, style of living, and even their mentality, especially in countries as USA, and British. When we find the native speakers, and when we use the English language.

Second, English is a means of communication. Many people are using the English language to communicate with each other, also to express their thoughts and feeling with an clear language to the whole populations. They used the English language to communicate with other foreign people too to enrich their parole.

Third, learning English is a big opportunity to visit the world, and live a very beautiful adventure in the most famous, and beautiful countries ever. Since it will not be difficult, because the most people in the world speak the English language.

To conclude, learning English as a foreign language is very helpful to discover a new cultures to communicate, and also to live your own adventure. This is why we should be strict and wise when we learn it.

English is the First language in the world. Some people choose learning English because they love it, and others choose it because it is a useful language. Learning English have many benefits such as; it helps us to communicate with the native speakers, discovering new culture, giving us the chance to visit the foreign countries.

Helping us to communicate with the native speakers is one benefit of learning English. When we learn English, we try to know every thing about this language with make us speak and discuss with the native speakers early.

Discovering new culture is another benefit of studying English. learning English put us in new culture. we discover many different things about this culture, for instance; how people live, their life style, food and customs. these things give us a knowledge about the new culture.

Giving us the chance to visit the foreign countries is the third benefit of learning English. Since that English is the international language in the world, this giving us opportunity to travell to any place without finding any problems to communicate with people these countries.

Learning English have many good things, for example, communicate with the native speakers is one benefit of studying English. In addition to discover new culture which makes it good language, gives us the chance to visit the foreign countries is another benefit of studying English. If you want to build a good future, you must learn English.

**Delayed Post Test: Experimental Group with Un-coded  
Written Feedback**

Learning English has benefits on life such as: learn new language, relationship, work with foreigner companies.

Firstly, the most important benefits of learning english is to learn new language. Many people do not know any language; just their mother tongue, while other know more than one language and one of those language is English. *to short*

Secondly, as an obvious matter; people make friends with people who are in the same country, where they do not make friends with English people, but they can not do so; simply they do not know English. So, if they learned English, they would make relationship with them and they will have a chance to know new knowledge about their culture, tradition and politics.

Thirdly, if people learn english, they will have a chance to work with foreigner companies. When they learn English, their life will change to the best ; and they will have a good job in those companies.

To conclude with, learning English gives you a chance to learn a good and an easy language, make relationship easily with the english people and get a good job in foreigner.



Companies • you would be very lucky if you learn this  
fantastic language.

*[Faint, illegible handwritten text]*

*[Faint, illegible handwritten text]*

In many countries English is considered as a third language. That is why their citizens do not try to learn it, or even pay any attention to this valuable language. But with time, the learning of it is increasing, since they find their own pleasure in it like: having a good job, entertaining their selves and being a good communicators.

Learning any language is useful, but what if <sup>it</sup> can also bring you happiness and make you live the rest of your life in a comfort? Since you can get a good and respectful job just by learning English <sup>because</sup> someone who studied English can be a teacher or a translator in a company, and other things that will provide him/her a good position and a wonderful life also.

Another benefit of learning English is entertainment.

Learning English is ~~so~~ exciting and enjoyable, because it gives you the opportunity to discover the world. A learner of English can get the chance to know the culture and the style of life of the countries, with speaking English. Moreover, English ~~is~~ is equal good books. A learner of English will be delighted to read some of the best written books on earth and for sure those books will help him/her in many sides of their lives.

Lastly, since English is the first language in the world. It means ~~you~~ going everywhere without having a problem, because the traveler is already an expert on English, so he/she will not face any communication (problem) issue. He/she will deal easily with the others, in a slight way, with <sup>will</sup> make him/her ~~so~~ grateful and happy about their trip.

To sum up ~~in brief~~, learning English is not just about getting a job, ~~entertaining~~ or communication. It is bigger than that, that is why people should try to learn this language and with time they will find more pleasures.

Learning foreign languages is very useful especially English. I learn English language, simply, hence it has many benefits like being: international language, easier than many other foreign languages and my perfect language to study.

Because of its important benefit, which is being international language, I learn English by knowledge that I can use it many times and with many people. The fact that it is international is thanks of many reasons; for instance, the greatness of the country politically or for many other reason that makes it spoken by the majority of people.

I found the English language easier than other ~~for~~ foreign languages to learn. Concerning its grammatical rules, its two different accents that we can use and even its vocabulary do not need much learning by heart. That is why I respect it easy.

Being English my perfect language to study, it gives me more ability and energy to learn it. It lets me work very hard in my examinations and even for tests or any research teacher wants me to do. Moreover, I feel comfortable when I read or write or even hear some thing in English.

As a conclusion, learning English is beneficial in different ways; for example, being international language, or it might be found easier than other ~~for~~ foreign languages or being the perfect one to study. So, learn English even just for an entertaining and you will enjoy it.

Learning a foreign language is not only an important in our daily life. Conspicuously, all the communication means are based on the language. For instance, we cannot import or export different goods if we do not know the world wide language. So broadly speaking, learning a foreign language is highly beneficial for those who attempt to study a certain language. ~~From~~ Immensely, learning a foreign language has many positive effects on the students like knowing how to make good business with people abroad through communicating, or just for making ~~static~~ relationships, or for the sake of knowing their own culture.

One of the most important positive effects of learning a foreign language is that we can exchange goods, clothes and other things ~~from~~ with the other countries. And by so, we are broadening our export through the exportation and the importation of the variant goods, and thriving the country's economy. If we can only learn as many foreign languages as we could, we can broaden our ~~eyes~~ area of business. Because language has been always the most precious component of communication, people from different parts of the world have flourished their homelands' economy and culture.

The second beneficial effect of learning a foreign language of a given country is just for communicating or it could be for knowing new friends, so much. Because we cannot communicate with those who are living abroad if we need certainly to acknowledge a foreign language to communicate easily with them. So, knowing a foreign language will inevitably preclude many people from getting lost in a foreign country.

It is said that a country without a history is not a country. Thus, one of the advantages of learning a foreign language is to unravel the other country's history and culture as well. That is to say, one of the utmost proportion of the disciple is to know culture of a certain country; for instance, how they speak and how they eat and dress and much more.

To sum up with, some say that learning a foreign language is vital and it is the life blood of our life without which we cannot even communicate, while other, condemned that it has more positive effects including knowing the other's different cultures or broadening the economy of and make business with other countries. Overall, no one can undermine the beneficial component that lies within learning a foreign language and which is bestowed upon all human beings.

Nowadays, Learning English Language as a foreign language has many benefits in our daily life. Some narrow-minded people still consider Learning other language as a weakness and a blind imitation for, but in fact Learning English Language has a lot of benefits ~~in our~~ ~~life~~ not just in our personal life but also in our professional life. Learning English Language is not just a way of communication but it is also a kind of adventure and it helps people getting jobs in foreign countries.

As a way of communication, English is the most useful ~~in the~~ language in the world. Nowadays, English language consider as a connect between people from different nations to get closer and closer. Medicines, Food-stuffs, Education material and Industrial materials names or informations are written in English language from different places ~~over~~ world. It helps in connecting with others by this ~~med-~~ language which makes the communication more easily than before.

Learning English language as a kind of adventure gives us a chance to know more about people customs, traditions, rights of different ~~of~~ places and specially those countries ~~in~~ English. So, it is very useful because it helps us ~~in~~ connecting easily with others in order to be close to their lives and cultures.

Presenting for a job in a foreign language can not work without this ~~an~~ international language. This language will make you engage in work easily if you get the job; Moreover, it helps you to know the job you concerns with in order to improve yourself as a foreign person speaks this language very good.

So, if you do not like learning English language you are missing a lot of enjoyment in communication with others, the adventures you will take when you will discovering the new cultures; Moreover; the easy chance to get a job in a foreign country like the U.S.A. ~~And~~ Finally, you have to keep in mind that ~~The~~ English language is the most useful language in the world.

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# **Delayed Post Test: Experimental Group with Peer Written Feedback**

The language is the most important in this life. especially English language, that has many benefits because of several reasons such as clarified the problem in this language also we can help other people which has a difficult in that do English language and when we know this language, we possible found a perfect job.

When study any language, firstly we must emphasize the rules, more and more when practice this rules we become well. moreover, we facilitate the communication among other foreign people. tooshort

In fact, know of foreign language let us to help other people, and we can give many solution and different way in this language. so..

In addition, when we found a job, we have a benefit which opportunit give an opportunity more than other. tooshort

Finally, I hope to success in this language and I understand it. I can speak and writing with well method. I will be good.

English is the language of the world and it has many benefits. because of that all the world should learn it, it is helpful and much easier for communication, education, and it is a speed means to transmit the cultures of the other societies, and to get a good job.

English is the most useful language and it is the best solution to communicate with the foreigners because. Without this language we can not communicate easily. Also it helps to transmit the methods, behaviours, the ways of education.

In addition to that english helps to know the others culture, specially the American, and the British culture when though we can teach the other societies our religion, in order to transmit the message of our prophet "Mohamed" and to convince to like and follow our perfect religion. So that we can get many benefits when we learn this international language.

English is the useful way to know the others traditions and cultures besides English is not very useful language in Algeria because nowadays teachers of english are very demand, when workers in factories in order to that English is the shorter way to find a good job.

Finally English is the speeded way to transmit the useful messages between societies also it is helpful to transmit and facilitate the way of education behaviours, methods, and many other things all around the world because it help us to influence by the others. So I advise all the people to learn this language because it is very helpful for them.

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If you want to success in your life, you will have a great deal to learn multiple things in the world, and the most common and useful way is to learn foreign languages as much as you can for improving your knowledge. Learn english language has a several benefits such as; make communication easier, get a good job, and discover other cultures.

Nowadays, English language is the most useful language in the world, because there are approximate 80% of people in the world who speak English language. For that, learning english become necessity for success and for making communication easier with other english speakers, and for not facing difficulties for living life as we want.

In other side, most of people are learning english for getting a good job in the international companies, and having a higher wage to achieve their dreams and ambitions for being more happy and comfortable. too short

Also, learning english language is allowing us to discover other cultures, customs, literature, traditions, the way of thinking of several tribes and ethnic groups in the world, and all of that gives us a large knowledge and some lessons or wise to apply it in our life.

Finally, learning English language has a lot of benefits such as; make communication easier, get a good job, and discover other cultures. And I advice all students to learn english because it's the only way to success and to be an important person in your society and why not in the world.

Nowaday, English becomes the most useful language in the world, we use it in many things. First we need it in our learning and when we get a job we may need this foreign language, so English has many benefites can help people to develop our studies and other things like I said, and communication is one of the benefite of English.

English can help us to communicate with the others, specially with foreigners for example you connect with some one of U.S.A., so you need English because this one didn't understand Arabic or Frensh, you must talk with her in English in order to exchange the ideas and the opinions.

English also may help us in our jobs, when we finish our study we need to get a job and this job for instance in a foreign company of America, so you cannot deal with the other employees and you can't applay your job well as the American employees.

this language can centerbute the countries to know the other cultures about her habits and myths. you can say to an American what we do in our country, what

is our habits in the same time, he also tell you what's her habits and myths. So English can help us to develop the culture of the other countries.

As a conclusion, English is very important in our life, because it becomes international language and more useful by people than the other languages. So it give us many benefites which we can deal with it in our life.

Around the world, there are many people who prefer to learn foreign languages at schools, universities and also private ones. Some of them consider learning these languages as a hobby whereas others consider this as an academic study even if it is private or public. So, both of these methods of learning foreign languages lead to different benefits that people will have in their daily life especially English which is the most usable language in the world.

The first benefit of learning English is communication.

Nowadays, people communicate with each other using <sup>the</sup> different social media such as: Facebook, Twitter, Skype and Messenger. These people from all over the world need to talk using a specific language to understand each other. When two persons from two different countries are connected on Facebook for example, they have to know one common language in order to talk freely. However, if they do not, they will feel that they are communicating with "Aliens". So, learning at least one foreign language like English which becomes the main language in the world, is a necessity that everyone should do.

Fashion is the most interesting subject for people these days. If allowing fashion magazines and channels will be quite difficult if you don't understand English. This language helped me a lot in fashion and shopping because the most famous fashion media are in English without forgetting the

## Résumé

Les commentaires correctifs écrits jouent un rôle crucial dans l'amélioration de la rédaction des étudiants. À moins que cela ne soit perçu correctement par les apprenants, ce serait un objet sans valeur. Par conséquent, la présente étude cherche à faire comprendre aux étudiants et aux enseignants le rôle que jouent les réactions correctives écrites dans l'amélioration de la rédaction des étudiants. Son objectif est de trouver le type de rétroaction écrit correct à utiliser afin de diagnostiquer les problèmes des étudiants en expression écrite. Le but ultime est d'aider les apprenants à devenir de meilleurs écrivains en anglais grâce à l'utilisation des commentaires. Ainsi, il est supposé que si les étudiants recevaient différents types de commentaires correctifs écrits, ils amélioreraient leur expression écrite à la fois à court et à long terme. Deuxièmement, si les étudiants reçoivent des commentaires de leurs pairs, des commentaires codés et des commentaires non codés sur leur écriture, celui-ci se révèle le plus efficace parmi d'autres pour améliorer l'écriture des étudiants. Pour tester la validité de ces hypothèses, deux moyens de recherche sont utilisés. Le premier concerne deux questionnaires destinés aux enseignants d'expression écrite du département de lettres et de langues de l'Université Frères Mentouri de Constantine<sup>1</sup> et aux étudiants de deuxième année d'anglais du même département. La seconde est une expérience destinée aux apprenants à qui il est demandé d'écrire une première version d'un essai. Les étudiants doivent être regroupés en trois groupes. Dans le premier groupe, les étudiants reçoivent des commentaires de leurs pairs. Dans le second cas, ils reçoivent des commentaires non codés. Dans le troisième, les étudiants reçoivent des commentaires codés. Après correction, les étudiants vont réécrire le même passage. Ensuite, les résultats du post-test immédiat doivent être comparés aux résultats d'un post-test retardé pour vérifier l'amélioration à long terme. Les résultats de l'étude montrent que le meilleur type de rétroaction écrite corrective garantissant une amélioration de l'expression écrite à court et à long terme est la rétroaction écrite non codée du personnel enseignant. La rétroaction codée et la rétroaction des pairs montrent une faible amélioration incohérente de l'expression écrite et seules des améliorations à court terme sont constatées. Ces résultats sont pris en compte pour les recommandations pédagogiques et les implications pour la recherche.



## المخلص

الملاحظات الكتابية التصحيحية تلعب دورا هاما في تحسين المهارة الكتابية لدى الطلبة. ولهذا يجب على الطلبة الاستفادة من هذه التقنية من أجل تحسين مهاراتهم الكتابية. لتحقيق ذلك، ينبغي تزويد الطلبة بالانواع المناسبة من الملاحظات الكتابية. وتسعى هذه الدراسة لتوعية الطلبة والمدرسين بالدور الذي تلعبه الملاحظات الكتابية في تعزيز الكتابة لدى الطلبة. كما تهدف إلى معرفة النوع الأنسب من الملاحظات الكتابية التصحيحية وكيفية استخدامها وذلك لتشخيص مشاكل الطلبة في الكتابة. ولذلك، وضعت الفرضية التالية: إذا تم تزويد الطلبة بملاحظات كتابية غير مشفرة، ملاحظات كتابية مشفرة، و ردود فعل الأقران، فإن ذلك من شأنه أن يحسن كتابات الطلبة المزودين بملاحظات كتابية غير مشفرة. ولاختبار صحة هذه الفرضية، تم إعداد استبيان لأساتذة مقياس التعبير في قسم واللغة الإنجليزية، جامعة الاخوة منتوري قسنطينة 1 و آخر موجه لطلبة اللغة الإنجليزية للسنة الثانية في قسم اللغة الانجليزية للسنة الجامعية 2015/2014. كما تم القيام بعمل تطبيقي عبارة عن تجربة تم فيها تقسيم الطلبة المعنيين إلى أربع مجموعات. تقوم بإجراء فحص تشخيصي تقوم من خلاله بالطلب منهم أن يكتبوا مقالة حول أهمية دراسة لغة أجنبية. لا يطرأ أي تغيير على المجموعة الأولى. في المجموعة الثانية يتلقى الطلبة تصحيحا من الأستاذ حيث يقوم بتعيين مكان الخطأ فقط. في المجموعة الثالثة يقوم الأستاذ بتعيين مكان و نوع الخطأ. أما في المجموعة الرابعة فإن الطلبة يتلقون تصحيحا من طرف الزملاء. بعد مدة شهر يقوم الطلبة بإعادة كتابة نفس المقالة و تعاد العملية بعد أربعة أشهر. بعد ذلك تتم مقارنة النتائج المحصل عليها من أجل التأكد من تحسن المستوى و بالتالي صحة الفرضية. نتائج هذه الدراسة تدل على أن أفضل نوع من التصحيحات الكتابية والذي يضمن تحسن المستوى على المدى القصير و الطويل هو التصحيحات غير المشفرة من قبل الاستاذ. أي تعيين مكان الخطأ فقط دون تعيين نوعه. لا يوجد تحسن ملحوظ عند الطلبة في الفوجين الآخرين الذين تلقوا التصحيحات المشفرة و تصحيح الأقران. عند تلقي تصحيحات غير مشفرة يقوم العقل بعملية معقدة للوصول بديل. تؤدي هذه العملية إلى ترسيخ المعلومة بدهن الطالب وبالتالي لا تتم إعادة نفس الخطأ في المرات المقبلة أي تعلم على المدى البعيد