People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mostefa Ben Boulaïd, Batna 2 University, Algeria

The Effects of the Teachers' Written Feedback on Developing Students' Writing Abilities through the Process Approach: A Case Study of Third Year LMD Students of English at Eloued University

Thesis Submitted in Partial Fulfillment for the Requirements of 'Doctorat Sciences' in Language Sciences

Submitted by: Adel DJERIBIAI   Supervised by: Prof. Amel BAHLOUL

Board of Examiners

Chairman: Prof. Hachemi ABOUBOU

Supervisor: Prof. Amel BAHLOUL

Examiner: Dr. Tayeb BOUAZID

Examiner: Dr. Mourad TOUATI

2020-2021

DECLARATION

I hereby declare that this doctoral thesis entitled **The Effects of the Teachers' Written Feedback on Developing Students' Writing Abilities through the Process Approach: A Case Study of Third Year LMD Students of English at Eloued University** and supervised by Prof. Amel Bahloul is written up by me and data collection, their analyses and their interpretation have been carried out by me.

This thesis is submitted to Batna 2 University only in partial fulfillment for the requirements of 'Doctorat Sciences' in Language Sciences. Therefore, the thesis is not submitted to any other institutions or publication, except one of the pedagogical implications which is about "Google Classroom' implementation in the writing course and it was published in an article entitled: **The role of Google Classroom in enhancing writing capacities through electronic feedback.**

Batna
July 2019

Doctoral student:
Adel DJERIBIAI

Dedication

I dedicate this work to my father

To my mother

To my siblings

To my wife Asma and to my three little kids Adbelmoumen Mohammed Yamane Ahmed Mounib and Djaouad

Acknowledgement

This thesis could not have been completed without the significant contribution of so many people.

First and for most I owe a special and sincere gratitude, recognition and thankfulness to my supervisor Prof. Amel BAHLOUL for her considerable , sustained and above all constructive comments, and valuable guidance feedback throughout the writing of this work.

I gratefully acknowledge the support of Prof. Mohammed-Salah NEDJAÏ as well as his care and encouragement.

I wish to thank the board of examiners Prof. Hachemi ABOUBOU , Dr. Tayeb BOUAZID and Dr. Mourad TOUATI for accepting to evaluate my thesis.

My gratitude goes to all the administrators, teachers and students of the Department of English at Eloued University.

Abstract

It is commonly agreed among EFL teachers and language practitioners that effective teaching of the writing skill goes through constructive writing instruction. This instruction includes, but not limited to, the continuing assessment of writing performances via the provision of comments and written feedback so as to help learners develop their writing capacities in the long term. The present study aims at investigating the influence that written feedback has on improving the writing skill of third year EFL students at the department of English of El Oued University providing that this feedback is delivered at the different writing stages, i.e. during the process approach. The research hypothesises that students have serious writing problems that can be overcome through written feedback (WF) provision which plays a significant role in assisting and guiding students in enhancing their writing skill. In order to address these issues, the research makes use of the triangulation methodology that involves the use of more than two means of data collection; questionnaires, interviews, and corpus. First, questionnaires have been administered to both students and teachers which are in turn followed by semi-structured interviews in attempt to enrich and deepen the findings of the questionnaires. The third means of data is a corpus in the form of students' first and second drafts which has been collected after the conduction of an experimental study. The findings have revealed that students encountered many writing difficulties and that teachers' intervention, through written feedback provision, has substantially contributed to the improvement of the students' writing. As a consequence, the present research has come up with some pedagogical implications for teachers of writing such as the integration of reading in writing, diversifying written feedback modes and more importantly the incorporation of Learning Management Systems in their classes such as Google Classroom.

Key words: EFL, Learning Management System, Process Approach, Written Feedback

LIST OF ABBREVIATIONS

CF: Corrective Feedback

EFL: English as a Foreign Language

L1: Mother Tongue

L2: Second Language

LMD: Licence-Master-Doctorate

LMS: Learning Management System

WF: Written Feedback

List of tables

List of Figures

LIST OF APPENDICES

Appendix I: Teachers' Questionnaire

Appendix II: Teachers' Interview

Appendix III: Samples of Teachers' Interviews (Scripts)

Appendix IV: Students' Questionnaire

Appendix V: Students' Interview

Appendix VI: Samples of Learners' Interviews (Scripts)

Appendix VII: Corpus (First and Second Drafts)

CONTENTS

GENERAL INTRODUCTION

Chapter One: Writing: Basic Theoretical Considerations and Potential Writing Problems

Chapter Two: Error Treatment and Written Feedback Delivery in Writing

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

Chapter Five: Pedagogical Implications

 APPENDICES

Appendix I: Teachers' Questionnaire

Appendix II: Teachers' Interview

Appendix III: Samples of Teachers' Interviews (Scripts)

Appendix IV: Students' Questionnaire

Appendix V: Students' Interview

Appendix VI: Samples of Students' Interviews (Scripts)

Appendix VII: Corpus (First and Second Drafts)

GENERAL INTRODUCTION

1. Background of the Study

Teaching writing occupies a pivotal position in the field of English Language Teaching (ELT). As teachers recognise the significance of writing, it is natural that they pay more attention to their instruction and teaching of the writing skill through diversifying activities and developing continuous and dynamic assessment to accompany their students' progress which can be assured and enhanced through written feedback provision. This type of feedback constitutes the core of the current study that deals with its effects. Therefore, in the following section, a review of the literature about the effects of the written corrective feedback is presented in order to shed light on the historical as well the instructional development of this practice. In this regard, it is worth noting that the effectiveness of teacher feedback has been examined from different perspectives, yet the findings have not been conclusive and unanimous and sometimes even contradictory.

Much of the research that has been conducted in the area of teacher feedback in L2 composition has most often investigated these aspects: (1) the effect of various feedback focus (i.e. content vs. form) on student writing; (2) student preferences for different feedback focus and techniques; and (3) students' reactions to feedback already received on their writing. This research has consistently shown that students want and value feedback.

The period after the 1970s witnessed the prevalence of Communicative Language Teaching (CLT). This theory has emphasised the communicative function of the language. Consequently, teachers of writing have strived to assist their students develop fluency in writing. Free writing was so widely used technique that was largely practiced in the classroom.

From that time, some First Language (L1) teachers and practitioners have become interested in the writing process, rather than the product per se (Sommers, 1980). Being influenced by L1 research, many L2 researchers have adopted the process approach to L2 writing (Keh, 1990, Raimes, 1984; Semke, 1984, Zamel, 1980,1985). Zamel (1980) proposed that the objective of writing should assist students express their feelings, experiences, and standpoints. This approach focuses of the continuing steps of students writing from prewriting to post-writing such as brainstorming, planning, drafting, rewriting, and editing (Keh, 1990). The act of writing is viewed to be a matter of communication between a reader and a writer, and it is not exclusively about grammar practice.

Feedback in the process approach gives interest to the reader's (teacher's or peer's) response regarding the content and organisation and leaves grammatical accuracy to the final editing phase. Therefore, advocates of the process approach have often argued that overt error correction may hinder the development of fluent writing (Semke, 1984; Zamel, 1985). Zamel (1985) examined whether error correction was effective in improving grammatical accuracy in compositions by comparing students who had been given correction on grammar with those who had been provided with feedback only on content. She reported that no considerable difference was observed in accuracy of composing between the two groups throughout the experimental period. In the aspect of content, however, students who were given content feedback only were superior to those who were given grammar feedback only.

Another study was conducted by Semke (1984). She studied the effects of four different methods of responding to L2 students' writing. These methods were:

1) Writing comments and questions without corrections.

2) Marking all errors and mistakes and providing corrections.

3) Fusion of positive feedback and correcting errors, and

4) Showing errors by proving codes and requesting students to rewrite their essays correcting the errors.

The finding of the research revealed that corrections neither improved students' writing skills nor their overall language proficiency. Instead, they may negatively affect students' attitudes, especially those who are obliged to make the corrections on their own.

A similar study to that of Semke was carried out by Robb et. Al. (1986) who have examined the effects of four different manners of responding to students' writing on some EFL Japanese students and categorised their subjects into four groups:

1) The correction group whose errors were entirely corrected by the teacher,

2) The coded feedback group whose errors were provided in an abbreviated code system,

3) The non-coded feedback group whose errors are determined, but not specified, and

4) The marginal comments group where the number of errors per line was counted and written in the margin of the students' paper.

Their results suggest that none of these kinds of feedback is effective in upgrading students' writing and agrees with Zamel's observation that exclusive feedback on sentence-level errors addresses only one dimension of writing. They asserted that the time and effort of teachers have to be spent on content rather than form. They came to the conclusion that students' development in writing is supported only through practice.

Truscott's (1996) article remains the most disputable as he does not ascribe the 'failure' or grammar feedback to any kind of deficiency invoked by teachers, students, or teaching contexts but because of the feedback itself. As a result, he refuses the idea completely. He, however, provides what appears to be solid proof that grammar feedback is simply a waste of time and effort for both teachers and students. He goes beyond that and argued that grammar feedback is not only ineffective but it may also be detrimental. Hence, he advises teachers of writing to stop giving feedback that corrects grammatical errors. His justification for this position is based on the claim that grammatical correction has negative impact in terms of teachers' intervention in complex learning systems by simply embrassing a "simplistic view at learning as essentially the transfer of information from teacher to student" Truscott (1996:342). Teaching practices that depend on transfer of knowledge with no interest for the process underlying the evolution of the language system are according to him, 'not promising'. He also maintains that learning is more substantial when the learning climate is more enjoyable and relaxing. Conversely, correction encourages precisely the opposite. Another aspect he mentioned was that what transforms grammar correction to be 'counterproductive' is the time. Students will spend a lot of time reading, reflecting, and correcting their errors instead of doing "more productive learning strategies" Truscott (1996, 355). The question of time sounds even more critical with teachers. He conceives that "grammar correction has no place in writing courses and should be abandoned" (Truscott: p. 328). Truscott's reaction to the two assumably sensible reasons for delivering feedback which are: 1) that not giving feedback will lead to errors fossilisation and 2) that students themselves want their errors to be corrected is that correction does not help students' accuracy and may well

damage it and it should hence be, once again, abandoned as it "will not have any harmful effect on accuracy (or anything else)." (Truscott: p. 360).

Truscott's dispute perspectives have been empirically and critically scrutinised by many eventual studies. This is backed with early studies whose conclusions have been overlooked in Truscott's polemical article. Some of these researches present practical proof that grammar correction, actually, does help students foster their accuracy as opposed to Truscott. The basic drawback of Truscott's paper is that the majority of the literature he used to back his claims is actually researches that have been carried out in L1 contexts which cannot be transferred completely to ESL contexts as students in the latter environment endeavour with their L2 and errors are definitely predicted from them. In an earlier research which also differs from that of Truscott was that of Lalande (1982) who strongly believes that correction of errors is tenable. Lalande (1982:140) claimed that "unless all errors are identified, the faulty linguistic structures, rather than the correct ones, may become ingrained in the students' inter-language system". Likewise, Thompson (cited in Lalande, 1982) assures that the student does not ameliorate his skill if his writing is not evaluated.

Kepner (1991) believes that error correction in L2 teaching is "of perennial concern to L2 teachers.". Kepner noted that many L2 teachers fear the fossilisation of errors (a convincing argument shared by Ferris, 1999) and that teachers feel ethically obliged to correct all errors in their L2 students' writing. Kepner, however, is conscious of this fact, many L2 teachers will attempt to avoid involving students in supported writing performances because of the demanding task of correcting and clarifying the many surface-level errors are likely to take place. This finding sheds some light on why teachers correct errors, but it does not give empirical evidence to how proficient students become after getting their writing corrected from the teacher

nor does it demonstrate how teachers do so as to deliver their feedback appropriately. Furthermore, Kepner (1991) in his study states that surface-error corrections are a "traditional practice in L2 teaching" as a justification for the surface-level feedback provided to the students involved the research.

Other researchers had examined the position of Truscott. Lee (1997), for example, describes Truscott's position as 'radical'. Furthermore, Lee expects that his beliefs will have little effect on classroom teachers. Another researcher who substantially examined Truscott's convictions is Dana Ferris (1999). Initially, she observes that L2 students themselves are very much concerned about accuracy and they will ask for their errors to be corrected by their teachers. In response to Truscott's claims which state that offering grammar correction feedback should have no place in writing programmes and must be abandoned; Ferris qualifies his idea as " premature and overtly strong" (Ferris, p.2). Ferris (1999) also remarks that Truscott overstates the negative proof and neglects the research results that contradict his views. Two major studies that Truscott overlooks their positive outcomes are those of Fathman and Whalley (1990) and Lalande (1982) where both of them found positive effects for error correction.

Ferris (1999) cites three rationales why teachers have to carry on providing feedback. First, surveys show that students' opinion about teacher feedback asserts that receiving grammar correction from teachers has been of significant importance. Second, studies on the topic of university teachers' perception of ESL students' errors in comparison with the native students' errors. Teachers feel that students' linguistic errors are burdensome and affect their overall evaluation of student papers. Finally and most importantly, it is critical that students become more "self-sufficient in editing their own writing" (Ferris, 1999, p.8). Ashwell (2000) also reacted to

Truscott's (1996) ideas concerning grammar correction and proposes that many instructors correct their learners' written work since they believe that learners will achieve a good level of accuracy in subsequent writings. Other instructors may offer surface-level corrections because they consider that this sort of feedback will help avoid fossilisation of errors. Last but not least, Chandler (2003) carried out a study which empirically proves that corrections of grammar and lexis (sentence-level errors) between assignments reduce such errors in future writings without minimising fluency or quality, a result that strongly defies Truscott. Unlike Truscott, Chandler advises teachers to give error feedback and require students to make the correction if they want to rise accuracy in the student's writing.

In this section, some of the related studies that dealt with the issue of the effectiveness of written feedback have been discussed. Yet, it is important to say that these studies have to be enhanced according to Ferris (2004) who searched considerably in this area. She claimed that

> We need to think of ways to carry out longitudinal, carefully designed, replicable studies that compare the writing of the students receiving error feedback with that of students who receive none, as well as comparing and controlling for other aspects of error treatment. [...] there is positive evidence from various lines of research, SLA studies, short-term experimental studies of error correction in L2 writing, longitudinal studies of improvement, and reactions and views of students themselves. (Ferris, 2004, p. 60)

The literature review has demonstrated that there is a lot of research to be done about the effectiveness of written corrective feedback on the long-term improvement of the students' writing capacities.

2. Statement of the Problem

The writing skill is considered to be one of the most challenging, complex and difficult tasks for EFL learners of English as a Foreign Language (EFL) as it necessitates students to possess both the mastery of the language and the knowledge of what they wish to write. This complexity stems mainly from the nature of writing skill itself which involves many other skills such as communicating ideas in a precise and a clear manner as well as organising them effectively, mastering writing strategies, and mechanics (punctuation, grammar, sentence structure, the spelling system), etc. As a result, students find it hard to produce an effective piece of writing be it a paragraph or essay which makes writing a daunting activity and an unpleasant experience for them particularly during exams and dissertations' writing.

In addition to the learners' lack completely or partly of the aforementioned skills, writing instruction is a crucial element that has to be taken into account, i.e. inadequate writing instruction may result in poor writing performance. This is particularly true with regard to the adoption of the product approach for a long time. In other words, "the teaching of writing focused on the written product rather than on the writing process" (Harmer, 2004: 11). Effective teaching of writing is the one that is involved in all the stages of the writing process providing constructive feedback whenever necessary to assist the students in their writing.

3. Objectives of the Study:

The overall aim of the thesis is to address the question of writing assessment in the university context focusing mainly on the effects of written corrective feedback (CF henceforth) during the adoption of the process approach, i.e. dealing with different writing stages. Therefore, the research strives to address the issue of writing from different angles in both learning and teaching. In this research, an experimental study is adopted. In so doing, endeavour is made in order to follow during a period of time the writing process of the third year students of English at Hamma Lakhdar Eloued University and providing them written corrective feedback constantly at each step they take while writing and investigating its effects and whether the students are benefiting and learning from the teachers' guidance.

As a matter of fact, the main objective of the study is to attempt to overcome writing problems that our students come across and enhance their capacities through the process approach and written corrective feedback provision that go hand in hand.

Research Questions:

To fully address the issues above, we put forward the following research questions:

1- Why do students of English still face serious writing problems?

2- How to teach writing effectively through constructively written feedback provision?

3- How can we meet the challenges we are facing as educators with regard to teaching writing?

5. Hypotheses

Three main hypotheses are going to be verified.

Hypothesis One:

If EFL learners receive effective instruction and more practice in writing, they will face less problems in writing.

Hypothesis Two:

The product approach to teaching writing is dominant at the expense of the process approach in the context of the study.

Hypothesis Three:

If corrective written corrective feedback is process-oriented, it will be more effective.

6. Methodology:

The following section is devoted to explain the methodology that we tend to follow in this research. It begins by presenting the choice of the method and justifying it. Then, the tools of the research; the population, sampling, corpus, questionnaires and interviews are briefly discussed.

6.1. Choice of the method:

The triangulation methodology is adopted in this investigation. It makes use of three means of data collection: corrected writing performances of third year LMD students of English at Eloued University, interviews, and two questionnaires. The papers will constitute the means by which we can assess critically the main types of written corrective feedback and how they influence the writing process when they are provided during the different stages of composition. Furthermore, a number of third year LMD students with different levels of proficiency along with teachers in the

same department will be interviewed so as to gain further insights on the students' perceptions and reactions to their teachers' written feedback. Finally, two questionnaires will be administered to both teachers and learners of English in order to collect their views and reflections about the issue under study.

6.2. Population and sampling

The subjects of the study are two groups made up of 60 EFL of third year students from the Department of English, Eloued University who are supposed to answer the questionnaire. Ten students among them will be interviewed. The teachers are from the same department with a varied length of experience in teaching English. As for the teachers, twenty teachers from the department of English will answer the questionnaire, and three of them will be interviewed.

6.3. Data Collection

6.3.1. Corpus:

During the experiment that lasts three months, sixty students are requested to write a composition about a given topic. During the task, the process approach is followed, during which teachers are expected to deliver a corrective feedback throughout the writing process.

Students write their first draft and hand it to the writing teacher for correction and evaluation. After that, the first draft is handed back to the students in order to write a second one. Once the students finish the second draft, both drafts are collected to be compared later to see potential improvements.

6.3.2. Questionnaires:

After the writing experiment is carried out, both teachers and students are supposed to answer questionnaires in order to reflect upon the experience regarding issues related to writing difficulties, the process approach, written corrective feedback and so on. Questionnaires constitute a valuable means of information about the issue of written corrective feedback and facilitate the explanation of the expected findings of the corpus.

6.3.3.Interviews:

To support the of the questionnaire's data, the researcher has also used another means to obtain data from respondents; interviews. Interviews offer subjects a wider opportunity for expressing their thoughts freely. Semi-structured interviews with a some students and teachers from the University of Eloued will be conducted. Wallace (1998) suggested that most of semi-structured interviews' questions will be open and the content will include comments, examples and/or follow up questions in order to invite the interviewee to give fuller and more detailed responses. Other aspects to be considered include time factor, friendly and comfortable atmosphere, and suitable recording tools. Participants are informed in advance about the nature of the questions to be asked in the interview. Wallace (1998) assumes that this encourages participants to provide fuller, more informative answers. Other procedures included obtaining participants' agreement especially with regard to the interview's recording.

Qualitative research data is non-numerical and will be dealt with in terms of linguistic units in oral or written form which is not the case of the questionnaires. The prerequisites of Cohen et al (2007) for interviews' design were taken into consideration particularly the flexibility of the questions and the structure of the interview as well. The interviews were conducted in the target language and recorded

in the form of MP3 and burned in a CD ROM for authenticity and objectivity grounds.

6.   Significance of the study

Teachers of English at the university recognise very well that writing is still a challenging issue for our students. While grading written performances, teachers may get disappointed by the writing quality of their learners and question their instructions and teaching. In that context, a lot of reconsiderations have to be made in order to enhance students' writing proficiency.

As a matter of fact, poor writing performance has many reasons, and it cannot be in any shape or form, due to ineffective instruction. Many other factors may come into play, to mention but a few, lack of reading is a major reason, in addition to less practice outside the classroom. Therefore, it is natural for learners to write unsatisfactorily.

More importantly, it is assumed that a great part of responsibility behind low writing level lies in the dominance of the product approach in teaching in which the focus is put on the final piece of writing without worrying about the way it has undergone through. This implies that learners could be deprived from their rights of being accompanied during their writing.

To address the aforementioned questions, the current study endeavours to thoroughly treat the writing problems suggesting that those obstacles could be overcome through constructive written corrective feedback with the adoption of the process approach. Indeed, when students are being well instructed and supported, they are likely to improve their writing. The significance of this study is to offer writing

teachers with techniques and recommendations so as to help their learners improve their writing through deconstructing the writing process into stages when guidance is provided whenever necessary.

8. The Structure of the Thesis

The thesis is composed of five chapters. The first two chapters are devoted to the theoretical side of the research whereas the last three chapters represent the practical side of the study.

The first chapter discusses the main theoretical issues related to the writing skill focusing on the nature of the writing ability, the connection between the writing skill and the other language skills mainly speaking and reading. In addition, this chapter addresses some of the changes that have taken place with regard to the approaches of teaching writing, particularly the process approach during which the written feedback is practised. Moreover, the chapter discusses some of the writing problems that students may experience during writing.

The second chapter deals with the evaluation of the writing skill whereby issues such as assessment, contrastive analysis, error analysis, fossilisation, and inter-language are addressed. More importantly, the chapter reviews some previous studies and researches, mostly case studies, dealing with the effectiveness of the teacher's written feedback during the process approach teaching to writing.

In the third chapter, triangulation methodology is presented and justified. This methodology is known as triangulation which involves more than two means of data collection. The data is gathered through administering two questionnaires administered to both teachers and students of English at El Oued University.

Moreover, interviews will be conducted with the same subjects. The third means is a corpus in the form of corrected written performances from writing sessions taken at different sessions (multiple drafts) in order to have a more insightful knowledge about the issue under study. In the same chapter, a justification of the data collection is provided.

The fourth chapter presents the results and attempts to make a plausible interpretation of them. The collected data will be presented in the form of figures and tables with commentary.

The final chapter is devoted to the pedagogical implications. We endeavour to offer the teachers some of the techniques of delivering more effective and constructive feedback that would, hopefully, help their learners improve their writing in the future. It also provides a variety of writing activities to be used in the classroom.

Chapter One: Basic Theoretical Considerations and Potential Writing Problems

Introduction:

This chapter deals with the writing skill from a theoretical point of view. It begins by defining writing and what it involves intellectually speaking. Then, the writing stages are presented. After that, the approaches of teaching writing are exposed. Finally, some potential writing problems are discussed.

Writing is considered as one of the most important skills of language learning. This skill is the least used by most people. It is a competency that is usually learnt formally at school. It is a skill that is rather difficult to handle, even by the native speaker of the target language. At an elementary level, the student must learn the graphics' system of the target language (the alphabet). He/she has to learn to spell according to the inherent script conventions of the language; he/she must learn to control the structure of the language, so that what he writes is comprehensible to his/her reader. All these processes have to be studied thoroughly up to the point where they will not require any conscious attention of the learner. They should all become automatic, so that the learner could move on to a further stage that is the process of selection from among possible combinations of words and phrases that will convey the nuances he/she has in mind in the most appropriate register.

The writing skill involves low level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating.) and high level cognitive skills (gathering ideas, organising and sequencing, structuring and drafting and editing). In teaching writing, the most effective writing practice and the most generally useful, is the one that has a close relationship with what is being practised in relation to other skills, mainly listening and reading alike. Writing is not a skill that can be learnt in isolation. It is a learning activity that helps in the mastery of listening comprehension, speaking and reading. Writing will be then mainly a service activity, consolidating work in the other skills' areas.

1-1- Writing as a Social and Cultural Phenomenon

Many people think that writing is an individual activity that has nothing to do with interaction. Effective writing, however, goes beyond the perception of being exclusively solitary activity because it involves many elements that make a real social activity.

1-2- The cognitive aspect of writing Flower and Hayes

Flower and Hayes (1981) have presented a cognitive process theory of writing in an article titled "A Cognitive Process Theory of Writing" in which they attempt to lay the groundwork for a new understanding of writing as well as new ways of writing research. The researchers opposed the traditional view of writing by simply studying the product and the processes it goes through and moved their attention to internal processes of composing. Through thinking aloud protocol analysis, Flower and Hayes make four major observations about writing and its processes:

1. Writing is best viewed as a collection of diverse thinking processes that writers form or organize during the act of writing.

2. These processes are organised in a hierarchy in which any given process can be rooted within any other

3. The activity of composing itself is a goal-directed thinking process, guided by the writer's own growing network of goals

4. Writers determine their own goals in two ways: by generating both high level goals and supporting sub-goals which incorporate the writer's developing sense of purpose, and at times, by changing main goals or even creating completely new ones based on what has been studied during writing.

2- Significance of Writing

Writing is crucial in the educational enterprise. Developing written skills permits students to master how to compose ideas, organize their thoughts and arguments, and share information with others. Having these skills at the one's disposal will also prepare students for their future academic and professional careers. Moreover, the importance of writing stems from the fact that writing is the primary basis upon which communication is all about.

We may summarise the importance of writing in the following points:

➤ Through writing, we communicate our ideas and thoughts and hence it makes our thinking visible

➤ Writing expresses who we are as individuals

➤ Writing ideas down preserves them so that you can reflect upon them later.

➤ Writing out ideas permits the one to evaluate the adequacy of his argument.

➤ Writing helps to understand how truths are established in a given discipline.

3- Writing stages

Many writers are not aware of the fact that the writing process consists actually of several important steps. However, the best writers recognise that dividing the act of writing down into smaller parts takes truly less time for writing projects and results in better finished products.

The writing process stages include; prewriting, drafting, revising, editing proofreading and presenting.

3-1- Prewriting

The first step that has to be taken during the prewriting stage is the selection of the topic and brainstorming it so as to collect ideas. The second step consists of organising those ideas to fit the purpose of the writing.

3-2- - Drafting:

It is the first version of the writing that is supposed to be amended later. At this stage, the writer uses the ideas and notes already collected and organised at the prewriting stage. At this point, the writer may add new ideas to be incorporated into his/her writing. The first draft has to be structured in an introduction, body, and conclusion in the case o essay writing for instance.

3-3- Revising:

Once the first draft is written, it is important to revise it for errors. It is a crucial stage that can be repeated many times. At this stage, both content and structure are verified for potential amendments. Writers can use a checklist in order to help themselves revise their writing effectively. The list may include questions such as whether the information being written is related to the topic; is the writing coherent? Are connectors and signposts have been used correctly? Using such a list would be extremely beneficial and productive.

3-4- Editing:

Generally speaking, the editing stage is considered to be part of the revising one. However, it is concerned with form rather than content in the sense that the text is verified for spelling and grammatical mistakes such as verb/subject agreement, tenses' appropriateness. In addition, the piece of writing is checked for mechanics such as capitalisation, numbering, italics, abbreviations, etc.

3-5- Proofreading:

Proofreading comprises that one extra step that is needed after revising and editing in order to locate any small missed mistakes out. Proofreading involves verifying for grammatical, spelling, and mechanical errors, which may include problems with verb tense, subject-verb agreement, parallel structure, sentence completion, alternate spellings, capitalization, and punctuation. Proofreading is often made easier through the use of coloured pen, bracketed or parenthetical notations, or proofreading codes for recognition and correction.

3-6- Presenting:

It is the last stage of the writing process. It consists of presenting the piece of writing according to certain conventions for instance whether it is handwritten or computer-typed. In either case, indentations, for instance have to be left at the beginning of each paragraph as well as the larger spacing between paragraphs. In academic articles for example, writers have to adhere to the strict citation conventions and the structure of the paper.

Effective writing has to undergo these stages and students have to be trained to familiarise themselves with these steps so as to write more effectively.

4. Approaches to Teaching Writing

Throughout the history of teaching writing, a number of approaches have been developed. The adoption of any approach instead of the other depends on the objective of the writing course. For example, a focus should be given to the product

itself rather than the process when students are required to produce a particular piece of writing.

4.1. The product Approach

This approach, as its name suggests, focuses on the final product rather than how this product has been constructed. This idea is supported by Nunan who states that "[...] a product-oriented approach, as the title indicates focuses on the end result of the learning process, what is that the learner is expected to be able to do as a fluent and component user of the language" (Nunan, 1991:86).

Under this approach, students are given models of writing and they copy and imitate so as to produce parallel texts. As such, they study given models and attempt various types of tasks aimed towards relevant features of texts such as punctuation, spelling, vocabulary and rhetoric conventions. In correcting the pieces of writing, the teacher concentrates on the product's clarity, originality, and correctness.

A thorough analysis of the product approach was done by Flowers and Hayes (1977) who have presented three main aspects of this approach:

1. Learners are given good examples of essays most of the time sophisticated and highly elaborated and bad and poorly written examples (usually theirs).

2. Learners are exposed to strict and formal descriptive categories of rhetoric (modes of arguments, definition, cause, and effect, modes of discourse, etc).

3. Learners are encouraged to adopt the characteristics of a proved model style of writing with emphasis on grammar and use and neglecting the process of writing up to inspiration.

The product approach has received a widespread criticism because it ignores the actual process used by students to produce a piece of writing and it focuses only on the final product. Moreover, this approach needs constant error correction which

affects the student writers' motivation. Despite this criticism, the product approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling, and punctuation.

4.2. The Process Approach

Unlike the product approach, the process approach to teaching focuses on the writing process itself rather than the final product. In other words, this approach represents a shift from the product to the process so as to understand the stages the writer goes through in order to make this product. According to Zamel (1982:196-9) "writing involves much more than studying a particular grammar, analyzing or imitating rhetorical models, or outlining what it is one plan to say". In that sense, writing is a process during which the finished product emerges after a series of drafts rather than a linear route to a pre-determined product.

So as to explain the cognitive skills that are involved in the writing process as well as the methods that might help students writers develop their capacities to carry out a writing task, Hyland (2003) has proposed the following model:

Selection of topic: by the teacher and/or students

Prewriting: brainstorming, collecting data, note taking, outlining, etc.

Composing: getting ideas down on paper

Response to draft: teacher/peers respond to ideas, organization, and style

Revising: reorganizing, style, adjusting to readers, refining ideas

Response to revisions: teacher/peers respond to ideas,
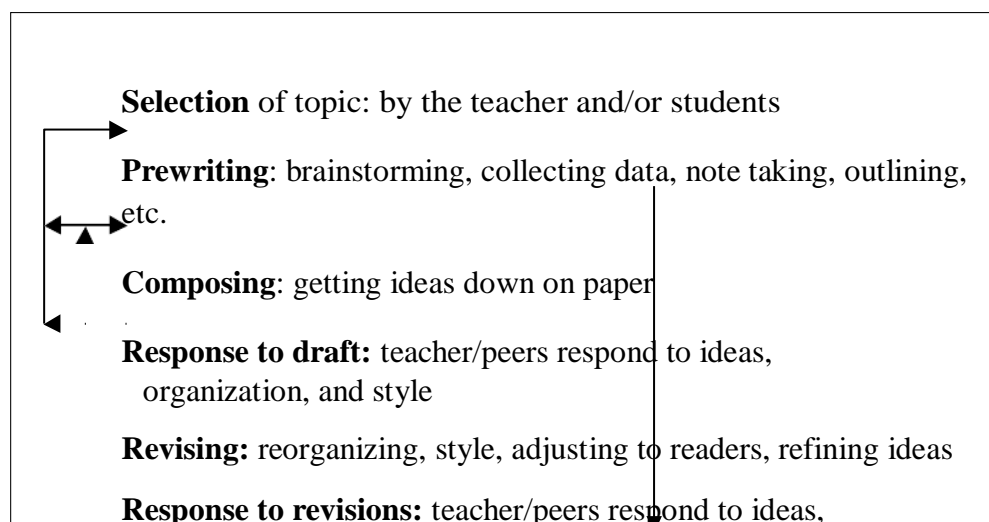
Figure 1: A process model of writing instruction. Hyland (2003: 11)

Moreover, researchers such as White and Arndt (1991) claimed that the writing process goes through six steps; generating ideas, focusing on, structuring, drafting, evaluating and reviewing. These stages include certain cognitive strategies such as brainstorming, selection, and organisation of ideas, planning, drafting, redrafting, and revision. While teaching, teachers should familiarise learners with these stages of writing. In so doing, teachers can detect the source of the difficulty that students might encounter at a particular phase and provide the best remedies for these difficulties.

The following table summarises the main differences between the product and the process approaches to writing.

Process writing	Product writing
• Text as a resource for comparison • Ideas as a starting point • More than one draft • More global, focus on purpose, theme, text type, i.e., the reader is emphasised • Collaborative • Emphasis on the creative process	• Imitate model text • Organisation of ideas more important than ideas themselves • One draft • Features highlighted including controlled practice of those features • Individual • Emphasis on the end product

Table1. Product Writing and Process Writing (Adapted from Steel, 2004)

4.3. The Genre Approach

This approach attempts to get students aware of the different elements of writing such as the topic, conventions, style of writing, the context in which their writing is going to be read as well as the reader. This approach suggests deconstructing

dominant genres, analysing them from a linguistic perspective, reproducing them from an analysis of their structural and linguistic characteristics, and producing their own text that conforms to the conventions of each genre.

In a genre approach to writing "learners study texts in the genre they are going to be writing before they embark on their own writing" (Harmer, 2001: 258). The writing teacher might give learners a task of writing business letters of various kinds or provide them with a typical copy of such letters before they begin writing their own. Similarly, if the task is to write newspapers articles, the real examples are studied to find out how they are structured and which language can be used. The learners might use then this information to generate their own parallel texts.

In this respect, writing is considered a form of production rather than as a creative act. In the first stage, learners may be asked to imitate to enforce adherence to rigorous genre rules. After that, at an advanced stage, they can be free to decide what to do with the data they have collected.

4.4. The Communicative Approach

The aim of writing, in that case, is a communication where the emphasis is on the audience and purpose. Therefore, the writer has to put certain questions forward such as why is he/she writing and who is going to read that.

In that regard, the written text according to Harris (1993) has many functions that are determined by its purpose such as informing, arguing, explaining, etc. Adopting this approach, teachers are recommended to create communicative situations in which they involve students in exchanging their writing performances in order to have different responses about what they produce. More importantly, it should be stressed

that writing is a way of communication of ideas that necessitates an audience and an aim.

4.5. The Grammar- Syntax Approach

In this approach, learners are instructed to perform tasks that involve the use of the correct grammar and syntax which are primordial to any kind of writing. Such tasks could be in the form of putting certain phases or events of a scientific experiment into a chronological order for instance. In that case, students are supposed to recognise the use of time sequencers correctly.

5. Writing and Other Language Skills

It is commonly agreed among language teachers that an effective mastery of any language, be it a mother tongue or a foreign language, necessitates the mastery of some skills known as productive skills, i.e. writing and speaking as well as receptive skills, i.e. listening and reading. Focusing on one skill rather than the other depends on the objectives of the language course. A tourist guide needs to be trained in speaking but not in reading or writing. As far as English language teaching is concerned, the belief of integrating the four skills is becoming more and more recommended. However, in the Algerian context, a huge importance is dedicated to the writing skill. A clear argument for this claim is the fact that students, most of the time, are assessed on writing in order to pass exams. In fact, disregarding the last argument, teachers are unaware of the role of the other skills, especially reading and writing in the development of the writing one. In this section, a discussion is attempted to deal with the correlation that exists between these skills.

5.1. Writing-Reading Relationship

The relationship between reading and writing has received considerable attention from researchers and writing teachers (e.g. Eisterhold, 1990, Heller, 1999). This relation has often been viewed as being straightforward. In other words, better writers tend to be better readers. Moreover, it is often said that students are required to read right in order to write right.

Eisterhold (1990) suggested three somewhat interrelated hypotheses for the reading-writing relationship. These hypotheses are *directionality*, *bidirectionality*, and *non-directionality*. Through the first hypothesis, Eisterhold claimed that reading and writing share some similarities in terms of structural components and hence student writers can make a transfer of the structural information while writing and that transfer takes one direction. The second hypothesis suggested that the relationship between reading and writing is non-directional in the sense that each skill influences the other: "In this interactive model, reading and writing are said to derive from a single underlying proficiency, the common link is that of the cognitive process of constructing meaning" (Eisterhold, 1990:90)

Furthermore, an important aspect of the reading-writing relationship is the reading-to-write direction. According to Flower (1990), reading-to-write is a means that includes many activities that enhance writing instruction. These activities are directly aimed at motivating students to improve their writing. The reading-writing relationship is most often viewed from the main standpoint which is the influence of reading on writing. In other words, reading is likely to affect writing more than writing affects the reading. This direction seems to be motivating for student writers to have more reading activities and hence they can improve their writing capacities.

As it has been mentioned above, researchers believe that sustained reading results in writing improvement. This belief was developed by Krashen (1982) in his theory of Second Language Acquisition (SLA), more precisely in his "reading input hypothesis", which is related to his "comprehensive input". Krashen's "reading input hypothesis" implies that more exposure to reading in the target language influences writing proficiency and improves writing style. In other words, this hypothesis suggests that good readers have an important skill that can help them become good writers. However, this hypothesis is not so often applicable to EFL learners because these learners have fewer chances of reading due to the natural settings of these students. Eisterhold (1990) explains that ESL/EFL learners are not exposed to L2 literacy as early and extensively as their L1 counterparts. He added that ESL/EFL learners approach L2 literacy with fully developed literacy in L1.

5.2. Writing -Speaking Relationship

The relationship between writing and the productive skills, especially the speaking skill has been a subject to considerable discussion. In fact, the ways in which oral and written language interact for L2 learners are manifested in conversation-conversation between students and the teacher, in the minds of individual student writers, and among students. This claim is supported by the fact that even though writing like reading, is mostly an individual and a highly cognitive activity; it is also fundamentally a social phenomenon (Weissberg, 2006). Indeed, writing can be both private and public. Public because the act of composition is by its nature solitary but it is public in that most writing is intended for an audience.

With respect to the importance of the relationship between speaking and writing, Weigle (2002) states:

The relationship between writing and speaking is important for language testing, among other reasons, because of the question to what extent writing can be seen as a special case of L2 language use and to what extent writing represents a distinctly different ability from speaking, drawing on many of the same linguistic resources but also relying on distinctly different mental processes.

(Weigle, 2002:15)

Other scholars like Grabe and Kaplan (qtd in Weigle, 2002: 15) hold different standpoints. They argued that linguists and educational researchers have historically contradictory positions about the relationship between speaking and writing. Some of them pointed out that the written form of language is merely a reflection of the oral form and hence speaking is primary. However, others consider that the written form of language is more standard and hence it should be highly valued than the written form.

Another point of view came to reconcile these two opposite positions and stresses the fact that:

Neither oral nor written language is inherently superior to the other but oral and written texts do vary across a number of dimensions, including (but not limited to) textual features, sociocultural norms and patterns of use, and the cognitive processes involved in text production and comprehension.

(Weigle, 2002:15)

A better understanding of the nature of the connection between writing and speaking can be reached by considering the differences existing between them. Brown (qtd in Weigle, 2002: 15) provides a list of characteristics that differentiate written language from spoken language:

- **Permanence:** the oral language is non-permanent and has to be processed in real time, whereas written language is permanent and can be read and reread as often as one likes;

- **Production time:** writers take more time to plan, review and revise their performance before they make the final piece of writing, while speakers do not have time and they respond on the spot.

- **Distance:** between the writer and his audience in terms of time and space which is not the case with speakers who are in a face-to-face context. This implies that writers need to be more explicit in delivering his/her message.

- **Orthography:** unlike writers, speakers have a variety of supra-segmental features (stress, intonation, pitch, pause, etc) to get their message across. This means that writers should rely on the power of the words they write in they want to be understood.

- **Complexity:** written language is characterised by the use of long sentences with a lot of stylistic elements and devices, while spoken language has short utterances with a lot of repetitions, pauses, and hesitations.

- **Formality:** because of the cultural as well as the social uses of writing, it tends to be more formal compared with the oral language.

- **Vocabulary:** written texts tend to be full of a wide range of vocabulary.

In addition to what has been said above, the following table summarises the key differences between oral and written language

Features	speech	writing
Physical Features	-Speech is spoken sounds passing Through the air. -Producing a spoken sentence means coordinating complex movements of the muscles of the mouth and lungs -Understanding a spoken sentence starts by hearing sound waves with the air.	-Writing is visible signs on a flat surface. -Producing a written sentence means coordinating complex movements of the hand and fingers using a pen and keyboard. -Understanding a written sentence by seeing visual shapes with the eyes.
Linguistic features	-In the speech, we are not much concerned with the precision in the expression. We can make a statement, repeat it, expand it, and refine it according to the reactions and interjections of our listeners. -Speech has a higher tolerance for repetition of a phrase or sentence than writing.	-The written statement should be constructed more carefully, concisely and coherently. -Repetition leads to redundancy.
Cognitive features	-Speech develops naturally and early in our L1. -Acquisition of speech is an ego-building activity.	-Competence in writing develops much more slowly in L1. Writing is usually learned through formal instruction rather than through natural acquisition processes. -For many learners, learning to write is ego-destructive. In learning to write in L2, they often experience enormous frustrations.

Psychological features	-It is the first manifestation of language as well as the most frequently occurring medium. It is a social act. It elicits some form of interaction between individuals. Speech has a situational context.	-Largely a solitary act since communication is formed in isolation. The writing lacks a situational context and therefore requires a sustained act of imagination.
	-Speech is linear. It cannot be retracted, but it can be amended.	-Writing is convergent. Writers assume the roles as readers. They presume that readers will share with them the same perceptions, views, and expectations.
Socio-cultural features	-Speech may sometimes be in regional or other limited-context dialects.	-Writing normally uses a generally acceptable standard variety of the language.
	-In some languages, Chinese for example, the various spoken dialects may be even mutually incomprehensible.	-Written language is universally understood.

Table2. Differences between Speech and Writing (adapted from Byrne, 1988)

Despite the divergences and convergences that exist between the language skills, many researchers consider them interwoven and contribute to the effective learning of a foreign language.

6. Writing Problems

The following section addresses some of the potential problems learners may encounter with regard to writing. In the beginning, writing is expected to be correct and hence there is often more pressure for written accuracy than that in the case of speaking. Unlike the writer, the speaker has a great range of expressive possibilities at his/her disposal. Accuracy is not as vital in speaking as it is in writing.

A piece of writing with mistakes and half-finished sentences would be judged as illiterate and incorrect by native speakers. Indeed, writing poses a number of difficulties and has many disadvantages for the learner. The writer does not get an immediate feedback from the reader. Sometimes he does not get any feedback at all. Furthermore, he cannot use intonation, stress, gestures, facial expressions and body movements to make his message clearer. Therefore, it is necessary for him/her to be very precise and concise owing to the use of grammatical and stylistic techniques.

The other problems that usually face language learners are the following

6.1- Attention Problem: it could be**;**

- o Difficulty getting started on writing assignments
- o Mental fatigue or tiredness while writing
- o Inconsistent legibility in writing
- o Many careless errors
- o Poorly planned papers and reports

6.2. Sequential Ordering Problem: it is related to the learners' incapacity to put ideas in the correct order and this could be manifested in:

- o Letter formation problems

- o Spelling omissions

- o Poor narrative sequencing

- o Lack of use of transitions

6.3. Memory Problem: Writers may have difficulty recalling spelling, grammar, punctuation rules, and ideas' organisation. A memory problem may manifest itself in writing as

- o Poor vocabulary

- o Many misspelled words

- o Frequent capitalization, punctuation, and grammar errors

6.4. Linguistic Problem: Good writing relies on a writer's language abilities improving continually over time. A language problem could manifest in writing as:

- o Poor and inappropriate vocabulary

- o Awkward phrasing and unconventional grammar

- o Inappropriate use of colloquial language

- o Difficulty with sentence structure and word order

- o Difficulty with word spelling, and meanings

6.5. Cognitive Problem: It is the writer's incapacity to convey sophisticated or abstract ideas. It could manifest in:

- o Trouble generating ideas or elaborating on them

- o Difficulty in developing and organizing ideas

- o Lack of opinion or sense of audience

      o   Difficulty with writing tasks that require creativity and/or critical thinking

Conclusion

In this opening chapter theoretical issues related to the nature of the writing skill and teaching approaches to writing have been addressed. Furthermore, the connection of writing to speaking and reading have been also discussed along with the potential challenges that students might face during the act of writing. The following chapter looks closely at the evaluation of writing and the process-oriented teaching of this skill during which written feedback is delivered.

Chapter Two: Error Treatment and Written Feedback Delivery in Writing

Introduction

The present chapter addresses some of the theoretical issues related to error correction and written feedback provision to students' written performances. It begins with introducing issues that may explain the reasons behind error making as revealed by the findings of applied linguistics such as contrastive analysis (CA), error analysis (EA) and steps of error treatment, inter-language, negative transfer and fossilisation. Also, how teachers can benefit from these findings in helping students avoid errors and ultimately improve their writing proficiency. Then, the chapter discusses the teachers' responses to the students' writing through written feedback which is in turn defined and a typology of its different modes is made. Finally, a further look is taken at certain issues of written feedback are tackled such as students' reactions, understanding and preferences to the feedback and teachers' possible inappropriate feedback provision is given when they are unable to identify errors.

1- Contrastive Analysis (CA)

1-1-Definition

At the outset, it is necessary to explain why CA is relevant to the error treatment. CA plays a significant role in predicting students' errors on the assumption that these errors may be the result of differences between the students' mother tongue (L1) and the target language (TL) that he is learning in the sense that, learners tend to transfer the forms and meaning of their native language and culture in producing and receiving the language. in fact, CA has been used extensively during the 1960s in the field of Second Language Acquisition (SLA) as a method of explaining why some

features of TL were more difficult to learn than others. As the behaviourist theories were dominant at the time, it was assumed that language learning is merely a question of habit formation that could be reinforced or hampered by existing habits. Consequently, the difficulty of mastering certain areas of L2 is the result of differences between the learner's mother tongue L1 and the language s/he is trying to learn. CA has been defined by David Crystal is his "First Dictionary of Linguistics and Phonetics" (1980) as follows:

> A general approach to the investigation of language,
> particularly as carried out in certain areas of applied
> linguistics such as foreign language teaching and
> translation. In CA of two languages the points of
> structural difference (s) are indentified, and these are
> studied as areas of potential difficulty in foreign
> language teaching. (p.90)

From this definition, it can be concluded that learning difficulties stem from the dissimilarities between the learner's L1 and L2. In correcting learners' writings, it is known that whenever they encounter problems and so as to help themselves out, they often turn to their native language that they master well. Therefore, the writing teacher can predict L2 difficulties. Let us look at these examples:

Arab learners of English might use gender pronouns to things/ objects when they speak or write in English:

*I have two books. She is on the table ("she" refers to two books)

1-2-Significance of CA

The significance of CA lies is its explanatory power as it aims at predicting learning problems caused by L1 interference before their occurrence. A teacher who makes use of CA can get valuable insights into the linguistic problems with regard to L2 learning that cannot be understood and explained otherwise. Furthermore, CA helps teachers to develop course material as asserted by Fries (1945):

> The most effective materials (for teaching an L2) are
>
> those that are based upon a scientific description of
>
> the language to be learned, carefully compared with
>
> a parallel description of the native speaker of the
>
> learner (p.9)

The above quote reinforces the idea of the necessity of CA when designing language courses including writing. However, CA use has not always proved its efficacy for many reasons, among which, that not all the errors predicted through CA stem exlusively from differences between L1 and L2. In addition, learners commit errors that are not related to their L1. All in all, despite its inadequacies, CA has its own status in the field of language teaching.

2- Error Analysis

The evaluation of the writing skill necessitates a rigorous analysis of the students' errors. Therefore, Error Analysis (henceforth EA) plays a fundamental role in this respect. In fact, it is thanks to S.P. Corder (1967) who has first asserted that errors are important in the language learning process in his article entitled "The significance of learners' errors". In this paper, Corder has advocated the shift of linguistics from a

behaviouristic view of language to a more rationalistic view claiming that the shift has to move from language teaching to the language learning, i.e. understanding further the learning process; Corder (as cited in Richards, 1974) said that " Within this context the study of errors tales on a new importance and will I believe contribute to a verification or rejection of the new hypothesis".

EA aims to:

-Find out how well the leaner knows the L2;

-Find out how the learner learns the L2;

-Obtain information on common difficulties in L2 learning, as an aid in teaching or in the preparation of teaching materials; and

-Provide data from which inferences about the nature of the L2 learning process can be made.

2-1-Steps of EA:

According to Corder (1974) as cited by Ellis (1994); EA is carried out through the following five steps:

-Collection of a sample of learner language

-Identification of errors

-Description of errors

-Explanation of errors

-Evaluation of errors

2-1-1-Collection of a sample of learner language:

In this step, data is collected which includes many samples of learners' performances from a large number of learners so as to "compile a comprehensive list

of errors, representative of the entire population" (Ellis, 1994, P.49). This data will allow the analyst teacher to move to the step of errors' identification.

In that regard, the choice of data collection can vary from one teacher to another providing that an awareness of the factors that influence the learners' errors is identified. Ellis (1994) has pointed out that these factors are significant in collecting a reliable corpus of learners' errors n order to know the types of errors students commit and under which circumstances. These factors are summarised in the following table

Factors	Description
A-Language	
Medium	Learner language can be oral or written
Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc.
Content	The topic the learner is communicating about
B-Learner	
Level	Elementary, intermediate, or advanced
Mother Tongue	The learner's L1
Language Learning Experience	This may be classroom or naturalistic or a mixture of the two

Table.3: Factors to consider when collecting samples of learner language (Ellis, 1994, p.49)

2-1-2-Identification of Errors

It is important that a distinction between "error" and "mistake" is made so as to offer a proper analysis of the learners' errors. The first obvious difference is that errors are systematic and are not self-correctable which are due to deficient competence, while mistakes are not systematic resulting from a deficient performance which is in turn influenced by some factors such as lack of attention, anxiety and slips of memory, etc. Therefore, it can be said that errors reflect the level of competence achieved by the learner , while mistakes can be considered as performance limitations that the learner is likely to be able to correct.

Error identification is different from the explanation of what an error is. Corder (1981) has suggested a common model for the identification of errors as he asserted that "every sentence is to be regarded as idiosyncratic until shown to be otherwise (Corder, 1981, p.21). In this model , a good distinction between overt and covert errors is made pointing out that overt errors are apparent such as *I hungry , whereas covert errors are evident only in context. As a result, identifying learners' errors is crucial in order to determine the standard form according to which a particular item is considered erroneous. Ellis (1994) defined the error as " a deviation from the norms of the target language" (p.51).

2-1-3-Description of errors

Once errors are identified, it is necessary to describe them. This description will be a classification of the common errors that learners usually commit which include the following:

❖ *Regularization of Irregular Plurals and Irregular Verbs*

We saw *womens and men. (women)

The *childrens were eating food. (children)

We *putted our things in bags. (put)

He *writed a letter. (wrote)

❖ *Omission of the Plural "s"*

The *student in our class were excited. (students)

Many *person came. (persons)

❖ *Omission/Wrong Use of Prepositions*

When we reached *at Algiers. ('at' is not needed)

After we got Algiers. (got at)

We went *at the stage. (on)

He was *on the hospital. (in)

❖ *Mis-ordering Errors*

* He bought for me a present. (He bought a present for me)

❖ *Lack of Gender Agreement*

John took *her bag. (his)

My father told *her friend to come home. (his)

❖ *Errors Regarding Auxiliaries*

I could *rushed. (could have rushed)

The day I born. (I was born)

My mother *was already cocked the dinner. (has already slaughtered)

❖ *Lack of Agreement of the Subject and Verb*

All of them *was imagining about the ceremony. (All of them were)

The owner of the house *were crying. (was)

❖ *Attachment of the Past Marker to an Infinitive*

Jane went to the teacher to *asked for permission. (to ask)

❖ *Mother Tongue Influence*

At the game park we walk *with legs. (on foot)

The teacher told us to go and *eat our money. (spend)

❖ *Spelling Errors*

In words that have silent letters in English; these are letters that are not pronounced, learners leave out these letters in their spellings. (i) *nocked-knocked.

There are other misspellings where the learners interchange letters while writing certain words. (i) *Strat – start , (ii)* thier – Their.

Omissions of letters in certain words are also noted. (i) *brige – bridge (ii) *kichen – kitchen.

The above mentioned errors have been categorised by Krashen et al (1982) as cited in Ellis (1994) into four categories ; omissions, additions, misinformation and mis-orderings. The following table shows these classes

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance	*She sleeping
Additions	The presence of an item that must not appear in well-formed utterances.	we didn't *went there
Misinformation	The use of the wrong form of the morpheme or structure	the dog *ated the chicken
Mis-orderings	The incorrect placement of a morpheme or group of morphemes in an utterance	what *daddy *is doing?

Table 4: A Surface Strategy Taxonomy of Errors (Categories and Examples Taken from Dulay, Burt, and Krashen 1982) (Ellis, 1994, p.56)

2-1-4-Explanation of Errors

Once errors are identified, it is necessary at this stage to explain from psycholinguistic point of view the reasons behind error commitment and how they occur. Ellis (1994) has pointed out these psycholinguistic sources of errors as follows:

- Competence errors which could be transfer, intra-lingual (e.g. over-generalisation, transitional competence) and unique (e.g. induced)

- Performance mistakes which could be processing problems or communication strategies.

Richard (as cited in Ellis, 1994) has distinguished three different sources of causes of competence errors which are:

--*Interference errors*: which happen as a result of using elements from one language while speaking another one.

--*Intralingual errors*: which result from the target language itself when the learner applies a rule in inappropriate contexts or ignores its restrictions.

--*Developmental errors*: which are similar to the errors made by children learning their L1. They are assumed to be a natural product of a gradually developing ability in the new language. Developmental errors make up the majority of errors exhibited by L2 learners. Examples of developmental errors in English are: the misuse of third person –s as in *she work seriously, the –ed morpheme as in *she teached us last year, negation as in * I not like it, etc.

Furthermore, intralingual errors are subdivided as Richard (as cited in Ellis, 1994) has suggested the following:

---*Overgeneralisation errors*: these are cases when the learner creates a deviant structure of the basis of his knowledge of other structures in the target language such as : * we are wait for you here.

* we are visited the campus.

The overgeneralisation process may be the the result of the learner reducing his linguistic burden. Certain teaching techniques may increase the

overgeneralisation of structures: e.g.' pattern drills' and 'transform' type of exercises contain utterances that can interfere with each other to form a 'hybrid' structure (Corder, 1974).

---*Ignorance of rule restriction:* this may be defined as failure to notice the restrictions of structures, i.e. the application of rules to linguistic contexts where they should not be applied, e.g. **that is the present which I chose it*, the learner here violates the limitations on subjects in structures with relative pronoun 'which'.

---*Incomplete application of rules*: it occurs when the learners fail to fully develop a certain structure required to produce acceptable sentences.

---*False concepts hypothesised:* these errors could be considered as developmental ones which are derived from wrong comprehension of distinctions in the target language. These may be due to poor gradation in teaching items in the syllabus.

> **It was happened* (the learner has wrongly interpreted 'was' as past tense; he may understand 'is' as the corresponding marker of the present tense, in which case s/he would produce *He is speaks.

Another significant study has been carried out by Selinker (1972) about a concept known as 'interlanguage' which is founded upon the assumption that an L2 learner, at any particular moment in his/her learning sequence, is using a language system which is neither the L1, nor L2. It is a third language, with its own grammar, its own lexicon and so on. In that case, the rules used by the learner are to be found in neither his /her won L1, nor in the target language. Therefore, teachers need to understand the leaner's language as a system in its own right. This is interesting since learners

tend to go through a series of interlanguages in systematic and often in predictable ways.

Selinker (1972) has coined the term fossilisation to refer to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language. He argued that learners keep certain forms of their interlanguage that are different from the target language regardless of further study and exposure to it. In this respect, he identified five fossilisation processes which could be considered as factors that directly affect the output of the interlanguage system which are the following:

--*Language transfer*: fossilised items, rules and subsystems which occur in the interlanguage as a result of transfer from the native language.

--*Transfer of training*: some items of interlanguage which can result from particular features of the training process used to teach a foreign language.

--*Strategies of second language training*: identifiable approaches by the learner to the material being learned

--*Strategies of second language communication*: some items may result from specific ways people learn to communicate with native speakers.

--*Overgeneralisation of the target language linguistic material*: it is the overgeneralisation of the target language rules and its semantic features.

What has been discussed above is an explanation of errors showing how and why they occur from a psycholinguistic perspective. However, these categorisations are blurred and sometimes mixed, nonetheless, it is important for teachers to understand their sources and take necessary measures.

2-1-5-Evaluation of errors

After the explanation of errors which is consisted in examining these errors, the evaluation of errors as Ellis (1994) has asserted:

> "...involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of addressee's comprehension of the learner's meaning or in terms of the addressee's affective response to errors. Evaluation studies [....] motivated explicitly by a desire to improve language pedagogy"
>
> (Ellis, 1994, p.63)

According to Ellis (1994), the aim then of evaluating errors is to bring answers to three main questions:

(1)Are some errors considered to be more problematic than others?

(2) Are there any differences in the judgments made native speakers and non native speakers?

(3)What criteria should be used in the evaluation of errors?

Once the answers are found for these critical questions, the overall objective is to improve pedagogy in taking some measures to correct errors and to prevent their occurrence in the future.

2-2-EA Inadequacies

EA is so useful for English teachers as it has been discussed earlier as they can understand better the learning process and improve it through error treatment. However, it did not remain without criticism. The first drawback, EA fails to deal the avoidance phenomenon which a strategy used by the learner when s/he finds certain areas of language difficult. Furthermore, it is really difficult to know when a student

is using avoidance as a strategy in the sense that s/he has to indicate some evidence that s/he knows the structure to be avoided. The second inadequacy of EA which could be considered as a concomitant of avoidance when learners use the forms that they know rather than try out the ones that they are not sure of. It may also reflect some cultural differences between languages. In addition to that, EA has been criticised for its data collection procedures such as the selection of informants which usually biased and hence trying to draw statistically significant findings from such samples could a controversial practice.

3-Response to Students' Writing

It is generally agreed among writing teachers that the assessment of the students' written performances is significant for measuring the development of writing proficiency. During that assessment, teachers are supposed to provide meaningful comments and feedback which is in fact a fundamental element of the process approach to writing. The term feedback is defined by Keh (1990) as:

> An input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions, and suggestions as a reader gives a writer to produce 'reader-based prose as opposed to writer-based prose. Through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organisation, lack of development of ideas, or something like inappropriate word-choice or tense. (Keh, 1990, pp.294-295)

As a result, the above definition suggests that the ultimate purpose of feedback in general is to enhance students' learning and performance through the provision of guidance. This feedback can take many forms depending from its source (teacher or peer) or modes (direct or indirect, content or structure, etc) which are an issue that will be discussed thoroughly later in this chapter.

4-Typology of written corrective feedback (CF)

As the research's focus is on the written feedback, this part is devoted to discuss the different types of the feedback that teachers may give to students. It is observed that there is a variety of feedback modes depending on the emphasis of that feedback, its directness, and how it is delivered.

4-1-Direct CF

This type of CF is also known as explicit CF which refers to the one where the teacher provides the learner with the correct form. This could be through crossing out an odd word, morpheme or phrase and then writing the correct form above or under the error.

Direct CF has the advantage of giving direct orientation to the learners about the correct language form they have to write especially when learners are ignorant of the correct form. This technique as Chandler pointed out is "best for producing accurate revisions, and students prefer it because it is the fastest and easiest way for them" (Chandler, 2003, p267). This claim is also backed by Ferris and Robert (as cited in Ellis, 2008) asserting that direct CF is probably more beneficial than indirect CF particularly for students with low level of English proficiency. However, it has a drawback as it entails less language processing from the students' part and so despite

the fact that it assists learns to write the correct form during revision of writing, but it may not contribute to the long-term improvement of writing. On the other hand, a recent study by Sheen (as cited in Ellis, 2008) reported that direct CF is effective in enhancing certain areas of specific grammatical features.

4-2-Indirect CF

Indirect or implicit CF is provided to students through an indication of the error without giving the correct form. This could be made through putting a circle, crossings, or underlining errors and it is the students' mission to use his/her self-correcting ability. According to Lalande (1982) indirect CF is usually preferred since it provides a guided learning and problem solving strategies and hence it incites students to reflect and think about linguistic areas related to writing.

One significant issue with indirect CF is the indication of the error's location. Some research findings such that of Ferris and Robert (2001) asserted that indirect feedback that shows the exact location of the error is less effective than the one where the error is not shown as students have to engage in a deeper processing. As for the effects of indirect CF while locating the error is concerned, a study carried out by Lee (as cited in Ellis, 2008) where a comparison of the two types has been carried out concluding that learners were better able to correct errors that were indicated than errors that were only shown by a check in the margin.

4-3-Meta-linguistic CF

Meta-linguistic CF is practised through the provision of more linguistic information which can take the form of symbols provision such as putting "GR" to

indicate grammatical error, or "SP" to show a spelling error. The following table shows a variety of these codes:

Symbol	Meaning	Example
S	A spelling error	the <u>asnwer</u> is <u>obvius</u>
WO	A mistake in word order	I <u>like very much</u> it
G	A grammar mistake	I am going to buy some <u>furnitures</u>
T	Wrong verb tense	I <u>have seen</u> him yesterday
C	Concord mistake (e.g. subject and verb agreement)	People <u>is</u> angry
λ	Something has been left out	He told **λ** that he was sorry
WW	Wrong word	I am interested <u>on</u> jazz music
{ }	Something is not necessary	He was not **{too }** strong enough
?M	The meaning is unclear	That is a <u>very excited photograph</u>
P	A punctuation mistake	Do you like <u>London.</u>
F/I	Too formal or informal	<u>Hi</u> Mr Franklin, Thank you for your letter...

Table 5: Correction Symbols (Harmer, 2004, p.111)

Teachers can use the symbols of the above table providing that they explain them to their students while revising the corrected writings. This type of CF needs more processing on the student's part and it can sometimes be frustrating for him/her.

4-4-Content CF

Content CF is concerned with the information and ideas of writing and commenting on them. Hyland has described it as the feedback "that attempts to make

meaning clearer or focused on the development of ideas or the logical relationships between these ideas" (Hyland, 1998, P.273). As a result, content feedback addresses issues like ideas, organisation, rhetoric and paraphrasing.

4-5-Form CF

Form CF is basically concerned with correcting errors related to accuracy of the students' writing which include remarks on vocabulary, syntax and spelling. However, it is usually associated with grammar feedback since the language grammar involves all the rules of how words are built and combined together syntactically and semantically. All in all, form CF covers language surface level related aspects.

At this point, it is necessary to note that form and content CF are overlapped and they cannot be separated due to the fact that form influences content and vice versa. For instance, the choice of the right word that collocates with the context can be considered as either surface-level error (form) because it violates accuracy, or a meaning-level error (content) because it may hinder the understanding of the sentence.

Many studies have been carried out to check the effects of the content and form CF on developing students' writings as the one made by Fathman and Whally (1990). They studied the impact of different kinds of teachers' feedbacks and they have concluded that learners could improve their writing in situations when these feedbacks are provided simultaneously and that providing students with feedback that focuses only on grammar does not negatively affect the content of writing.

From what has been discussed above about the distinction between form and written CFs, it can be said that language is a resource for making meanings, both the content and the form cannot be, in any shape or form, separated when responding to students' writing.

4-6-Focused Unfocused CFs

While correcting students' writing, teachers may correct all the errors and in that case CF is considered as unfocused. However, when teachers select specific kinds of correction focusing on particular area of language and in that case CF is known as focused. Obviously, since unfocused CF treats all the errors, this makes the task harder for the teacher and for the learner alike due to the quantity of errors being corrected and the effort to be spent on processing them. In this respect, focused CF could be more effective then unfocused CF since learners can check different corrections provided by teachers and hence they can understand why they have committed these mistakes, and how they can get the correct forms. On the other hand, unfocused CF can address a variety of language errors which can be regarded a positive aspect especially in the longue term that could explain why the majority of the studies on CF effects were about unfocused CF.

4-7-Reformulation

It is another type of CF as Harmer (2004) defines it as showing students how they can write something correctly. This could be carried out when the teacher shows students how she or he would write a wrong sentence instead of asking them to find the error and correct it. Then, a comparison is made between correct and incorrect versions through which the learner can learn. This practice is extensively helpful in the process approach of writing, i.e. drafting and redrafting.

4-8-Electronic CF

As a lot of learners are using the internet nowadays, another form of CF has become extremely practised which is the electronic CF that could be provided by many means such as software programmes, e-mails, learning blogs, etc. As a result, considerable amount of feedback can be given electronically as the number of students is increasing and most of them use technology is their learning. Milton (as cited in Ellis, 2008) has described an approach that is based on a software program known as Mark My Words. This program

> " ..provides teachers with an electronic store of approximately 100 recurrent lexico-grammatical and style errors that he found occurred frequently in the writing of Chinese students. The store also provides a brief comment on each error with links to resources showing the correct form. The program enables the teacher to use the electronic store to insert brief metalinguistic comments into a student's text. The text is then returned to the student who then consults the electronic resources to compare his/her usage with that illustrated in the samples of language made available. This assists the student to self-edit". (Ellis, 2008, p.103)

Electronic CF has many advantages as it develops students' learning autonomy and saves both teacher's and students' time and effort.

4-9-Commentary CF

Corrective feedback can be in the form of written commentaries in the margin of the paper or at the end of the writing. This kind of written feedback states how the text appears to the teacher, how successful the teacher thinks of the quality of the text, and how it can be improved. If there is time, responses may take the form of both marginal and end comments. Written commentary involves writing detailed comments on the problems that learners encountered during the writing process, then, guiding them so that they can try to self-correct. In case the learners find it difficult, teachers might give them the correct version or advise them to use dictionaries and grammar books for greater benefit. These written commentaries could be negative or positive. It is commonly agreed among researchers in writing is that positive commentaries or praises rise students' motivation and hence improve their writing in the future (Raimes, 1983; Semke, 1984).

5-The Role of Written Corrective Feedback

The effectiveness of the CF on improving students' writing is controversial and non-conclusive issue (Fan, and Ma, 2018). This depends on many variables such as the type of the CF, its focus, the time of delivering it and students' reactions and perceptions of CF. In this part, a focus will be on varied types of CF provision during the process approach and reporting evidence from the literature supporting the positive effect of CF.

During the 50s and 60s when behaviourist theories were dominant, errors were perceived negatively and teachers had to correct them strictly. Later on, after the 80s, second language theories have changed the understanding of the errors and giving corrective feedback particularly in paying attention to cognitive perspectives which are related to how the information is processed (Bitchener, and Ferris 2012). In that regard, the main concern of the research was on investigating the effect of written

corrective feedback on the short term and on the long term when revising writing. Bitchener and Ferris have asserted that

> The revision studies on the short-term effects of CF on student writers' ability to use feedback to revise their own texts successfully provide clear evidence in favour of written CF under those conditions. The practical and theoretical issue under debate is whether such short-term interventions truly help students become better writers in the long run, when "better" is defined as "fewer errors/more linguistically accurate text". (Bitchener and Ferris, 2012, p.86)

One of the important points of using feedback is that it plays a major role in motivating students in ESL writing process. Ellis (1994) has pointed out that students' motivation is closely linked to language acquisition. As an example, to motivate students, writing teachers may include comments of praise and encouragement while giving feedback. These written comments are aimed to assist students clarify meaning in their writing. Moreover, Ellis (1994) has noted that the use of referential or open information seeking questions may result in more meaning negotiation and more complex leaner output.

CF plays crucial element in learning. As it is often said practice makes perfect, however it should be said that practice without CF in writing does not lead to improvement. As a result, CF has become an essential part of any writing course particularly with the current of the predominance of the process approach to writing that entails some kind of second party feedback, usually, the instructor, on students' drafts. The current writing instruction is dependent on the instructor as Kroll (2001)

describes CF as one of the two important components of any writing course with the other being the assignments students are provided with. Hence, the role of CF is to teach skills that help students improve their writing proficiency to the point where they are able to produce it with less errors and more clarity.

In a nutshell, written CF could serve as a tool in order to teach students strategies for self-editing their future writings more effectively, and this strategic awareness may develop over time (Bitchener and Ferris, 2012).

6-Students' Reactions and Attitudes Towards CF

It is essential to take a look at the way students react to their teachers' CF. Generally, the students' response takes the form of revision of the first draft after its correction which is an essential phase of the writing process. According to Bitchener and Ferris (2012), there are three areas that are investigated in the research which are:

- On what issues do students perceive their teachers focus when providing feedback?
- On what issues do students think their teachers should focus when providing feedback?
- What are students' specific preferences with regard to the form and scope of teacher-provided written CF?

In order to report the results on the above mentioned research areas about students' views about written CF, Bitchener and Ferris (2012) have summarised research findings in the following table:

Type	Study/studies	Findings
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 and 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 6: Student views of written CF (Bitchener and Ferris, 2012, p.93)

Early research on students' perceptions of written CF suggested that teachers' feedback focused extensively on grammar and mechanics issues. Once, the "process-based pedagogy", students began to react positively to their teachers' written CF pointing out that written CF covers more language areas such as content, vocabulary

and spelling. According to Bitchener and Ferris (2012), other research findings based on students' answers to these questions:

- What type (s) of written CF they prefer to receive?
- Do they want all the errors to be corrected or only the most important ones?
- Do they prefer direct feedback or indirect feedback?

The students' answers showed that they prefer general written CF rather than selective correction. In addition, they like to receive direct feedback since it leaves less effort to deal with and in a case they receive indirect corrections, it is preferable that they are followed by explanations and codes showing their categories. From these answers, it can be said that students want and value written CF and have strong opinions about it and its forms. As a result, students' views, and desires on CF have to be taken into consideration in assessing writing.

7- Written corrective feedback issues

This part is devoted to raise some of the problems that might occur in providing written CF to students. These problems concern teachers in terms of their experience and correction skills which may result in incapacity in errors' identification. On the other hand, students may be careless of CF, or may have problems in understanding it. Another concern is the written CF itself in the sense that some of its types could be considered as ineffective in addition to the fact that it is time-consuming.

First of all, written CF is very time-consuming for both teachers and students. Sometimes teachers do not know how much time it takes for the students to revise and understand it since teachers are only concerned with grading papers. Depending on the type of written CF given, students can also spend a great time on revision and perhaps it is even much more than that spent by teachers in the correction of the paper.

Moreover, students may not review written CF carefully because they are concerned only with the grade.

Secondly, written CF may be ambiguous for the students and in that case it could be ineffective. Another issue with the feedback is that some teachers may have trouble in identifying errors and/or giving feedback. Indeed, at different stages of teachers' careers especially new ones may struggle for this even they have taken grammar courses during their studies and trainings because there are so many language areas in language and it takes a long time to expand the linguistic repertoire.

Conclusion

The second chapter has tackled so many theoretical considerations that are related to the assessment of the students' writing such as error treatment and written corrective feedback provision. It has shown that it is necessary to understand why and how errors are committed and how to deal with them through a variety of written feedback modes which could be useful in assisting students to overcome their writing difficulties. Moreover, some problems of CF have been also addressed like the students' views on the CF and teachers' incapacity to identify errors. In conclusion, all these issues will be addressed in the coming two practical chapters in attempt to investigate the effects of CF on writing development.

Chapter Three: Research Design and Methodology

Introduction

The research questions along with the hypotheses were explained in the introductory chapter with a brief discussion of the adopted methodology. The main research problem was about how to help third year students of English overcome their writing problems through the provision of constructive written corrective feedback. The current chapter provides further details about the methodology and the data collection process as well as a justification for the choice of the method is explained. It begins with presenting the context of the study and its participants and the means of data collection. Then, it explains the data collection procedure and how the study has been carried out. Finally, a brief description of the data is made.

5- Context of the Study

The present study has taken place in the Department of English language at El-Oued University for the academic years 2016/2017 and 2017/2018. The purpose of taking third year students of English as a case study lies in the fact that in this year students have more practice on academic writing and essays not exclusively in the written expression class, but also in exams such as literature, civilisation and so on.

The department of English has been inaugurated in 2008 adopting directly the LMD system which has become the norm in all Algerian universities. As a consequence, that department needs more experience and knowledge for the effective implementation of that system which naturally comes from constant research on language teaching and its different areas such as writing which is the subject of the

current research which deals with writing problems and written corrective feedback effects.

Being a teacher in this department has given the researcher an opportunity to have constant interaction with the participants of the study. Hence, the administration of the questionnaires, the conduction of the interviews and the carrying out of the experimental study, have been considerably facilitated. Moreover, continuous contact with colleague teachers is an opportunity to get a close understanding of the topic of the research.

Having said that, it is worth mentioning that, the findings of this research cannot, in any shape or form, be representative of other teachers and learners of the same level in other universities or even within the same university.

As a teacher of writing, it has been revealed some insights including the fact that learners have serious problems with writing, the product approach is extensively adopted, and few written corrective feedback is provided. All these factors lie behind learners' poor performance in writing. In fact, there is neglect from teachers with regard to feedback due to many reasons mainly the fact that this task is so demanding and time-consuming. In addition, there is no guarantee that it would be helpful for learners. Therefore, further research is needed in order to improve our students' writing through constructive written feedback provision.

The current study endeavours to understand the real reasons for writing problems and how to help learners write better through effective instruction and constant written feedback. First, student writers need to learn more about their linguistic weaknesses if they want to improve their accuracy and fluency in writing. Second, teachers have a significant role in the writing process as they evaluate it and

accompany their students in doing so. Third, both teachers and students engage in the learning process through communicative written corrective feedback. As a result, all these issues are thoroughly analysed in this research.

6- Participants

The participants of this research are teachers and third year EFL learners from English language department in Hamma Lakhdar El-Oued University.

2-1- Teachers:

Teachers who have participated in the study are full-time in the department they have answered the questionnaire, some of them have been interviewed, and two have taken part in the experimental study.

	Total Number	Percentage
All Teachers	22	100%
Participant Teachers	10	45.45%

Table 7: Participant Teachers

2-2- Students:

Third year students of the English language have been taken as a case study in this research. They have answered the questionnaire and ten of them have been interviewed.

	Total Number	Percentage
All Learners	160	100%
Participant Learners	50	31.25%

Table.8: Participant Learners Percentage

7- Research Methodology:

The following section is devoted to the explanation of the methodology adopted in the present research and giving justification for the choice of that methodology.

3-1- Triangulation:

Investigating the question of writing problems and the role of written corrective feedback in overcoming them necessitates a reliable and solid methodology in terms of data collection in order to get a deeper understanding of the phenomenon and to have satisfactory results. Consequently, triangulation methodology has been selected since it is widely accepted among researchers and it is a powerful way to attain validity and credibility. According to Mathison (1988) "good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings".

Triangulation can be defined as "the combination of methodologies in the study of the same phenomenon" (Denzin 1978 in Jick 1979). In that sense, it simply means the use of more than two means of data collection and it is also known as cross-examination. In the case of this research, triangulation is adopted through the use of three methods of data collection (students' writing performances, questionnaires, and interviews). This type of triangulation is referred to as methodological triangulation (Denzin, 1970).

On the light of what has been discussed above, the choice of triangulation methodology is an appropriate one since it gives the research a variety of data from which he can look at the phenomenon of written corrective feedback from different perspectives. Hence, more credibility and validity seem to be attainable.

3-2- The experimental Study

The experimental study has been carried out in this research in the academic year 2017/2018 during the second semester in a writing class through the collection of third year students' written performances. It is worth mentioning that, before the experiment, the researcher has had the chance to attend three sessions of writing class.

The conduction of an experimental study is of extreme importance for this research for many reasons. First, the identification of writing problems cannot be done solely through responses from teachers and learners but through authentic writing, that is the corpus. Second, written corrective feedback has to be concrete and verifiable to check its efficacy. Third, the process approach takes place in phases and hence time is needed.

Thirty students of the third year have been invited to take part in the experiment along with two teachers as evaluators. Both participants have answered the questionnaires. In that regard, the following task has been given to the students:

In a short essay (of 3 to 4 paragraphs) discuss any of the following:

1- Social networks are changing the way we perceive the world.

2- With the increasing number of population communicating via the internet and text messaging, face to face communication will become a thing of the past.

3- Discuss the advantages of learning foreign languages.

4- Tourism is an ever-growing industry, what benefits do you think tourism brings to individuals and societies?

First, they have been asked to follow the steps of writing (brainstorming, organization of ideas, etc) and then they can write their first draft noting that papers are anonymous and differentiated through numbers only. While writing, teachers are guiding their students' writing. Once learners finish their first drafts, teachers correct them and provide necessary comments and feedback. After corrections, students are handed back their first drafts corrected and requested to write a second draft. Finally, the sixty papers are collected for analysis which constitutes in comparing first and second drafts to check potential writing changes and written feedback effects.

8- Data Collection Procedure:

4.1. The corpus:

As discussed earlier, the corpus is collected during the experimental study. The students' writing performances are analysed in order to discover writing problems in the first place to confirm or disconfirm the hypothesis and to see whether there is any improvement after written feedback provision in the first draft. Writing problems are going to be counted and classified. Some samples of those papers are scanned (see Appendix VII).

4.2. Questionnaires: Administration and Rationale:

There are three types of questionnaires; a) structured questionnaire, b) semi-structured questionnaire and unstructured questionnaire. This classification is dependent on the type of questions (open-ended or structured). The selection of the questionnaire's type in the research relies on the availability of the respondent and their number. In other words, the larger the size the more structured (closed questions) and the smaller the size the more unstructured (open questions) the questionnaire

becomes. Therefore, structured questionnaires are designed for learners because there have fifty and unstructured questionnaires are administered for teachers since there are ten participants.

McDonough and McDonough (1997) consider that questionnaires are very desirable among educational researchers in general. There are some factors as to why a researcher selects questionnaires to collect data from students and teachers. The questionnaires have some advantages over other data collecting methods since they:

a) Tend to be more reliable as they are anonymous

b) Encourage greater honesty from respondents

c) Save researcher's and participants' time and effort (more economical), and

d) Can be used in small-scale issues and large scale issues.

However, there are some drawbacks of questionnaires which the research attempts to mitigate. These advantages include, among other things:

a) The proportion of returns is often low

b) If only closed elements are used they may lack coverage or authenticity

c) If open elements are used, respondents may be reluctant to write their responses.

In order to minimise these drawbacks, the researcher planned to hand out the questionnaire papers to students during one of their formal classes so that the percentage will be higher. For of lack of coverage and genuineness of closed questions, conducting interviews with some learners will minimise this disadvantage. As far as the teachers' questionnaire is concerned, there were some open-ended questions in order to have more insights about the written feedback they provide while correcting their students' work and the researcher did not find any problem handing out the questionnaire to the teachers.

Other suggestions were taken from Cohen et al (2007) who suggest that the researcher needs to pilot questionnaires and refine their content, wording, length, etc so that the respondents can understand the questionnaire very well and provide useful feedback. All these matters were taken into consideration in this study.

4.3. Interviews: Conduction and Rationale:

The second means of data collection was semi-structures interviews which the pedagogic couple, i.e. teachers and students in attempt to gain a wider understanding of the topic of the research. As this type of interviews entails the design of both close and open-ended questions it allows the researcher to create comfortable atmosphere for the interviewees to speak their minds and offer their own reflections. As the interviews were conducted in face to face manner, and thanks to the flexible nature of the questions, the interviews' findings are likely to be enriching. The respondents are requested to give their consensus to record the interviews for later transcription to be analysed.

Unlike quantitative data (as in the questionnaire), qualitative research data is not represented in terms of numbers and statistics. Consequently, the obtained data from the interviews will be constituted in terms linguistic passages in verbal from which are ultimately transcribed (see appendices III and VI). While designing the interviews, the types and tone of the questions were meticulously chosen to serve the goals of the research. The interviews were carried out in English at different times depending on the availability of the subjects. Recordings were made and the sound materials were put in a CD and giving the chance to readers to consult the content.

5-Description of the Data

5.1-The corpus

The corpus is papers of writing performances that contains one hundred papers that are collected through an experimental study. Fifty papers are first drafts, while the other fifty are the second drafts. Students are requested to write a short essay about three topics. Once they write their first drafts, teachers correct them and students are asked to write a second draft based on these corrections.

5.2-Questionnaires:

5.2.1. Students' Questionnaire

The students' questionnaire (Appendix IV) contains an introductory paragraph that clarifies its overall aims. It consists of twenty-five questions including yes/ no questions, multiple choice questions and one open-ended question discussing the issue of written corrective feedback treated in this research. These questions are grouped and categorised into five sections as follows:

Section I: Background Information

This section is composed of three questions that are concerned with gender identification (Q1), the number of years they have been studying English (Q2), and how do they consider their level in writing (Q3).

Section II: Writing Difficulties

This section contains nine questions. It aims at identifying the problems of writing from the students' viewpoint. It begins by asking whether the writing is a difficult skill

(Q4) and questioning the students' attitudes when they are asked to write, i.e. confident, hesitant, or comfortable (Q5). Questions 6 and 7 aim at identifying the potential problems (accuracy, fluency, communicative problems, and mechanics) that students may encounter while writing; what is needed to handle those problems (Q8). Moreover, this section seeks to identify the aspects of writing such as grammar, vocabulary, accuracy and so on, that the students want to improve (Q9), what do they usually do when they find it problematic in expressing an idea in English (Q10). Finally, asking whether the students are satisfied with their writing level (Q11) and explaining in the case if they are not so (Q12).

Section III: Writing Teaching Approaches

Section three's objective is to identify the approach to writing that is adopted in the class. It consists of six questions. It starts by asking the numbers of hours devoted to teaching writing per week (Q13) and whether the students are involved in writing tasks (Q14) and how often is it so if they answer yes (Q15). Question 15 asks whether the teacher interferes in his/her students' writing, and when does s/he give guidelines (Q17)? Finally, question 18 asks if the students write only a first draft or a second one as well

Section IV: Written Corrective Feedback Provision and its Effects

The main aim of this third section of the questionnaire, which is consisted of six questions, is to know the effects of written corrective feedback on students' writing development. It is worth mentioning that teachers' answers are more important than those of the students, nevertheless, students' views are also valuable since they are aware of the extent of influence that written feedback might have on their writing. So, this section starts with asking whether the students receive written feedback from their

teachers (Q19) and if the answer is yes, it is asked on which draft it is provided; the first or the second (Q20). Furthermore, question 21 aims at knowing whether teachers explain the written feedback they provide or not and questioning whether teachers draw their students' attention to the feedback on writing (Q22). Then, the students are asked about their preferences regarding written feedback provision, i.e. whether at different stages or on their final writing (Q23) and how students can develop a self-correcting ability (Q24).

Section V: Relevant Suggestions

The last section is an open question (Q25) that gives the opportunity to students in order provide or add any suggestion they consider to be relevant to the objectives of the questionnaire regarding the issue of written corrective feedback provision and writing style improvement.

6.2.2. Teachers' Questionnaire

The teachers' questionnaire (Appendix) consists of twenty questions (yes/no, multiple choice questions) dealing with the issue of written corrective feedback provision and its effects on writing. The questionnaire begins with an introductory paragraph explaining the objectives. The twenty questions are grouped and divided into four sections: background information, writing difficulties, writing teaching approaches, written corrective feedback provision and finally a section for suggestions. Unlike the students' questionnaire, teachers have more freedom to express their views and reflections through providing complete statements whenever appropriate.

Section I: Background Information

The background information section contains six questions aiming at finding general information concerning teachers' gender (Q1) and for how many years they have been teaching English at the university (Q2), whether they have taught or they are currently teaching the module of written expression (Q3), and if so for how long (Q4). Then, questioning whether or not the written expression program is sufficient to improve the students' writing (Q5) and justifying the answer if it is no (Q6).

Section II: Writing Difficulties

This section consists of five questions. It aims at identifying the writing problems that students have in writing from the teachers' views. It begins by asking whether teachers are satisfied with the student's writing (Q7) and justifying the answer if it is not the case (Q8). Then, asking if the students have serious difficulties in writing (Q9) and what which kind of difficulties (Q10). Finally, the section ends with questioning whether students are motivated to writing or not (Q11).

Section III: Writing Teaching Approaches

Section three, which is composed of two questions, attempts to identify the approach of writing that is adopted in teaching writing (Product, process or any other) (Q12) and clarifying the reasons of the choice of the answer (Q13).

Section IV: Written Corrective Feedback Provision

The purpose of this section is to discover the different kinds of written corrective feedback that teachers provide and how they do so? In the beginning, we attempt to know whether teachers provide written feedback or no (Q14) and if yes in which form (i.e. marginal comments, symbols, crossings, etc) (Q15). Then, we deal with how teachers treat with students' mistakes (Q16), and what kind of written feedback is

provided (direct or indirect) (Q17). After that, it is asked whether the provided written feedback is explained or not (Q18). Finally, at what time the written feedback is provided; at different stages or at the end of writing (Q19).

Section V: Suggestions

The last section of the teachers' questionnaire comprises only one question (Q20) and as its title implies, it offers the teachers an opportunity to provide suggestions or helpful comments about issues that they consider to be relevant to the objectives of the questionnaire.

5.3- Interviews:

5.3.1. Students' Interview

The students' interview is conducted after the experimental study and the administration of the questionnaire. The aim of the interview is to enrich the data and give the subjects the chance to express themselves freely about their writing problems and written corrective feedback provision and its effects on developing their writing capacities.

The interview comprises eleven questions (see appendix V). In the beginning, students are asked to talk about their writing experiences, how do they find them (Q1) and whether they consider writing as a challenging task (Q2). Then, interviewees are asked to identify the kinds of writing problems that they often encounter (Q3) and in dealing with those problems through certain writing activities outside the classroom (Q4). After that, we wanted to know if students go through the different stages of writing or they start writing immediately (Q5) and in so doing, we asked them if the teacher accompany them in the process of writing, or s/he corrects only their final

products (Q6). Next, (Q7) aims to know if students are willing to receive comments and feedback from their teacher and how do they think of this feedback (Q8). Moreover, students are asked if they use dictionary and grammar books in revising their writings (Q9) and whether the teacher's written corrective feedback is helpful for them in the long term (Q10). Finally, the students are given an opportunity to express their concerns and interests in anything they consider worth discussing with the issue of written corrective feedback and writing problems (Q11).

5.3.2. Teachers' Interview

The teachers' interview consists of twelve questions that aim to identify the writing problems of the students and the written feedback that teachers provide in order to overcome those difficulties. It begins by asking teachers about their writing teaching experience (Q1). Then, teachers are asked if they consider that writing is a challenging skill for students to master (Q2) and what kind of problems students face with writing (Q3). Next, we question the reason(s) behind students' poor writing performances (Q4). After that, we wanted to know which approach teachers use in their teaching (Q5) and whether or not the product approach in writing is failing our teaching objectives (Q6). Moreover, interviewees are asked about the kind of written corrective feedback that they provide while correcting students' assignments (Q7) and how and when do teachers provide that feedback (Q8). Then, teachers are asked if they have prior knowledge relevant to differences between students' mother tongue and English (Q9), what type (s) of written feedback do teachers provide? (Q10). Finally, question eleven (Q11) aims at knowing, from the teachers' point of view, suggested solutions to minimise students' writing problems. The last question (Q12) is an open one which offers teachers the chance to add, if possible, anything relevant to the already discussed issues in the interview.

Conclusion

This chapter has dealt with the explanation of the adopted research methodology in this research known as triangulation and has presented the means of data collection. Moreover, a detailed explanation of the data collection procedures has been presented and justified. The following chapter makes an analysis and an interpretation of the prospective findings in order to answer the research questions and confirm or disconfirm the advanced hypotheses.

Chapter Four: Data Analysis and Interpretation

Introduction

In the previous chapter, the methodology and data collection process have been presented and justified. The present chapter makes the analysis as well as the interpretation of the obtained results from questionnaires, interviews and the corpus. First, teachers' questionnaire is analysed and followed by the interview. Second, learners' questionnaire and interviews are also analysed. Third, the corpus (6o papers; first and second drafts) is analysed in order to discover writing errors and mistakes and how they have been corrected by teachers. Finally, the results are discussed so as to answer the research questions raised in this study and to confirm or disconfirm the formulated hypotheses.

2- Data Analysis

The following section is concerned with the analysis of the collected data from the data collection tools (Questionnaires, interviews and the corpus). While analysing, an attempt is made to give a plausible interpretation for the findings and relating them to the objectives of the research.

The obtained information from the two questionnaires will be most of the time represented in percentages. These percentages will be shown in tables if they are yes/no questions or by histograms in the case of close-ended questions. The answers of the open-ended questions will be summarised in the form of comments illustrating the respondents' opinions and views

Evidently, whenever necessary, the calculation of the means will be made through the following equation:

The Arithmetic mean = <u>Sum of the values</u>

Number of Subjects

The equation could be represented mathematically in this way: ($\overline{X}$ stands for the mean, Σ is the sum of the values, while N is the number of the asked subjects).

$$\overline{X} = \frac{\Sigma x}{N}$$

In this analysis, this formula can be used for instance in calculating the mean experience of the students with English learning.

1-7- Teachers' Questionnaire:

The teachers' questionnaire consists of five sections which are presented as follows:

1-7-1- Section I: Background Information

1. Gender:

	N	%
Male	07	70
Female	03	30
Total	10	100
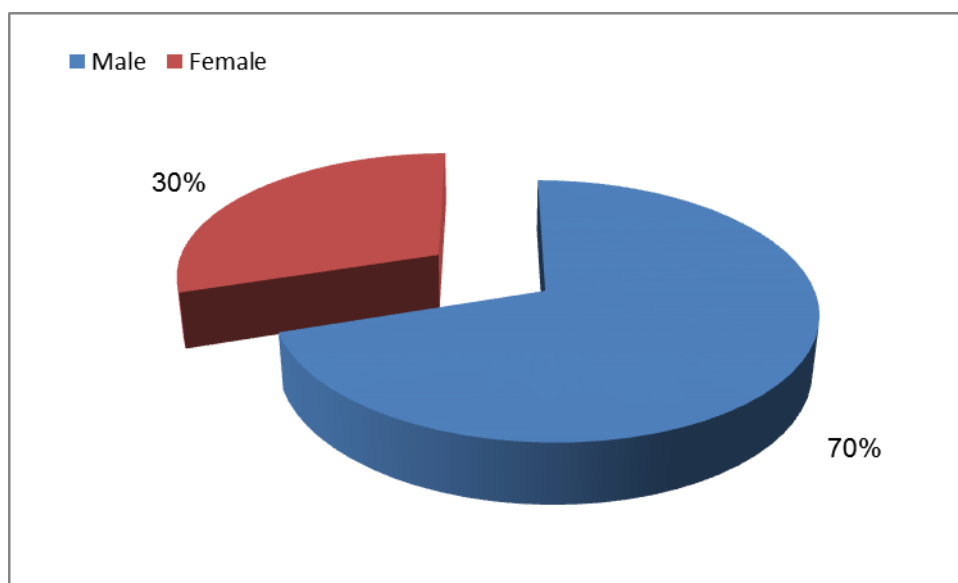
Figure 2: Teachers' Gender Distribution

As shown in the figure, the majority of the teachers who have answered the questionnaire are males (70%) and only three female teachers (30%).

2. Teaching experience

Teachers' teaching experience at the university level is shown in the following table:

Teaching Experience (Years)	Teachers' Number
2	3
3	4
4	1
5	1
10	1
Total	10

Table 9: Teachers' Experience

The above table shows that the majority of teachers have less than 5 years of experience (except for one) in teaching at the university. This is due to the fact that

the department of English has opened only ten years ago and teachers had taught English for many years in secondary and middle schools.

3. Have you taught the written expression module?

Options	N	%
Yes	9	90
No	1	10
Total	10	100

It is clear that almost all the teachers have taught written expression module (90%). This means that teachers are familiar with the nature of written expression module and its challenges.

4. If yes for how many years?

a) 1-5 years   b) 6-10 years

	Experience	N
a	1-5 years	7
b	6-10years	2
	Total	9

Table 10: Teachers' Experience in Teaching Writing

5. Do you consider the written expression program sufficient to improve the students' writing capacities?

a) Yes ☐   b) No ☐

Options	N	%
Yes	2	20
No	8	80
Total	10	100

The table shows clearly that the majority of teachers (80%) consider that the syllabus of written expression is insufficient in improving the writing abilities of the students. Therefore, this could hamper effective teaching of writing and as result the syllabus has to be reviewed for possible amendments.

6. If your answer is "No", would you justify, please

Some of the justifications that have been given by teachers are the following:

- It (Written expression program) should include reading activities and getting them integrated into the syllabus.

- The current written expression syllabus does not cover some necessary elements about writing development which should be added to the official syllabus.

- The time dedicated to the subject (one hour and a half per week) is not satisfactory.

- Learners' academic needs and wants should be taken into account to make modifications in the course content.

- There is no direct instruction of the general guidelines that should be present in every written genre.

- The official time allotted to the module may be sufficient, but the number of groups and a large number of students per group do not give both teachers and learners the opportunity for one to one contact necessary for the writing skill development. All teachers can do, is awareness raising and only a few learners are able to persevere and complete the missing items (mainly practice) on their own.

Most of the given justifications have focused on two main points; the time is insufficient and a large number of students per group and these two reasons hinder teachers in attaining their teaching objectives.

1-7-2- Section II: Writing Difficulties

7. Are you satisfied with your students' writing?

a) Yes ☐   b) No ☐

Options	N	%
Yes	1	10
No	9	90
Total	10	100

Table 11: Teachers' Attitudes toward Students' Writing

From table 11, it can be seen that (90%) of the teachers are not satisfied with their students' writing which means that they (students) have serious writing problems; that confirms the first hypothesis of this study.

8. If your answer is "No", would you justify, please

The justifications reported from the teachers are the following:

- Students are still making mistakes and errors.

- Most of the students' writings are disappointing because of the non-ability to express their ideas in a written form.

- They have problems of vocabulary and a lot of grammatical mistakes.

- They do not read, so they cannot write well.

- Their writing usually lacks authenticity, creativity and Englishness in form and spirit.

- They are still having language problems and they are unable to express their thoughts effectively.

- They are still having many problems with language mechanics mainly punctuation and capitalisation.

- Poor writing quality.

- Lack of methodological knowledge associated with academic writing.

- They still have problems in expressing their ideas properly.

- Lack of writing proficiency is due to a lack of knowledge in syntax and methodology of writing.

9. Do you think that your students have serious difficulties in writing?

Options	N	%
Yes	10	100
No	0	0
Total	10	100

All teachers (100%) have asserted the fact that their students encounter serious difficulties in writing.

10. What kind of difficulties do they encounter?

Some the difficulties that teachers think their students encounter are the following:

- Grammatical, lexical, cultural and pragmatic.

- Linguistic (spelling, sentence structure, use of connectors), discourse, pragmatic, L1 interference, literal translation, vocabulary problems, mechanics, all kinds of problems.

- Coherence and cohesion, word diction.

- Ideas' organisation.

- Firstly, they do not know how to write a good topic sentence, supporting sentences do not support the thesis, problems in essay structure, words choice, etc.

11. Are your students motivated to write?

Options	N	%
Yes	3	30
No	7	70
Total	10	100

Table 12: Students' Writing Motivation

The above table shows that more than two thirds of the students are not motivated to write, that fact may explain the reason behind their poor writing performance; that is, a lack of practice and writing topics may not meet their interests and wants.

1-7-3- Section III: Writing Teaching Approaches

12. Which approach do you usually use in teaching writing?

a) Product Approach

b) Process Approach

c) Other, ...

Options	Writing Teaching Approach	N	%
a	**Product Approach**	6	60
b	**Process Approach**	3	30
c	**Other**	1	10
	Total	10	100

The "Other" answer is the genre approach.

Table 13: Writing Teaching Approach

Clearly, nearly two thirds of teachers (60%) adopt the product approach in teaching writing. That result confirms the hypothesis about the product approach domination in writing instruction. However, a third of teachers (30%) claimed that they follow the process approach, whereas one teacher adopts the genre approach.

13. Would you clarify the reasons for your choice?

The teacher who answered that s/he adopts the genre approach has pointed out that: "I find it appropriate to university level. In addition to raising awareness about the form of each genre, learners are acquainted with topics that enrich their poor lexicon. I think that the textual genre-approach to writing tackles the different facets of language necessary for developing the writing skill."

The respondents who adopt the product approach have reported that:

- It is imposed by the educational system (constraints)
- Because I have no enough time for an effective instruction along with continuous correction, I only correct the final product and provide guidance to the students later on.

- Students are supposed to produce different writings determined in the target syllabus.

The respondents who make use of the process approach have asserted that:

- The process approach gives the students the opportunity to understand the steps they have to go through in order to write correctly and effectively.

- Because this approach allows the learners to be aware of the underlying process of writing which involves the discovery and transformation of the author's ideas and reader's reactions.

- The stages learners go through during writing allow them to practise linguistic skills and to develop strategies such as drafting and revising. It also develops students' cognitive strategies to develop a sense of audience.

- It is a multi-stage approach and students are much more motivated while writing through these stages and phases.

1-7-4- Section IV: Written Corrective Feedback Provision

14. Do you usually provide written feedback to your students on their writing?

a) Yes ☐   b) No   ☐

Options	N	%
Yes	10	100
No	0	0
Total	10	100

Table 14: Written Feedback Provision

As noted in the above table, all teachers have reported that they provide written corrective feedback to their students on writing.

15. If "Yes", what kind of feedback do you provide?

a) Annotations ☐   b) Symbols like WO, GR, etc ☐

c) A lot of red crossings ☐   d) A combination of comments ☐

Options	Kind of Feedback Provided	N	%
a+b	Marginal comments +Symbols like WO, GR, etc	4	40
a+c	Marginal comments + A lot of red crossings	1	10
d	A combination of comments	3	30
b+d	Symbols like WO, GR, etc+ A combination of comments	1	10
c	A lot of red crossings	1	10
	Total	10	100
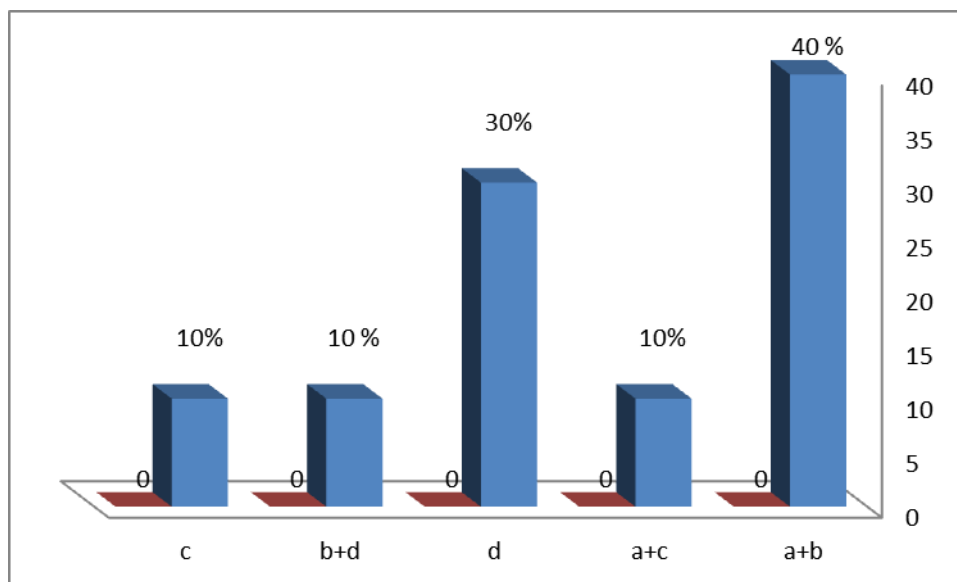
Figure 3: Written Corrective Feedback Modes

The figure shows that teachers use a diversity of written corrective feedback delivery styles, the highest ones were (a+b, i.e. Marginal comments +Symbols like WO, GR, etc) with a percentage of 40% and 30% of teachers use a combination of comments. Feedback provision is relative and each teacher uses what fits him/ her.

16. If your learner makes a mistake, you

a) Underline it ☐ b) Give him/her the correct form ☐ c) Nothing ☐

	The way the teacher deals with the mistake	N	%
a	Underline it	1	10
b	Give him the correct form	2	20
a+b	Underline it+ Give him the correct form	7	70
	Total	10	100

Table 15: Teachers' Treatment of Mistakes
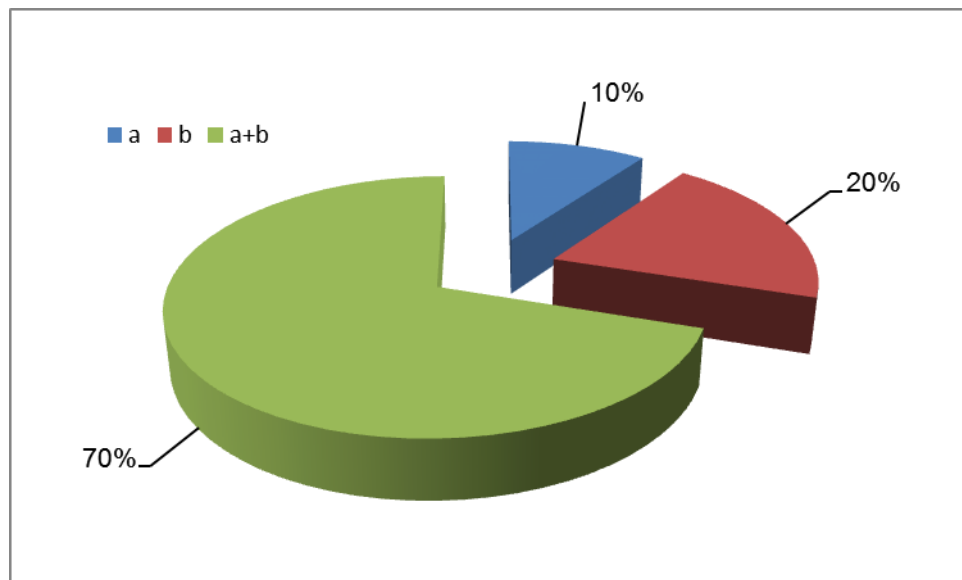
Figure 4: Teachers' Treatment of Mistakes

From these results, it has been found that more than two thirds of teachers (70%) underline the mistake and give the correct form. However, some teachers use direct written corrective feedback (20%) and others give indirect feedback (10%).

17. In correcting papers, what do you focus more on?

a) Content ☐   b) Form ☐   c) Both ☐

Options	The focus of the teachers	N	%
a	Content	0	0
b	Form	0	0
c	Both	10	100
	Total	**10**	**100**

Table 16: Feedback's Focus

All teachers have asserted that they deliver written corrective feedback that focuses on both the content and the form.

18. When you give written feedback, how often do you explain it?

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

Options	N	%
Always	1	10
Usually	6	60
Sometimes	3	30
Never	0	0
Total	**10**	**100**
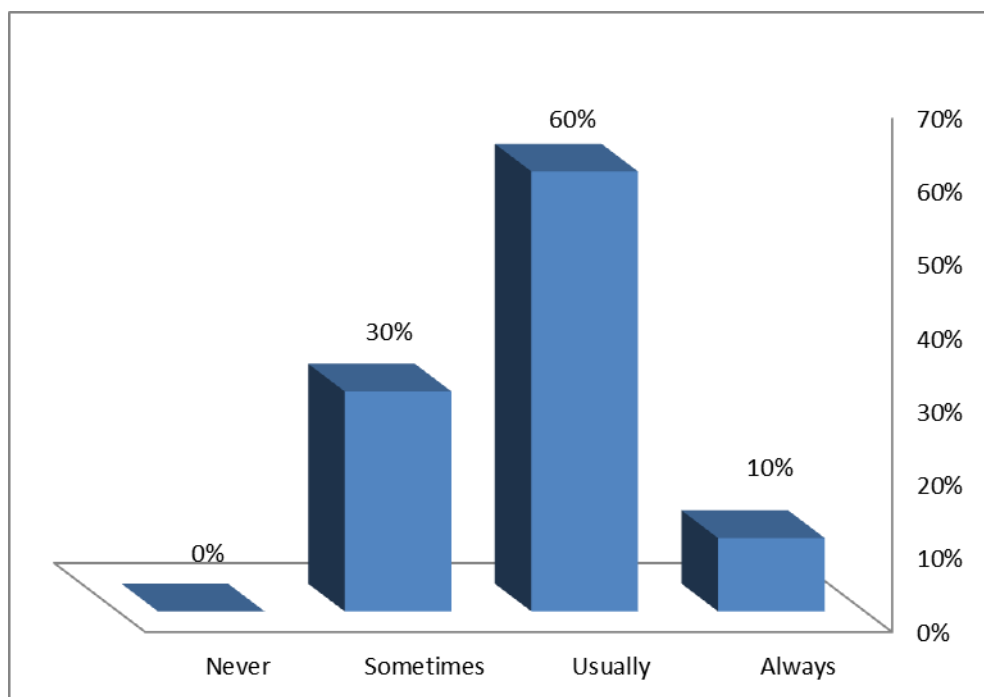
Figure 5: Frequency of Feedback Explanation

Approximately two thirds of teachers (60%) have answered that they usually explain the written feedback they give to their students. 30% have claimed that they sometimes explain the feedback, while only 10% said that there is always an explanation of that feedback.

19. Your written feedback provision is usually delivered……..

a) at different stages of writing ☐   b) at the end of writing ☐

Options	Feedback Provision	N	%
a	at different stages of writing	6	60
b	at the end of writing	4	40
	Total	**10**	**100**

Table 17: Feedback Provision's Time

The above table shows that more than half of teachers (60%) provide written corrective feedback at different stages of writing, whereas (40%) deliver feedback at the end of writing.

1-7-5- Section V: Suggestions

20. Please feel free to provide any suggestion you consider relevant to the objectives of this questionnaire.

Some of the suggestions that have been proposed by respondents can be summed up in the following points:

- I think instructors are required to vary their written feedback symbols according to individual learner needs; for some students signalling the mistake is enough; while for others a detailed explanation is necessary. In addition, it is important to encourage learners to read authentic material that help them develop and enhance their vocabulary use. The human aspect should not be neglected: the more we care for students the more they respond positively to the feedback we provide.

- In teaching writing, we have to give importance to the students' needs, interests, and motivation.

- More practice is needed

- Teaching writing collaboratively could be very helpful

- Providing a variety of feedback modes (peer feedback, conferencing, etc)

- Written expression is based on the reading process, we need to teach students how to read first because a good reader is a good writer.

- Students have to be exposed to different writing genres

1-7-6- Summary of the Results

The results that have been obtained from the teachers' questionnaire can be summarised in the following points:

- The questionnaire has been answered by ten teachers who are currently teaching writing or have taught it before. Two thirds of the respondents were males (70%).

- Almost all the teachers (90%) have teaching writing experience at the university level between two to five years. One of the teachers (10%) has ten years of experience.

- The majority of the teachers (80%) consider that the written expression program is insufficient to improve the students' writing capacities. They have provided justifications about their standpoints claiming mainly that teaching time is not enough, and also the program does not contain reading activities in addition to a large number of students per group.

- (90%) of the teachers are not satisfied with their students' writings asserting that these writings do not fulfil the criteria of good and effective composition.

- All the teachers have said that students have serious problems with writing. These problems are diversified; grammatical, syntactic, pragmatic, discourse, coherence, and cohesion, etc. All in all, all sorts of problems.

- More than half of the teachers (70%) think that students are not motivated to write.

- (60%) of the teachers said that they adopt the product approach in teaching writing, whereas (30%) of them reported that they adopt the process approach. One of them makes use of the genre approach.

- In clarifying their writing approach's choice, teachers have provided many arguments to defend their point of view.

- All teachers have claimed that they provide written corrective feedback to their students while correcting their students' performances.

- In providing this feedback, teachers use a variety of modes. The most common feedback practice (40%) is marginal comments and symbols such as Gr (Grammar), WO (word order). (30%) of teachers use a combination of comments.

- More than half of the teachers (70%) have pointed out that provide direct written corrective feedback, i.e. underlining the mistake and give the correct form. However, only (10%) claimed the underlining of the mistake (indirect feedback)

- All teachers (100%) have reported that focus on both the content and the form while they are correcting students' writings

- More than half of the teachers (60%) claimed that they usually explain the written corrective feedback they provide. While (30%) of the teachers said that they sometimes explain it. Only one teacher said that he or she always explains the feedback through conferencing.

- (60%) of the teachers asserted that they provide the feedback at different stages of writing, whereas (40%) of them said that they give feedback at the end of writing.

- Respondents have made a lot of useful suggestions for effective teaching of writing through feedback delivery, the diversity of the writing program and responding to the students' needs and interests.

1-8- Teachers' Interview

The following section is allotted to the analysis of the teachers' interviews and looking at the findings to support those of the questionnaire. Those outcomes will serve to bring answers to the research questions and to the confirmation or disconfirmations of the hypotheses. In that regard, it is worth reminding that interviews are considered as complementary to the questionnaires.

It has been reported that all the interviewed teachers have agreed that third year students of English have serious and varied problems of writing (linguistic, semantic, grammatical, etc) and they have fewer practice activities on writing. This finding confirms the first hypothesis. For example, when one of the interviewed teachers was asked about the kinds of problems learners encounter during writing, has reported the following:

- Well, many problems. One of them is the number of students in the classrooms; the number of students is too large that you cannot cope with their needs and with their problems and you cannot claim that you can help all them. The second problem is the element of motivation because learners are very weak, there is a real lack of motivation and they usually try to avoid writing and even when you encourage them or try their achievement is very mediate not to say weak. These are mainly basic challenges.

As the interview unfolds, questions have been raised in order to understand the reasons behind these writing problems. Interviewees have said that these problems are due to many reasons, among other things, a lack of reading, over-crowded classes, and the insufficient time allotted to the teaching of written expression module. Here is one of the responses:

- "Well actually I can say that the first thing it is that students do not command grammar well this is the first reason and the second one is the lack of vocabulary and to the extent that students sometimes cannot even write one correct sentence let one long paragraph when we talk about a paragraph or an essay well it is little bit catastrophic so here is a lack of a grammar and sentence do not comment grammar well do not master grammar well and the second thing is a lack of vocabulary even very simple words."

Other interviewees have responded that:

- "Well, primarily not all the students frankly speaking not all students deserve to be students of English language the basic linguistic level of the students that is not all the time satisfactory this is one reason the second reason is the difficulty of the skill itself which constitutes a real challenge and students need to be motivated all time and practice a lot of writing together with other skills as well reading for example because all of they come to integrate in writing skill, the time allotted to teaching writing is not all the time sufficient working in groups is not encouraging factor because teachers of writing need to spend a lot of time with an individual student especially those with low level and we have other factors that can be included in this perspective."

- "We cannot say that it is one reason but they are many. First, learners do not write even in their first language. Second, learners do not read, and reading is a basic practice before writing, it is a skill that everyone needs to practise in order to have, if you want, the parameters in mind, because when we read, you learn how people express their thoughts, etc and you are likely able to imitate them later when you want to write, and as long as they don't read, it means they lack the basic source for writing. The second problem, in fact, is the

linguistic weaknesses that learners have which means that it is not only the writing skill that makes problems for them but even the basic linguistic competencies of language."

The above answers have indicated that students face problems in writing which are considered as a challenge for them. This difficulty stems primarily from a lack of reading resulting in poor vocabulary knowledge, less practice activities, lack of motivation and a variety of linguistics and grammatical inadequacies.

Furthermore, a question has been put about which approach is commonly adopted in teaching writing and a hypothesis has been advanced claiming that the product approach is dominant. As the interviewees' responses are analysed, it has been revealed that teachers have different views and convictions. One of them reported that he adopts the process approach arguing that:

- "In my view is not question whether to adopt a process approach or product approach all general genre approach, the problem is how we match how we reconcile between the real basic needs and interests of the students and the approach that goes with the pedagogical orientation so for a long time the product approach has been very perfect process and it was let's say very successful way of teaching students it depends on how we plan and how pursue in the end."

Conversely, another teacher has asserted that s/he adopted the textual approach or the genre approach responding to the questions "is it a genre approach?:

- "Yes, it is somehow such, but the approach we are adopting because we have two facets in writing which are comprehension and production. So , the first

aspect or the first phase is analysing the text and try to if you want find its basic elements , the transitional signals the joints etc, it's a kind of awareness raising , it means we raise learners' awareness about how the text is made so that they follow the same steps but still sometimes feel if you want a great need to come back and to concentrate on some linguistic points which are necessary for the development of the text because you cannot do without grammar and language in general."

However, one of the teachers has reported that he adopts the product approach which confirms the hypothesis of the research stating that:

- "Well of course as teachers we rely on the product one because we always urge students to produce of course we know that it is very hard for the students that what should a teacher do instead of urging students to produce their own writings so here we see sometimes that it is a little bit hard for the students to do so but as teachers we must do this thing we don't have another way around."

To address these issues that are related the writing problems both in terms of its teaching and its mastery from learners, participants have suggested certain solutions to help students develop their writing and teachers to teach effectively. In fact, the next chapter discusses this issue extensively and comes up with practical pedagogical guidelines and lessons samples to be used in the classroom. On the other hand, here are some of the provided suggestions by interviewees:

- "Well of course I can suggest that students must practice I see that lack of practice plays an important role in here because sometimes students for a long time have not been asked to write something and you have to motivate the

students even if their mistakes you have to motivate them you have to correct no more than that you should not blame the students etc. because I see it's very negative and it has a bad influence on the students I suggest that the best way I see and this is what I worked with my students is to urge the students all the time and you have to motivate them that you we all make mistakes but because we are human beings so for this reason the students must be motivated at first and the second reason that you have to encourage the students to read grammar books because I see that this is the most, this is the considerable point that should be taken into account and of course you have to find different ways how to enrich the students vocabulary all these things have to be taken into account if you want to help the students to enhance their writing skill."

- "In my view a number of solutions. Not magic solutions but at least some practical stages that you should go through first we should improve and refine the syllabus itself syllabus should be developed in a sense that it should reflect the students needs and interests and basic knowledge this is from one regard the second point is the time allotted to teaching writing should be doubled at least I prefer that students are taught written expression in smaller groups so that we can devote much time to individual especially that some of them are not good match practice and guidance from teachers as well. We should as well give students a good number of home works that should be compulsory to be returned because some of them are really lazy and don't stick to the teaching rules that the teacher sets in class so if this works to be brought back to the teacher in the sense that they are graded and included in their final marks and averages so this should push to be in a serious. Another thing is

motivation a teacher through the way he teaches his students may be a motivating source but not hindering or debilitating source of the belated source so the way the teacher teaches and tackles the subjects dealt with in class and treat the students may greatly affect the way the students respond to his instructional strategies so I think should be reviewed as well through of course workshops and collaboration with other colleagues and of course practice as well."

When teachers have been asked to add in relevance with the already discussed issues in this interview, one of the respondents said:

- "Well I think to adapt less numerous groups if you want smaller groups it means it means the groups of writing should be smaller than what is used to be then learners are required to write more and write more not at as part of their study that but for their own is made their own writing because one we are motivated we usually we are likely to write better than when we are obliged to. Another point is to help learners by buying if you want creating some extra curricula activities that help them to read and to write freely is to write without the burden of being marked on graded, etc .Timing is not enough another point is that is the teachers who teach writing normally should have only writing and not another subject because writing is really time-consuming and demanding."

To conclude, it is safe to say that the responses of the teachers have enriched the research's findings as they addressed the main issues tackled in this research such as writing problems and their reasons, writing teaching approaches, and solutions to handle the situation. However, it is noted that teachers have said that they use a variety of written corrective feedback while assessing their students' performances insisting that this feedback falls in the interests and needs of their students.

1-9- Students' Questionnaire:

1-3-1- Section I: Background Information

1. Gender

	N	%
Male	18	36
Female	32	64
Total	50	100
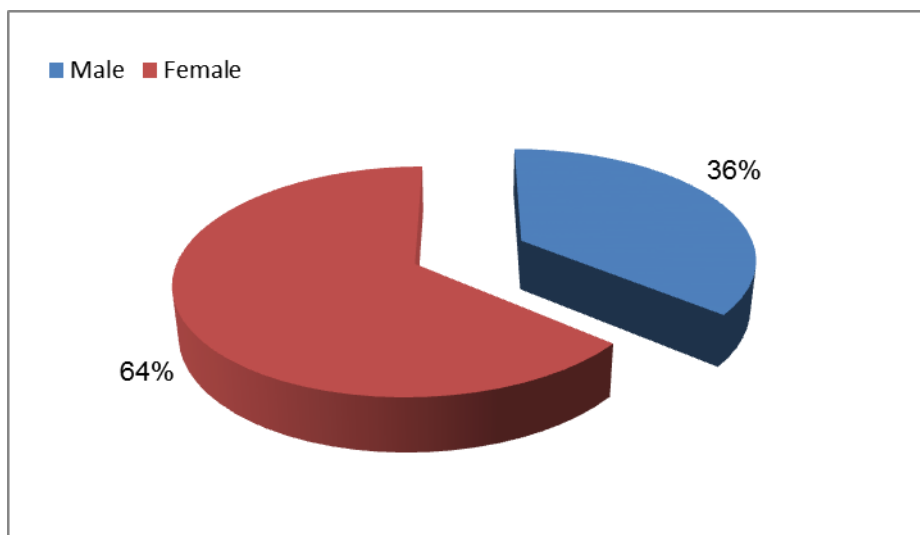
Figure 6: Students' Gender Distribution

From the above figure, it can be said that two thirds of the students are females (64%), whereas males represent (36%) of the sample students population. It can be noted that this phenomenon has become the norm in most of the Algerian foreign language departments.

2. **How long have you been studying English? ......years**

	N	%
3 years	10	20
7 years	0	0
8 years	2	4
10 years	26	52
11 years	12	24
Total	50	100
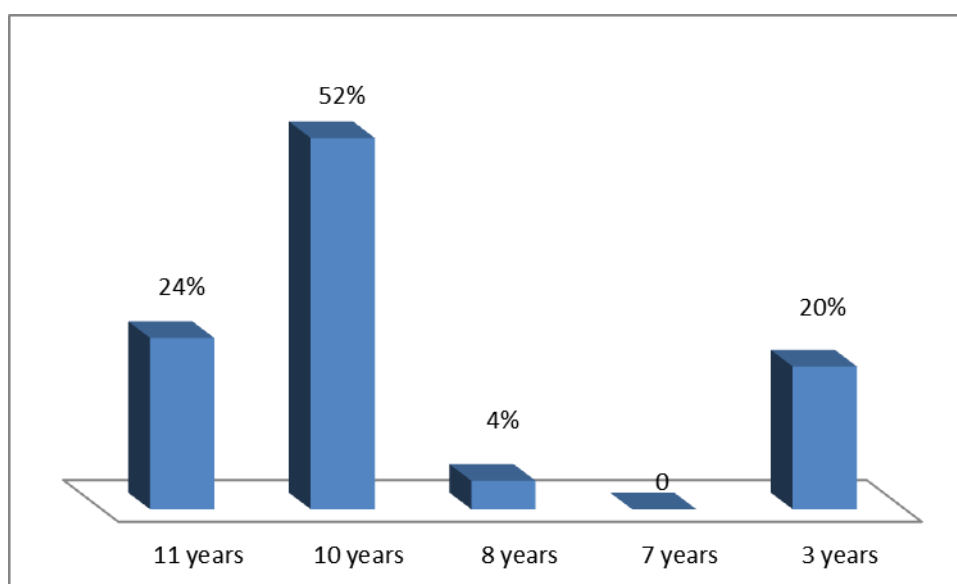
Figure 7: Students' Experience with English Learning

The above figure shows that half of the students (52%) have been studying English for a period of ten years which indicates that they are students of third year (4 years in the middle school plus 3 years in secondary school plus 3 years at the university). As for those who have answered three years (20%), apparently thought that the question was about the period during which they have been studying English as a specialty at the university.

The mean for the students' experience with English learning can be calculated through using the mean for the grouped data, it is found:

$$X= \sum x/N= (11*12)+(10*26)+(8*2)+(3*10)/50= 438/50= 8.76$$

The results show that the students' mean of experience with English equals nearly nine years.

3. How do you rate your skills in writing?

a) **Excellent** ☐   b) **Good** ☐   c) **fair** ☐

Options	N	%
Excellent	4	8
Good	30	60
Fair	16	32
Total	50	100
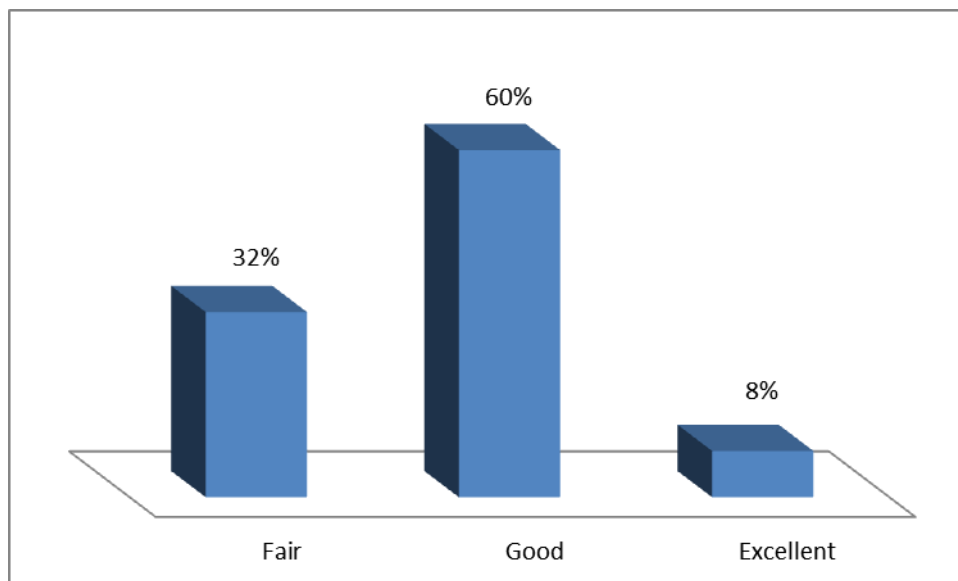
Figure 8: Students' Writing Skill Rate

The above figure shows that students consider that their writing skill is good (60%), fair (32%) and excellent (8%). It is worth commenting that whether these responses really reflect the students' writing capabilities or not, yet they can indicate that students have a good self-esteem which is an important element in learning a foreign language.

1-3-2- Section II: Writing Problems

4. Do you think that writing is a difficult skill?

a) Yes ☐   b) No ☐

Options	N	%
Yes	37	74
No	13	26
Total	50	100

The above results show that more than two thirds (74%) of the students consider that writing is a difficult skill which shows that students encounter problems in writing.

5. How do you feel when you are asked to write something? i.e. to do a written task?

a) Confident ☐ b) Hesitant ☐ c) Comfortable ☐ d) Anxious ☐

Options	N	%
a	14	28
b	12	24
c	10	20
d	12	24
Total	50	100

Table 18: Students' Attitudes to Writing

Table 14 shows clearly that students' attitudes about themselves while writing are different having approximately the same percentage for all the options (confident, hesitant, comfortable and anxious).

6. Do you encounter problems when you attempt to express your ideas in writing?

a) Yes ☐   b) No ☐

Options	N	%
Yes	40	80
No	10	20
Total	50	100

The majority of the students (80%) have pointed out that they encounter problems in communicating effectively in writing. This confirms again the hypothesis about the fact that students have serious writing difficulties.

7. If yes, which of these areas is most problematic to you

a) Correctness and accuracy with regard to vocabulary and grammar ☐

b) Fluency (Writing complete meaningful sentences) ☐

c) Communicating your ideas clearly ☐

d) Spelling and punctuation ☐

	Kind of Written Feedback provided	N	%
a	Correctness and accuracy with regard to vocabulary and grammar	11	27.5
a + b	Correctness and accuracy with regard to vocabulary and grammar+ Fluency	2	5
a + b + c	Correctness and accuracy with regard to vocabulary and grammar + Fluency+ Communicating your ideas clearly	3	7.5
a + c	Correctness and accuracy with regard to vocabulary and grammar + Communicating your ideas clearly	2	5
a + d	Correctness and accuracy with regard to vocabulary and grammar + Spelling and punctuation	2	5
b	Fluency	3	7.5
c	Communicating your ideas clearly	9	22.5
d	Spelling and punctuation	8	20
	Total	40	100

Table 19: Areas of Writing Difficulty

The above results show that students have a variety of difficulties regarding writing as (27.5%) of them claimed that they have problems with correctness and accuracy of vocabulary and grammar, while (22.5%) of the students find it difficult to communicate their ideas clearly. Furthermore, (20%) of the students reported that they have problems with spelling and punctuation. What can be said from these

results is that students are having a variety of problems that teachers of writing have to be aware of in order to remedy them in the future.

8. So as to overcome these problems, do you think that you need more?

a) Instruction about writing ☐   b) Reading ☐

c) Writing practice ☐   d) Motivation ☐

	Solutions to overcome writing problems	N	%
a	Instruction about writing	1	2.5
a + b + c	Instruction about writing + Reading + Writing practice	3	7.5
a + c	Instruction about writing+ Writing practice	7	17.5
a + d	Instruction about writing + Motivation	1	2.5
b	Reading	9	22.5
b + c	Reading + Writing practice	3	7.5
b + d	Reading + Motivation	1	2.5
c	Writing practice	11	27.5
d	Motivation	4	10
	Total	40	100

Table 20: Overcoming Writing Problems

Half of the students (22.5% + 27.5%) consider that writing problems could be overcome through reading and writing practice. However, (17.5%) of the subjects think that further writing instruction and practice will help them improve their writing in the future. It can be said that all these suggested solutions had better be integrated in the writing course.

9. Which aspects of your writing would you like to improve?

a) Grammar ☐   b) Vocabulary and word diction ☐

c) Coherence and cohesion ☐   d) Accuracy ☐

	Improvement Preferences	N	%
a	Grammar	7	14
a + b + c + d	Grammar+ Vocabulary and word diction + Coherence and cohesion + Accuracy	2	4
a + d	Grammar + Accuracy	6	12
b	Vocabulary and word diction	15	30
b + c	Vocabulary and word diction + Coherence and cohesion	2	4
b + d	Vocabulary and word diction + Accuracy	5	10
c	Coherence and cohesion	8	16
c + d	Coherence and cohesion + Accuracy	3	6
d	Accuracy	2	4
	Total	50	100

Table 21: Language Improvement Areas

Evidently, from this table it can be noted that students have different views about the areas of language that they want to improve as (30%) want to improve their vocabulary background and word choice, (16%) claimed coherence and cohesion and other participants reporting their willingness to improve grammar, accuracy, etc. The fact that students understand the importance of language enhancement, teachers can reconsider that rehearsal activities are primordial in achieving language proficiency.

10. What do you usually do when you encounter difficulties expressing an idea in your writing in English?

a) Translate from your mother tongue ☐   b) Stop writing ☐

c) Paraphrase (you express it differently) ☐   d) Change the idea ☐

	Options	N	%
a	Translate from your mother tongue	24	48
a + b + c	Translate from your mother tongue+ Stop writing + Paraphrase	4	8
a + c	Translate from your mother tongue + Paraphrase	5	10
b	Stop writing	2	4
c	Paraphrase	8	16
c + d	Paraphrase + Change the idea	5	10
d	Change the idea	2	4
	Total	50	100

Table 22: Dealing with Writing Difficulties

The above finding shows that nearly half of the students (48%) make a language transfer be it a negative or positive as they translate from their mother tongue to English when expressing their ideas which is a natural phenomenon for foreign language learners. Other students have given different cases as paraphrasing (16%). It can be said that students make use of learning strategies to cope with difficulties, yet teachers have a fundamental role in guiding them and in making learning successful.

11. Are you satisfied with your writing level?

a) Yes ☐   b) No ☐

Options	N	%
Yes	22	44
No	28	56
Total	50	100

Table 23: Students' satisfaction with their writing level

Table 19 shows that students are divided concerning their writing levels' satisfaction since (44%) are satisfied and (56%) are dissatisfied. This satisfaction could be relative and it may be affected with psychological parameters like self-esteem or past experiences with writing.

12. If your answer is "No", please, explain why?

Some of the explanations that have been given about the students' dissatisfaction can be summed up in the following points:

- I think I need more practice and new vocabulary.

- Because most of the time I face problems to choose the appropriate ideas, another problems is the lack of vocabulary since it is required for academics more than that of daily use.

- Because I do not have sufficient vocabulary in expressing my thoughts.

- To be satisfied means ceasing of self-development, style and level achieved will soon be destined to deteriorate. Personally, my idols in writing are world-renowned authors, to reach their level is my goal!

- Because writing is an art, and art is unlimited. Meaning that no matter how good I am in writing, I still have some aspects to develop.

- I always struggle with the number of drafts I make. Whatever I write does not meet my needs because I am always looking for something perfect which I

never got since I consider myself unqualified yet to accomplish a perfect piece of writing.

- I'm still having difficulties to achieve the professional level in academic writing especially with vocabulary.

- Because I still have some difficulties in expressing my ideas. In addition, I still have difficulties in writing in an academic way distinguishing between the appropriate formal expressions to use and the informal ones. Finally, I still do not know how to write essays.

- I need to know and practise more in vocabulary as well as knowing how to organise ideas and thoughts, because I think I am really weak in ordering my ideas as I do in Arabic and this refers to my weaknesses in English vocabulary.

- My writing level in English is good, but it needs some improvement to fill the gaps in my writing style; such as punctuation and vocabulary by reading to move from the good level to the excellent one.

- Well, I feel I can do better but because of the lack of practice and academic vocabulary, so my writing is not so great.

1-3-3- Section III: Writing Teaching Approaches

13. How many hours per week do you have written expression class

a) 1 hour and a half ☐   b) Three hours ☐

Options	N	%
1 hour and a half	**50**	**100**
Three hours	**0**	**0**
Total	50	100

Table 24: Written Expression's Teaching Time

109

From the above table, it can be noted that the time devoted for teaching writing is one hour and a half per week and all the students have not remedial sessions or tutorials for writing enhancement activities. Consequently, this factor surely hampers writing development.

14. Does your written expression teacher involve you in writing tasks?

a) Yes ☐   b) No ☐

Options	N	%
Yes	43	86
No	07	14
Total	50	100

Table 25: Students' Involvement in Writing

The majority of the students (86%) have asserted that their teachers involve them in writing tasks which is a positive point.

15.If your answer is Yes, how often

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

Options	N	%
Always	7	16.27
Often	17	39.53
Sometimes	16	37.20
Rarely	3	6.97
Total	43	100
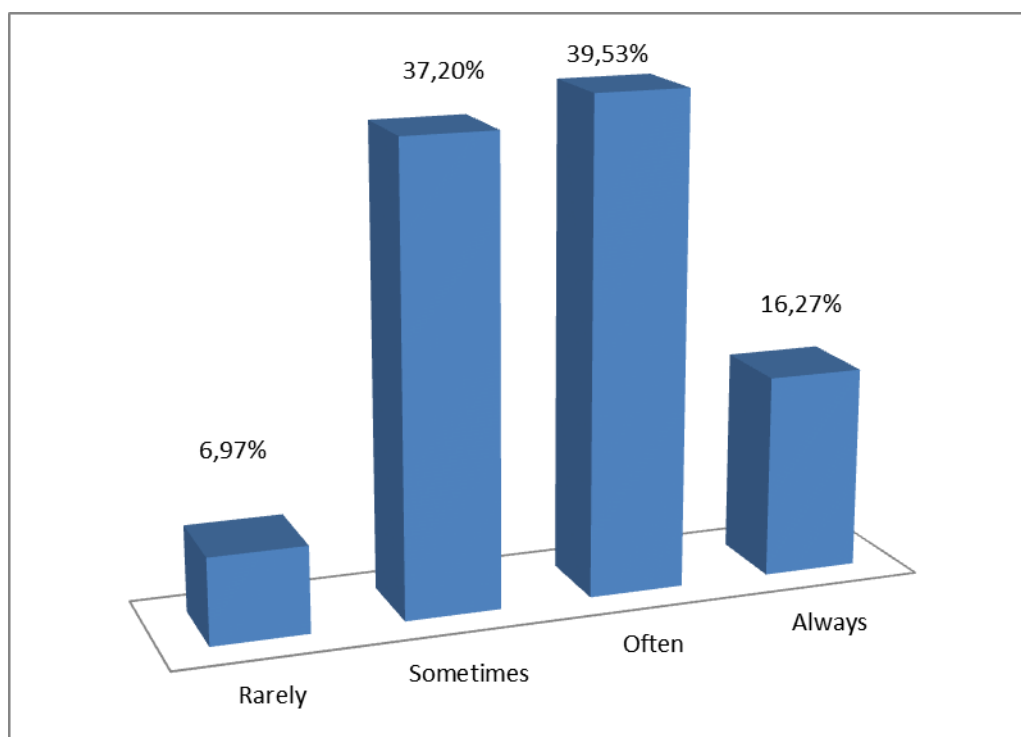
Figure 9: Frequency of Students' Involvement in Writing

16. In your writing class, does your teacher interfere in your writing process?

a) Yes   b) No

Options	N	%
Yes	29	58
No	21	42
Total	50	100

Table 26: Teachers' Interference in Students' Writing

From the above table, it is noticed that more than half of the students (58%) have said that the teachers interferes in their writing, whereas (42%) have said the opposite.

17. When you write, does your teacher give you guidelines?

a) During writing ☐   b) After you finish your writing   ☐

Options	N	%
During writing	26	52
After you finish your writing	24	48
Total	50	100

Table 27: Guidelines Provision's Time

It is shown that more than a half of the students (52%) have pointed out that teachers provide guidelines during the writing process (i.e. adopting the process approach) and (48%) of them claimed that teachers provide guidelines at the end of writing (i.e. adopting the product approach).

18. In your writing activities, you write

a) First draft only ☐   b) First and second draft   ☐

Options	N	%
First draft only	18	36
First and second draft	32	64
Total	50	100

Two thirds of the students (64%) go through steps while writing as they write the first and the second draft while the remaining students (36%) write only first draft.

1-3-4- Section IV: Written Corrective Feedback Provision and its Effects

19. Do you receive Written Corrective Feedback from your teacher?

a) Yes ☐   b) No ☐

Options	N	%
Yes	41	82
No	9	18
Total	50	100

Table 28: Written Corrective Feedback Reception

The majority of the participants (82%) have answered that they receive feedback on their writing.

20. If the answer is "Yes", it is on?

a) Your first draft ☐   b) Second draft ☐

Options	N	%
a	19	46.34
b	22	53.65
Total	41	100

The above table shows that feedback is provided nearly equally on the first and second drafts.

21. Do your teachers explain the written feedback they provide on your writing?

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

Options	N	%
Always	18	36
Sometimes	25	50
Never	7	14
Total	50	100
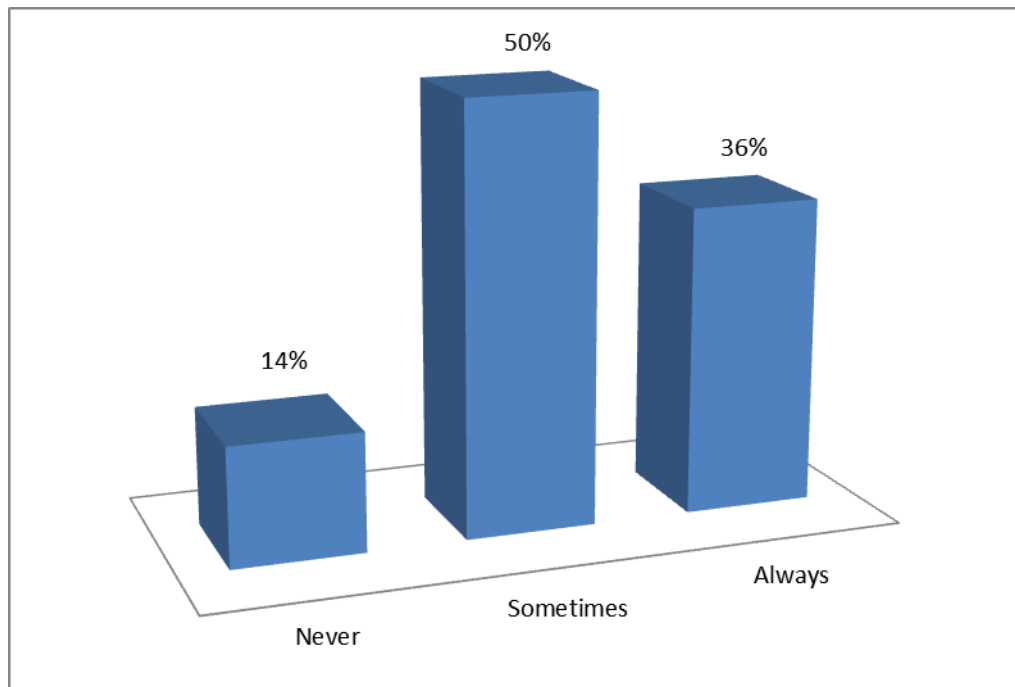
Figure 10: Frequency of Written Feedback Explanation

The above figure shows that the written feedback is sometimes explained (50%)
while (36%) of the respondents reported that the feedback is always explained while
only (14%) have said that feedback is never explained.

22. Do your teachers draw your attention to the feedback they provide?

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

Options	N	%
Always	20	40
Sometimes	26	52
Never	4	8
Total	50	100
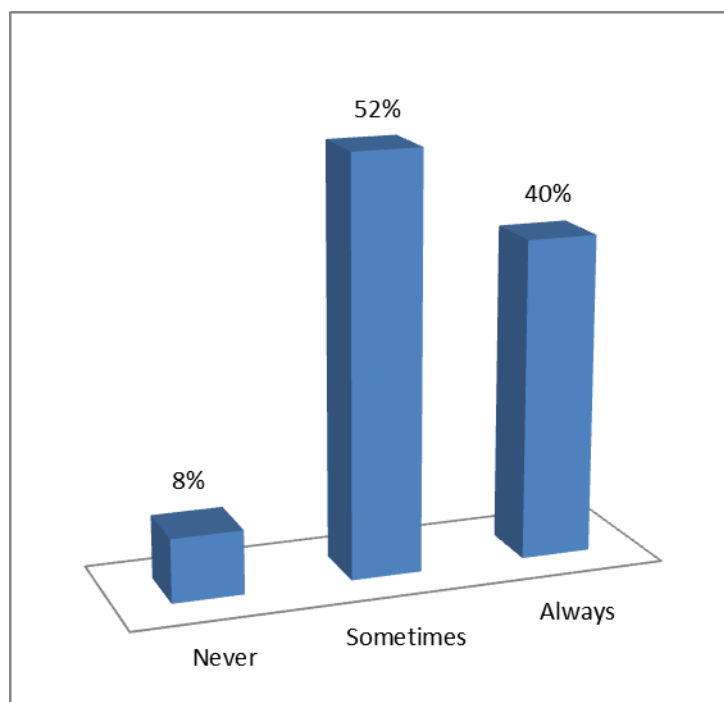
Figure 11: Drawing Students' Attention to the Feedback

From the above results, it can be found that more than a half of the students (52%) have claimed that teachers do not all the time draw their students' attention to the feedback they provide and this is due to the lack of discussion between teachers and students. Conversely, (40%) of the respondents have said that their teachers always draw their attention to the feedback. Only (8%) claim that teachers never talk about feedback.

23. Which kind of feedback do you like to receive on your writing? The one that is given:

a) at different stages (while writing)   [ ]   b) on your final writing   [ ]

Options	N	%
at different stages	29	58
on your final writing	21	42
Total	50	100
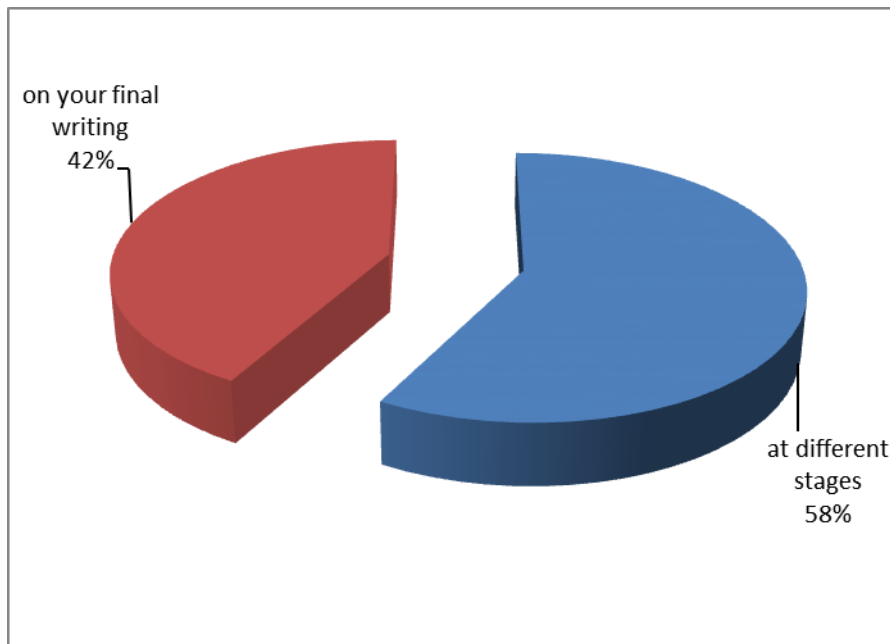
Figure 12: Students' preferred Time of Feedback Provision

The above figure shows that students are equally divided concerning the time they prefer to receive feedback since (58%) wanted to receive it at different stages while others (42%) wanted it on their final writing.

24. Do you think that your teachers' written corrective feedback helps you develop a self-correcting ability?

a) Yes ☐   b) No ☐

Options	N	%
Yes	48	96
No	02	4
Total	50	100

Table 29: The Role Written Corrective Feedback

The majority of the students think that written corrective feedback has an important role in developing their self-correcting ability in writing

1-3-5- Section V: Relevant Suggestions

25.Please feel free to provide any suggestions you consider relevant to the objectives of this questionnaire.

Some of the suggestions that have been given by the participants can be summarised in the following points:

- I believe that C.F (Corrective Feedback) must be a combination of both theoretical and practical side of the full writing process. The learner should know every single detail so that he can achieve a 'good' piece of writing. Then, he should check some simple examples, or prototypes (if possible to say). After that, the English language learner puts the gathered data down to test and start producing his own writing. The next step teaches the core of this whole questionnaire which is C.F, the supervisor's role is to establish his own style of providing feedback to the student in a way which suits the mentality of the learner; using more familiar words, the teacher should study psychological aspects of his students before giving feedback to his students

- The most fruitful written corrective feedback for me during written expression classes for the nine years of learning English consisted of the following process:

1)- giving the students a chance to write their first draft without the teacher's interference, no more than broad guidelines.

2)- correcting the second draft by providing the teacher's feedback

3)-handing back the papers to the students and asking them to write the last draft taking into consideration the teacher's feedback.

- Providing written corrective feedback is so important because it makes it easier for the students to discover the areas that they need to improve. The teacher's written corrective feedbacks have to be clear and well expressed on the draft. i.e. not selecting the mistakes only. In addition, the teacher can provide a solution with written feedback such as writing the title of a good book of grammar that would help the student. It would be better if the teacher gives no feedback during the process of writing so that the students do not lose their attention and make fewer mistakes.

- In my humble opinion, the psychological factor may play a great role in affecting student's levels .sometimes they feel ashamed because they have received harsh corrective feedback or when their teachers call on them to answer a question directly. So it would have been better if this took apart from your great questionnaire.

1-3-6- Summary of the Results

The findings of the students' questionnaire can be summarised in the following points:

- The subjects of the study are third year students of English from the department of English, El Oued university. They have average experience with English language learning equals to nearly nine years.

- Two thirds of these students are females (64%).

- More than half of the students (60%) think that their level of writing is good whereas (32%) of the students consider that their writing skill is fair. Only (8%) claim that their writing level is excellent.

- More than two thirds of the students (74%) have claimed that writing is a difficult skill, while (26%) of them have claimed that writing is not difficult.

- Students have reported different attitudes towards writing claiming that they are hesitant (24%), confident (28%), comfortable (20%) and anxious (24%).

- (80%) of the respondents claimed that they have communication problems in writing.

- Students who have asserted that they have communicative problems of writing have said that they have problems with correctness and accuracy of vocabulary and grammar (27.5%), while (22.5%) of the students find it difficult to communicate their ideas clearly. Furthermore, (20%) of the students have reported that they have problems with spelling and punctuation.

- Nearly half of the students (50%) think that writing problems could be overcome through reading and writing practice.

- Students have noted that there are certain areas of the language they need to improve such as vocabulary and word diction (30%), coherence and cohesion (16%), etc.

- Nearly half of the students (48%) have reported that they translate from their mother tongue when they fail to find a word or expression in English, others, however, paraphrase expressions (16%).

- Students are divided concerning their satisfaction in their writing as (44%) of them are satisfied while (56%) are not. The latter have given different justifications for their dissatisfaction.

- All students have said that they have only one hour and a half per week time for writing a class with no other tutorials or enhancing sessions.

- (86%) of the population said that they are involved in the writing process.

- (52%) of the students have pointed out that teachers provide them with guidelines during the writing process whereas (48%) of them claimed that teachers provide guidelines at the end of writing.

- The majority of the students (82%) have claimed that they receive written corrective feedback on their writing from teachers. This feedback could be on the first draft (46.36%) and on the second draft (53.65%).

- Half of the students (50%) have stated that teachers sometimes explain the feedback. However, (36%) have said that their teachers always give feedback explanations. Whereas, only (14%) said that teachers never explain the feedback.

- Students are equally divided concerning when they receive feedback since (58%) wanted to receive it at different stages while others (42%) wanted it on their final writing.

- The majority of the students (96%) think that written corrective feedback has an important role in developing their writing abilities.

- The questionnaire responses have provided some useful suggestions about feedback delivery preferences and how it is so helpful in developing writing.

1-4- Students' Interview

This part is devoted to analyse the findings of the students' interview following the same technique used with the teachers' interviews, i.e. an analysis of transcribed scripts from the recordings is carried out on the one hand, and relating responses to the study's questions and hypothesis on the other.

At the outset, all the interviewed students have said that they encounter some difficulties in writing which are basically transferring their ideas formally as it is shown from these two responses:

- [.......] a lot of people say that find it writing so difficult but what makes writing so difficult putting random words in the paper is easy but turning those words into sentences really expresses the ideas you're trying to convey this is what makes writing difficult.

- The way you express the ideas properly sometimes, for example, you may think about an idea you cannot express since you cannot write in the way you want this is the main difficulty.

In dealing with these problems, interviewees have been asked whether they engage in further writing activities outside the classroom; varied responses have revealed that they sometimes do so and they get peer feedback from each other.

As with regard to the written feedback provision time, most of the respondents reported that they receive feedback at the end of their writing. This finding confirms the hypothesis that states that the product approach is dominant.

Finally, the majority of the interviewees have pointed out that written corrective feedback is helpful and useful for them in the long term in improving their writing provided that it is delivered at different stages, i.e. during the process approach. Moreover, they value and appreciate that feedback as two of them have asserted:

- "Well there are always true and honest because they guide me they help me to go through the right path".
- Indeed because I take those comments are....like changing steps for my writing in order to enhance my writings in the future and to have a better writing.

1-5- Corpus Analysis

The previous analyses concern questionnaires and interviews of both teachers and students in an attempt to answer the research questions and to confirm or disconfirm the hypotheses. However, this section deals with the corpus' analysis. As explained in chapter three, the corpus is a collection of third year students' written performances of the first and second drafts which constitute a total number of sixty papers.

The analysis of these assignments aims on the one hand, at identifying the areas of writing difficulties, and at checking whether the provision of written corrective feedback at different stages of the writing process is helpful on the other. In so doing, a calculation and classification of the errors are carried out according to errors' nature; grammatical, spelling, vocabulary, syntactic, and mechanics, as well

as the organisation of ideas. After that, a comparison of the number of these errors in the second drafts with the first one is made. Obviously, any decrease of errors' number in the second assignments indicates a significant improvement implying that the written corrective feedback has a positive impact on developing the students' writing competency.

1-5-1- The teachers' Written Corrective Feedback

The written corrective feedback that was provided by the two participant teachers during the experimental study was diversified. Teachers have delivered a variety of comments that cover the linguistic aspect (grammar, spelling, and vocabulary, etc) and discursive (coherence and unity) (see appendix VII). In addition, the feedback was sometimes direct where teachers have given the correct form and it was often indirect where examiners have just underlined or circled the error leaving the opportunity for the students to use their self-correction abilities. However, some of the general comments have been provided. As for the feedback's time, it was offered on the first draft and at different stages of the writing process (brainstorming, selection of appropriate ideas, and sentences' construction). Once students finished their first draft, teachers have intervened and corrected them and have handed them back to them for revision and improvement. In the following point, errors in both first and second drafts are counted and compared so as to verify the effectiveness of the written corrective feedback being provided.

1-5-2- Students' First Draft

The analysis of students' first drafts has revealed that teachers have given some marginal comments which are shown in the following table. These comments are categorised in two types; positive and negative.

Comments	N	%
Positive	6	30
Negative	14	70
Total	20	100

Table 30: Teachers' Comments Total Number

The above table shows that examiners have provided both negative and positive comments and that (70%) are negative. The effect of these comments on the students' writing depends essentially on the nature of that comment as it could encourage the learner to improve or even to demotivate him/her. From the corpus analysis, it can be said that the majority of comments are constructive and beneficial. Here are some illustrations:

Positive:

- Excellent and straightforward writing

- Good attempt

- Good arguments + good ideas

Negative:

- Very short conclusion

- Summarise the body of ideas in one or two sentences for the statement

- One sentence cannot conclude an essay

- Is it English?

- Try to organise your ideas

Additionally, the analysis of the first drafts has clearly shown that students have a lot of writing problems that cover a lot of areas of language as shown in table.19 (page104) and hence this finding confirms the first hypothesis.

Errors' Types	N	%
Grammatical	132	34.28
Vocabulary	19	4.93
Spelling	118	30.64
Mechanics	103	26.75
Ideas' coherence	13	3.37
Total	385	100

Table 31: Students' Errors' Types in the First Draft

It can be noticed from the above table that more than one third of the errors are grammatical (34.28%) and another third of spelling (30.64%) in addition to more than a quarter of mechanics' errors (26.75%) that concern punctuation and capitalisation. However, other aspects of difficulty have been revealed with less frequency such as vocabulary (4.93%) and coherence of ideas (3.37%). Consequently, it is imperative that a solution and remedial actions have to be taken to minimise the quantity of these errors in writing such as the provision of feedback; continuous and dynamic assessment and grammatical rehearsal.

1-5-3- Students' Second Drafts

During the experimental study, examiners have corrected students' writing performances and provided the necessary comments and written corrective feedback in order to help students recognise their areas of weakness in writing. So, second drafts have been analysed and errors have been counted and put in table.

Errors' Types	N	%
Grammatical	54	24.65
Vocabulary	8	3.65
Spelling	81	36.98
Mechanics	68	31.05
Ideas' Coherence	8	3.65
Total	219	100

Table 32: Students' Errors' Types in the Second Draft

As shown in table above, students have manifested areas of linguistic weaknesses in the second draft with nearly the same proportion as in the first draft with approximately a quarter of grammatical errors (24.65%) and more than a third of spelling errors (36.98%) and another third of mechanics (31.05%). Therefore, it can be said that the types of errors in both drafts are consistent in the sense that students have the same degree of difficulty (see figure) despite the fact that feedback has been provided. However, this does not mean that there was not an improvement taking place, on the contrary, the number of errors has been minimised, a point to be discussed in terms of figures in the following section.
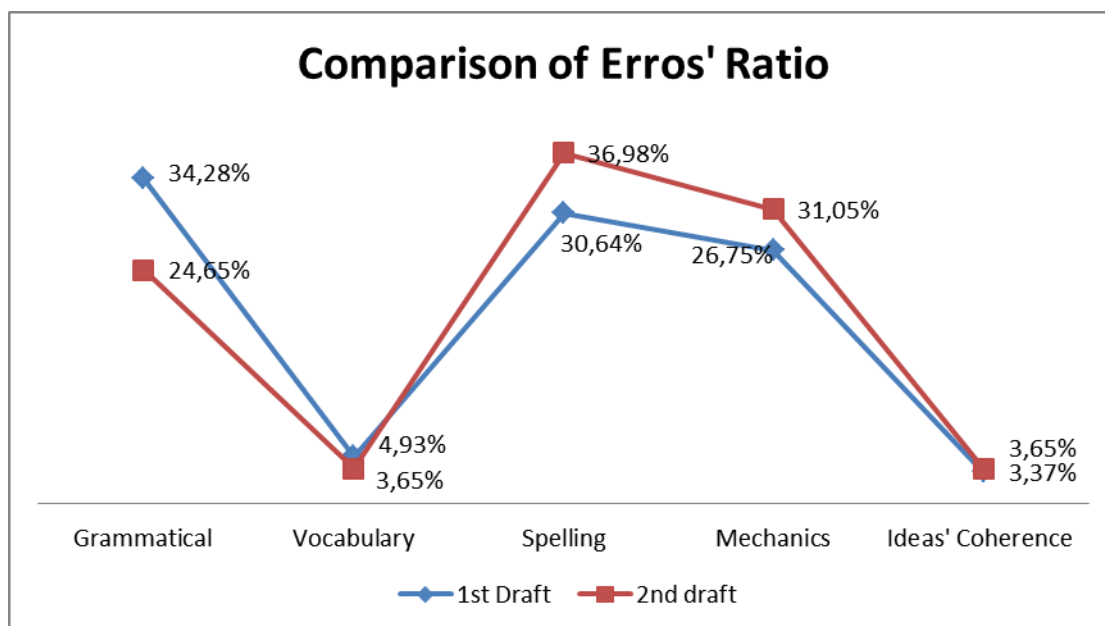
Figure 13: Comparison of the Error's Ratio

1-5-4- Comparison and Discussion

In this part, a comparison of the number of errors between the first and second draft is made in order to trace any improvement. As it has been said before, any decrease in the number of errors indicates that the written corrective feedback that has been given by the examiners has a positive effect on students' writing. As it is shown in the table underneath, the overall number of errors has been minimised in the second draft in comparison with the first one. Firstly, grammatical errors have decreased in number from 132 errors in the first draft to 54 errors in the second draft. Likewise, spelling errors have moved from 118 errors to 81 errors the same goes for errors of mechanics which went down from 103 errors to 68 errors.

The above comparison demonstrates that there has been a progress in students' writing after the provision of written corrective feedback in the first draft that is translated in the decrease in the number of these errors. Having said that, it worth noting that, students have repeated the same errors (fossilisation) despite the

127

provision of corrections especially with regard to spelling and grammar. This phenomenon has to be dealt with through encouraging students to make use of dictionaries and grammar books frequently in their revisions of first drafts as well as inciting students to share their works with their peers (peer feedback). All in all, the examiners' intervention has proved to be effective through the obtained results which lead to the fact that teachers have to pay more attention to the comments they give to their students' while correcting written performances.
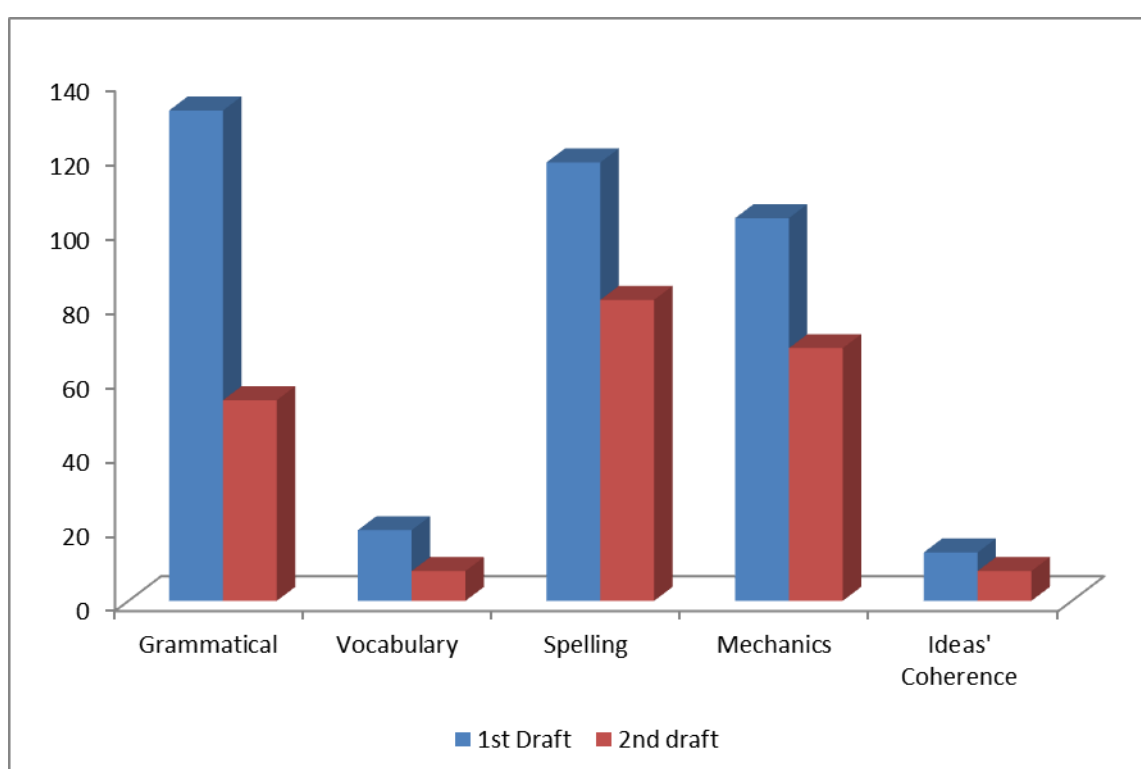
Figure 14: Students' Errors in First and Second Drafts

1-6- Discussion and Interpretation of the Results

In this part, a recapitulation of the obtained results of the research is made in an attempt to bring answers to the research questions on the one hand and to confirm or disconfirm the hypotheses advanced on the other. As the study adopts the triangulation methodology through using three means of data collection

(questionnaires, interviews, and corpus), it is obviously necessary to triangulate the study's findings and provide explanation for potential mismatches between tools of data collection. Moreover, it is important to recall that the triangulation is made for the same variable which is writing improvement and development through written corrective feedback provision during the process approach. The validity of the research lies in the shared results of the means of the data as it is shown in the following figure:
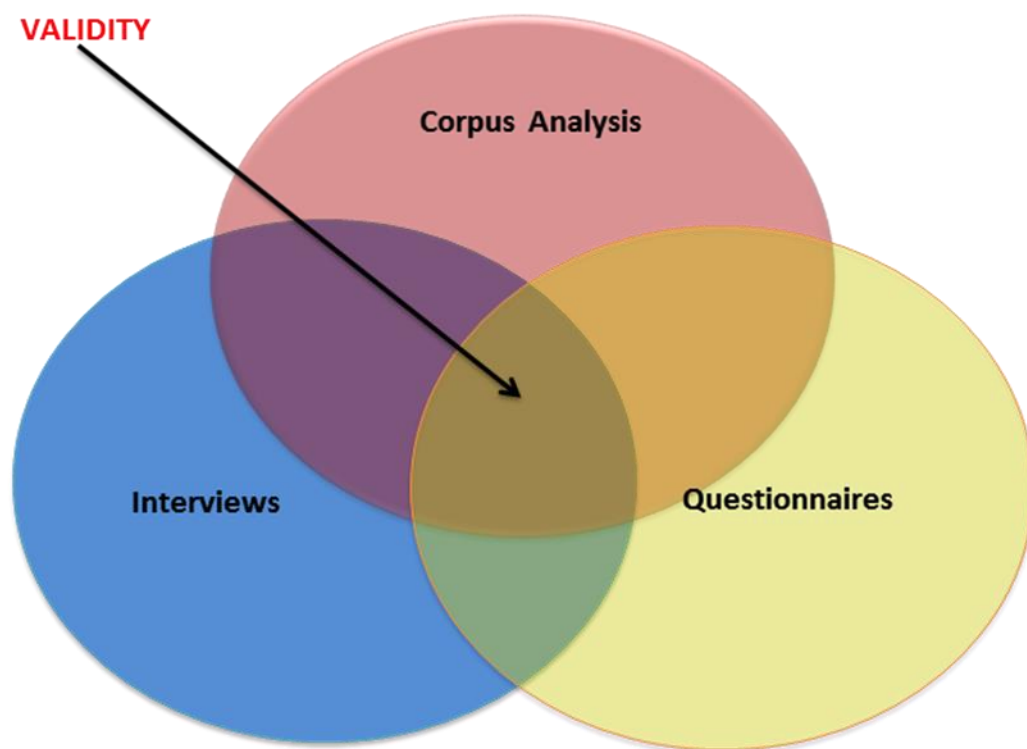
Figure 15: The Research's Validity

Figure.15 shows that different results are triangulated to bring answers to the study's questions and test the hypotheses. Other potential non-shared outcomes are reported and explained since conflicting results may crop up from the population of the research which is something naturally expected while adopting a triangulation methodology.

The following discussion is carried out on the light of the research's questions and hypotheses and hence each one of them is tackled separately and findings of the tools of research are brought together.

The first question was about the reasons for students' writing problems. The findings from the three means of data have clearly shown that writing problems do exist and they stem from a variety of reasons that can be summed up in the following points:

- Lack of reading that leads consequently to poor vocabulary acquisition and ultimately not employing it during writing.
- Linguistic problems such as grammar mastery, and tense use.
- Insufficient time allotted to teaching writing (one hour and a half per week).
- Large and over-crowded classes making the task of written feedback delivery nearly impossible along with writing instruction and practice.

Clearly, the aforementioned data answers the first question of the research providing the reasons behind students' poor performance in writing. By the same token, these findings confirm the first hypothesis which claims that writing problems are due to ineffective instruction and lack of writing practice.

As for the second question of the research on how to teach writing effectively through written corrective feedback, results have been reported from the responses of the participants (teachers and learners) assert that effective teaching of writing goes with effective written corrective feedback provision at the different stages of writing (process approach) contrary to the product approach which has proven its failure. Indeed, the analysis of the corpus has shown that the number of students' errors has

been decreased in the second drafts compared to the first one after written feedback has been provided. In that regard, two points can be concluded:

- The first is the confirmation of the second hypothesis about the ineffectiveness of the product approach in developing writing as learners will not have the opportunity to correct themselves. Furthermore, the third question of the research is answered in the sense that the product approach is unsuccessful and failing the students' expectations.

- The second is the confirmation of the third hypothesis about the effectiveness of written corrective feedback during the process approach.

The fourth question of the research deals with finding solutions for teachers to overcome writing challenges; a point that will be discussed thoroughly in the fifth chapter. However, teachers have provided certain recommendations to address that issue such as extending the time for teaching writing, integrating reading into the writing class, and a variety of feedback provision of different sources (teachers and peers) in addition to an eclectic approach of writing that combines the process and the genre approaches.

At this point, it is necessary to report some of the conflicting points in the results of this investigation from the different tools of the data and giving some explanations to these mismatches. One of these results concerns the dominant approach which is the product approach. Many teachers have reported in the interview that they use a variety of approaches in teaching writing like that of the genre or the process approach. However, the teacher of written expression module for third year students of English (the case study) has said that he adopts the product approach, an answer that confirms the second hypothesis of the research. Moreover, it has been confirmed that written

corrective feedback is more helpful during the process approach and conversely the experimental study has shown that students kept repeating the same mistakes (fossilisation) despite the remarkable improvement in their written essays. In that case, it is necessary for teachers to find ways to deal with the fossilisation issue through conferencing or peer feedback.

Furthermore, in dealing with writing problems, teachers have expressed different views on how these challenges can be overcome. Some of them have focused on meeting students' wants and needs and consequently, this will rise their motivation and willingness to write. Others have asserted that emphasis has to be put on linguistic areas' improvement like grammar and mechanics in addition to the integration of reading for vocabulary acquisition. Yet, they have all insisted that writing problems are serious and persistent and teachers have to their utmost to assist students in their learning process via effective guidance and instruction.

The already discussed outcomes have shed a light of the issue of the effectiveness of written corrective feedback effect on developing students' writing abilities in the process of writing. Nevertheless, it is worth to state some of the limitations of this study. First, the subjects of this study are third year students and teachers of English at El-Oued university and this implies that the findings are not, in any shape or form, representative for the same subjects in another university, or even it could be argued that results are not so even for subjects within the same university. Second, the study has taken only one kind of feedback (written feedback) as the sole type that improves writing capacities overlooking the other types that are as important as the written feedback such as conferencing, peer feedback and more recently electronic feedback. Finally, the role of feedback in improving writing performance is non-conclusive and very controversial and no consensus on that issue has been so far reached among

researchers about its positive or negative effect. However, it has been proved in this investigation that written feedback does have a positive effect on students' writing.

Conclusion

As a conclusion for this chapter, it is quite safe to say that the analysis of the collected data and the triangulation of the findings have answered the main questions of the research and have confirmed the advanced hypotheses. Students have manifested serious writing problems of all sorts (linguistic, discursive and psychological) and these difficulties stem basically from a multiple reasons such as lack of motivation, reading and writing practice, ineffective writing instruction along with a reliance on the product approach. In addition, students writing can be improved through the adoption of the process approach accompanied by effective written feedback provision and fusing of writing and reading skills. These findings can be enriched through the integration of technology in the writing class and analysing students' profile so as to effectively respond to their needs and interests. In so doing, all these pedagogical implications will be thoroughly discussed in the following chapter.

Chapter Five: Pedagogical Implications

Introduction

The results of this study have clearly shown that third year students of English at El-Oued university have serious writing problems. The latter are due to, but not limited to, lack of reading, reliance on the product approach and more importantly insufficient writing teaching time and over-crowded classes. The aim of this chapter is to come up with some practical solutions to the aforementioned difficulties. First, it offers some recommendations about effective ways of written corrective feedback delivery during the process approach. Second, some reading-writing activities are suggested in which an integrative approach of reading and writing is adopted. Third, an alternative solution to the problem of timing management and large classes is proposed through which teachers can deliver electronic feedback via using a Learning Management System (LMS) known as Google Classroom that will assist teachers in their writing instruction.

1- Written CF in the Writing Syllabus: Practical Applications

The results of this study have indicated that written CF is helpful in developing students' writing capacities. In teaching writing, teachers have to realise its significant role in the learning process. The present practical applications that have been suggested by Bitchener and Ferris (2012) are of great importance as they cover a lot of relevant issues about writing instruction and CF delivery.

1-1-Purpose and goals

One fundamental question that every teacher has to ask when it comes to the assessment of writing is "why do we give CF in a writing course?" The obvious answer is that this CF has to help students improve their writing in the future through building awareness, knowledge and competence. In the process of helping students to

develop their composition skills, it is imperative for teachers to realise that students have to write "ideal or perfect" and free-errors texts (Ferris, 2008) since an objective like this one could be unrealistic and unattainable. The main purpose of the writing course is that what students can learn from in developing a text that is accompanied with CF continually.

1-2-Timing and frequency

The issue of timing is important as well. In the present research, it has been proved that CF is helpful when it is delivered at different stages of writing (during the process approach). Indeed, because the writing performance can be improved over time when students write their first drafts and they read and revise after CF is given and write their final products.

As for the frequency, it has been argued that written CF and interest on linguistic accuracy in writing have to be separated from the current process approach (Hartshorn et al. 2010 as cited in Bitchener and Ferris, 2012) arguing that traditional process approaches to writing could be inadequate in helping student maximise their linguistic accuracy. To overcome this drawback, Hartshorn et al. (2010) proposed what they called "dynamic corrective feedback" which is significant, timely constant and manageable for teachers and students alike. This kind of feedback is provided to students while doing short and regular writing tasks that have to be integrated within the writing syllabus.

1-3-Amount

The amount of CF is concerned with how much of this CF should be given on a particular piece of writing. According to Bitchener and Ferris (2012) there are two arguments; one focuses on selective correction and another one focuses on comprehensive correction. For the selective correction, it is based on the assumption

that students' development of "strategic competence" in self-editing of writing is more important than the final product in the writing course. This type of correction is useful for two reasons; first, it is easy for the student to process, analyse and apply since a paper full of varied corrections may discourage the learner. Second, selective corrections are so precise and specific allowing students to focus on a particular issue of language especially when the feedback is focused and detailed and hence students can reduce that type of errors in the future. This type of feedback is criticised by the advocates of comprehensive correction stating that some other errors are not marked which will result in less accuracy in writing. In conclusion, selecting each type of correction depends primarily on the goals of the task, the stage of writing and students' level of writing.

1-4-Focus

The focus of CF is concerned with the selection of the types of errors that teachers have to look at, i.e. language errors or style. In fact, teachers may want to focus written CF on errors before style and on problems that are serious, common and treatable and are not easily addressed through self-editing. In that regard, focusing on errors treatment before style allows students to develop and understand basic word and sentence structures, at this stage development can go beyond that to deal with stylistic issues.

1-5-Form

In the second chapter, different types of CF have been presented such as direct CF, indirect CF, implicit and Explicit CF. In giving any one of these types to students, it is crucial to know which one of them is more convenient than the other. This depends on many variables that teachers have to reconsider such as course objectives, students' level, teaching focus and time. In any case, teachers are recommended to familiarise

themselves with different types of CF and taking the one (s) that serve their objectives in the ultimate teaching goal which is developing students' writing proficiency.

1-6-Source

The present research has dealt with teachers' feedback, however this feedback can be provided by other sources such as peer review, tutor, electronic feedback, etc. In any case, it is the teacher's responsibility to help students to use this variety of interacting sources more effectively.

1-7-Support

In addition to CF provision, teachers may enhance that feedback with other techniques to help students rely on themselves and develop a self-correcting strategy. Bitchener and Ferris have suggested the following self-editing strategies that can be presented in this table

Strategy	Explanation
Allowing adequate time	leave time in the process to put the text away and come back to it with fresh eyes
Breaking up the task	It can be hard to maintain focus and attention when editing a longer text. It may be best to break the text into chunks, edit a chunk carefully and take a break before editing the next chunk
Reading the text aloud	Reading aloud can help writers notice when a word or word part is missing or unnecessary, when a word doesn't sound or look right, and when sentences are long or choppy or repetitive. Some writers find it helpful to read the text "backwards", meaning to start with the last sentence, then read the next-to-last sentence, and so forth
Focused editing on	Some L2 writers make systematic errors, say with verb tense or form, noun plurals, articles, etc. it can be helpful to read through a

specific error patterns	text focusing only on one issue, for instance identifying all the verbs and analysing which ones need tense markings
Studying rules	While not all errors of grammar or usage have systematic rules behind them, some do, and writers can study those in a handbook or website to understand the terms, the rules, and their exceptions. This knowledge can help writers to make good decisions when editing their own work.
Using electronic tools effectively	Word processor or online text-editing tools can be a writer's friend or enemy depending on how they are used.
Another pair of eyes	Asking a trusted friend or classmate to read over a paper might help writers identify issues that are hard to find on their own writing. However, this person should not replace a writer as the primary editor of his/her work.

Table 33: Self-editing strategies for student writers (adapted from Bitchener and Ferris, 2012, p.160)

1-8-Follow-up

The follow-up stage occurs after CF is provided. It aims at knowing what can students be asked to do in order to analyse and apply written CF they have received. In this respect, students are supposed to be responsible for their self-correction abilities so as to improve their accuracy in writing in the future. On the other hand, teachers can use "grading schemes" and analysis activities to help students make progress and apply what they are learning.

2- Preparing Writing Teachers for Written CF Provision Techniques

In providing written CF, writing teachers have to be aware about certain criteria of that feedback. In so doing, teachers have to acknowledge the importance of choosing words and phrases in such a way that the student understands what they intend to say. For that purpose, written CF has to be clear, specific and encouraging.

2-1- Clear: Clarity of Written CF is important so as students can understand the information it carries. Examples of clear CF are:

- Using simple simple vocabulary and sentence structure.

- Writing or speaking on the student's developmental level.

- Making sure that the student understands the feedback.

2-2- Specific: Written feedback has to be specific, in other words, neither too narrow nor too broad. Teachers have to make feedback specific so that students know what to do with. In addition, they had better identify errors and their types and avoid excessive correction (e.g. copyediting or supplying right answers), which does not leave anything for the students to do.

2-3- Tone: It refers to the expressive quality of the message of the feedback and it influences the way this feedback is going to be interpreted by the student. The tone of the message is conveyed by word choice and style. This tone can inspire students or discourage them. As a result, the feedback has to have the aim of inspiring thoughts and rising the students' self-esteem. Here are some of the examples that might be helpful:

- Using words and phrases that assume the student is an active learner

- Asking questions in order to show interest in the work.

- Choose words that cause students to think and wonder.

In addition to that, teachers have to be prepared to integrate written CF into their writing classes in the sense that they have the necessary knowledge and skills so that the time and effort they spend on delivering CF is significant and helpful. Bitchener and Ferris (2012) have identified certain areas for teachers' preparation which include the following points:

- Identifying gaps in knowledge and preparation

- Understanding the significance of CF in the learning process

- Full understanding of grammar and language issues

- Making needs analysis of written CF

- Integration of CF in the writing programme

- Providing effective written CF to individuals, groups, and classes

- Designing activities that match with CF provision

- Integrating a focus on accuracy into assessment activities.

3- Written Corrective Feedback Guidelines

This part proposes some of the guidelines that teachers can use in delivering written CF or comments:

1- Before commenting, it is useful to read the paper thoroughly without making any marks or comments on it.

2- It is preferable that students understand the methodology of commenting. For instance in the case of using codes, they have to know what they mean

3- Giving feedback on both content and form: Teachers have to give equal importance to the information that the learners give as well the way and the form of their writing. Some researchers have suggested that the time of

140

feedback delivery is an important element asserting that content-level feedback should be given early in the drafting process and that surface-level feedback is given later when the purpose, organization, and logic of the argument have been clarified.

4- Making sure that the written feedback is legible.

5-   Tell students both what they did right and where they need help. Students find it more pleasant to read detailed feedback on their work when something good is said as well. However, if praise is not linked to the task, it can focus the student on self-esteem and not on the task, and hence ending without improvement in writing. Teachers should include praise in terms of something specific that the student did well and point out the student's strengths as well as areas that are in need of improvement.

6- Conduct a survey to find out what types of feedback the student would like. Teachers should have a feedback system that begins with a survey of the students in order to determine their needs and intentions and hence the feedback focuses on these needs.

7- Encourage students to revise their writings and ask them questions about its effects.

8- Written CF has to be diversified depending on the needs and the level of the students.

9- Encourage students to collaborate in writing and make corrections for their peers (peer feedback).

10- Students have to be given a chance to discuss the feedback and comments they are provided with and make them a part of the writing process.

11- The use of checklists while correcting students' writings. Here is one of them that has been suggested by Ferris and Hedgcock (2003: pp213-214)

Sample Essay Feedback Checklist

1. **Response to Prompt/Assignment**

   - The paper responds clearly and completely to the specific information in the prompt or assignment.

   - The essay stays clearly focused on the topic throughout

2. **Content (Ideas)**

   - The essay has a clear main idea or thesis

   - The thesis is well supported with several major points or arguments.

   - The supporting points are developed with ideas from the readings, or other examples from the writer's own experience or observations.

   - The arguments or examples are clear and logical.

   - Opposing viewpoints have been considered and responded to clearly and effectively.

3. **Use of Readings**

   - The writer has incorporated other texts into his/her essay.

   - The ideas in the readings have been reported accurately.

   - The writer has used summary, paraphrase, and quotations from the readings to strengthen his/her paper.

   - The writer has mastered the mechanics of incorporating ideas from other texts, including accurate use of quotation marks and other punctuation, accurate verb tenses, appropriate

identification of the author and title, and effective integration

of quotations into the writer's own text.

4. **Organisation**

- There is a clear beginning (introduction), middle (body), and

  end (conclusion) to the essay.

- The beginning introducing the topic and clearly expresses the main

  idea.

- The body paragraphs include topic sentences that are

  directly tied to the main idea (thesis).

- Each body paragraph is well organized and includes

  a topic sentence, supporting details, and a summary

  of the ideas.

- Coherence devices (transitions, repetition, synonyms,

  pronoun reference, etc.) are used effectively within and

  between paragraphs.

- The conclusion ties the ideas in the body back to the thesis

  and summarises why the issue is interesting or important.

5. **Language and Mechanics**

- The paper is spell-checked (typed essays only).

- The paper is proof-read and does not have serious and frequent

  errors in grammar, spelling, typing, or punctuation

- The paper is double-spaced and has appropriate margins all around.

- The paper is legible (handwritten papers).

6. ADDITIONAL COMMENTS: ………..

4- Reading Integration in the Writing Course

Among the findings of this research is that one of the problems that hampers students from writing effectively is the poor vocabulary background that stems fundamentally from a lack of reading. As a result, it is essential that reading has to be incorporated into the writing class which is not the case in the context of the study. It is through reading that students can acquire appropriate and relevant vocabulary, language structure and writing techniques that will be reflected in their subsequent writings. The following section discusses the importance of writing in developing writing, and suggests some writing activities that are adopted from the work of Raimes (1983) in order to be implemented in writing syllabi.

4.1. The Role of Reading in Developing Writing

In order for students to be successful writers, they are requested to master that skill thoroughly. This mastery goes necessarily through acquiring a good vocabulary and being able to build comprehensive sentences out of these words putting into consideration the cohesive devices to be used in linking these sentences together. For example, in writing paragraphs, students have to know that each paragraph has to have a topic sentence usually found in the beginning which explains the main idea of the passage. Then, this topic sentence is followed by supporting sentences that tackle the same idea. After that, the paragraph ends with a concluding sentence. Giving students a lesson in terms of instructions and rules seems ineffective since students have to know the structure of a sample paragraph in order to be familiarised with its characteristics. In other words, students are supposed to look at models of authentic texts to be followed or imitated in their writings, i.e. providing them with reading

paragraphs first so as to identify their shape and content. This leads to think about introducing reading in the writing class.

Reading has a crucial role in developing writing as it is often said read right to write right. Indeed, through reading students can develop their vocabulary background as they are likely to be influenced by the words professional writers use in their texts. This could be well explained through Krashen's comprehensible input (1985) who has stipulated that we acquire language via understanding messages when we receive comprehensible input. Krashen added that the key determining factor in that process is exposure to large amount of that input which has to be comprehensible and relevant to the learners. With regard to reading, students can not only acquire new vocabulary items, but also improve their grammar and writing style.

To conclude, it can be said that reading is an opportunity to make students exposed to well-organised and well-written texts which help them to improve their linguistic capacities and hence they can write their ideas clearly, correctly and in a coherent manner. For that reason, students have to write communicative texts and be familiarised with different genres of texts to do so.

4.2. Reading-Writing Activities

The following part suggests some of reading activities that can be used in order to enhance writing. These activities are inspired form the work of Raimes (1983) and they are varied in terms of the areas of language they are dealing with such as cohesive devices, mechanics, sentence structure, etc.

4.2.1. Examining cohesive links

In a well-joined up writing, students have to use linking words in order to make ideas coherent. In fact, this is an area that causes many problems for the students. These are words and phrases that have to be used in order to make the piece of writing

for instance to add an idea (such as in addition, moreover, furthermore), to make a chronological order (first, second, third, etc), to express result (as a consequence, hence, therefore, etc). So, students need to be made aware of the functions of these words and how they should be used.

In examining a piece of writing, students can identify its structure and extract these connectors used by the writer to link sentences in order to make them coherent in a given text. Learning these words is crucial for students since they shall make use of them in their future writings. Here are some of the examples in which these connectors are taught.

*Example*s:

1- Students are provided with a reading text in which all pronouns and possessive adjectives are underlined. After that, they draw to connect the underlined words to the words they refer to:

   A boy, about ten years old, appeared at a third-floor window. <u>It</u> wouldn't open. <u>He</u> was very frightened.

2- Students can be given a text with deleted linking words

   When I think of my father, I think of...1.....at mealtimes. 2....., 3...... always sat at the head of the family table and asked 4........ children a lot of questions. He asked use about 5........ friends and our day at school. He was disappointed when he heard about any difficulties or failures in school. 6......, he never got angry.

Students can work in groups and try to fill the gaps on their own. After that, they are given a list of words containing the writer's actual choice included:

1. man-him-only-everyone

2. often-fat-then-finally

3. he-she-we-father

4. all- their-naughty-his

5. our-many-much-valuable

6. in addition-therefore-although-however

4.2.2. Examining punctuation and grammar

In examining reading passages, students can learn about the rules of punctuation and grammar the writer uses and know the choices he makes. In doing that, learners can know how the writer makes commas, semicolons, colons and so on and hence they can know rules inductively.

Examples

1- Students can be given a text and asked to explain why punctuation marks are used and it is preferred that they work in groups and discuss. Conversely, students can be given a text where punctuation marks are omitted and students work in groups and insert these marks.

2- Asking students to examine a text for an area of grammar that causes difficulty for them. For instance, they can identify all the words that end with "–ed" and categorise them as past tense endings, participle endings in a verb phrase, or participle endings in an adjective phrase.

4.2.3. Examining sentence arrangement

A lot of learners of English write grammatical sentences together in a passage and these sentences are not well linked together for instance a student can write these three sentences as such:

(1) Our house has four bedrooms and two sitting rooms. (2) A large garden was in front of the house. (3) My father had planted a lot of flowers in the garden.

This piece of writing can be improved through fitting the three sentences together to have:

(1)Our house had four bedrooms and two sitting rooms. (2) In front of the house was a large garden. (3) In the garden my father had planted a lot of flowers.

In examining a text, students need to find out if the sentences are linked together in the sense that old information comes before a new one. In that case, it is recommended for learners to have further practice in order to be able to make the choice within a text between sentences that convey the same meaning as individual sentences, but are arranged in a different manner.

Examples:

1-Give students three sentences where the last two ones are related to the first one in terms of meaning. Then, students can discuss the alternatives and make a choice, explaining the reason for that choice:

   a. When I arrived at home, my mother was sitting in her rocking chair.

     Choose which sentence follows:

     - This chair was given to my mother when I was born

     - When I was born, someone gave my mother this chair

   b. Every four months we have what we call leap year

     Choose which sentence follows:

     - The month of February has 29 days in a leap year.

     - In a leap year, the month of February has 29 days.

  2- Take a simple and a short reading passage to examine its sentences deciding which information is old and which one is new.

4.2.4. Summarising

Summarising is one of the skills that students need to practise since it helps them process meaning and be able to communicate that meaning and ideas on their own words and style.

Example:

1-The teacher can divide the class into six groups (5 students each) and attributing each group different texts to read and summarise. After that, they can exchange their summaries and share ideas about the processes they performed during the task.

2-students can be given the following text (Raimes, 1983, p.58-59):

> When the fire engine left the fire station on Hicks Street at 8:00 p.m. on Sunday, the fireman Bill Roscoe did not know that he would return a hero. Flames were leaping out of a first-floor window of the corner house on Livingston Street. Neighbours, police, and firemen stood outside on the sidewalk. Suddenly they all looked up and shouted as they heard a scream. A boy, about ten years old, appeared at a third-floor window. It wouldn't open. He was very frightened. Bill Roscoe dropped the hose, stepped forward, jumped, and grabbed the bottom rung of the metal fire escape ladder. Then he climbed up to the window, broke it, pulled the boy out of the window and carried him down the ladder. Both were safe, and the crowd cheered.

After that, students turn the page over, and write one sentence that summarised the whole passage. They select one the following sentences that best summarises the text and compare it with the one they have written:

a. The writer talks about how dangerous a fire can be.

b. The writer warns families not to leave children alone in the house

c. The writer describes the brave act of the fireman.

4.2.5.. Completing

In those kinds of activities, students are given texts with missing words that they have to fill in. For example, the teacher can give students a text with missing words such as "however", "and so on", etc. Then, students can exchange their answers.

Another activity of grammar completion exercise can be provided to the students and then students can discuss their answers and write a similar piece of writing similar to the topic of the already given passage.

5- Learning Management System (LMS) integration in teaching writing

As the learners' profiles have been radically changed because of the digital age and the information overload era, it is fundamentally imperative for the teachers to identify their needs and preferences. Taking that parameter into consideration, the use of technology in language classroom has become an inevitable option as Kessler (2018: 205) has asserted: "language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming" . Moreover, a lot of researchers and language practitioners in EFL and ESL have insisted that the introduction of Internet Communication Technologies (ICTs) offer a suitable option so as to overcome writing problems and save teachers' and learners' time (Ward 2004, Wu, 2006, Zinstejer, 2008).

The analysis of the findings has clearly shown that both students and teachers of English are facing serious problems in learning and teaching writing. Among these challenges are the time of instruction and large classes which make it hard for teachers to intervene in assisting students in writing. This section proposes an alternative solution to these problems through the integration of internet and

technology in the language classroom so as to make teaching more effective and learning more beneficial and enjoyable. In that regard, a Learning Management System (LMS) is suggested which is known as Google Classroom; a virtual class in which the pedagogic couple (teachers and learners) can interact easily.

It is important to explain how Google Classroom works in teaching writing along with its benefits and how it could be effectively used by teachers in delivering electronic feedback to writing. According to the website of Google Classroom, this LMS is a new application developed for educational purposes, was launched in August 2014 so as to help teachers save time maintain the organization of the classes and improve and facilitate communication with students through a simple connection to a Gmail account and Google Drive. This system is a free online learning platform that offers a space for teachers and learners to conduct and manage learning. Students need to have a Gmail account and then they can sign in and teachers are supposed to post assignments in a due time and later these writing can be evaluated and electronic feedback can be provided as well.

Lynch (2018) has presented ten reasons to incite teachers to use Google Classroom in their classes. These reasons are listed in the following:

✓   Convenient for installation and learners can be added directly by teachers or share a code with them to join the virtual classroom platform.

✓   It makes it possible for teachers to create paperless assignments, review them and provide e-feedback on the spot with just a simple click all. Teachers can easily verify the progress of assignments.

✓   It improves the organization of the learning process as all the learning materials are automatically filed into folders in Google Drive. Students have access to their written performances on an assignments page.

✓	It encourages and fosters communication through instant class discussions. Students can share resources with their peers and provide answers to questions on the stream and receive e-feedback from their teachers.

✓	Accessible for free and secure as it does not contain advertisements and it does not use students' data for advertising purposes.

These benefits clearly indicate that teachers of writing have to be encouraged and recommended to make use of Google Classroom during their writing instruction so as to overcome the difficulties of teaching writing that they have expressed in the interview.

Conclusion:

The pedagogical implications and recommendations that were suggested in this chapter are meant to help students develop a writing proficiency through identifying the problems of writing (lack of reading, linguistic difficulties, etc) on the one hand, and to provide teachers with some methods and techniques that can assist them in teaching and evaluating the writing skill through the provision of useful and constructive written CF on the other. More importantly, the research has shown the necessity of integrating technology in the writing class and the use of some learning management systems. However, teachers should be aware that no teaching of writing is efficient without sustained feedback and for that reason this area should be given more importance and care especially in taking into account the students' needs and preferences.

GENERAL CONCLUSION

English language teachers strongly recognise that writing proficiency constitutes an integral part of the learning process in achieving academic excellence. This fact is confirmed in the university context where most of the designed tests and exams are written. Successful students are supposed to be good writers. As a result, teaching writing occupies a central position in any language curricula. Moreover, this skill is challenging for the teacher to teach it effectively and for the leaner to master it thoroughly. The present thesis has dealt with the subject of writing instruction and assessment focusing on the effects of the written corrective feedback effects on enhancing students' writing capacities during the process approach of writing. It takes third year students of English at the department of English language at El Oued university. The overall aim of the present research is come up with some solutions to overcome writing deficiency.

The thesis has focused of the issue of written corrective feedback delivery during the process approach that involves many steps such as brainstorming, planning, organization, drafting and revision. For that purpose, a theoretical foundation about the nature the writing skill and its assessment has been established in two separate chapters in attempt to understand the state of the art of writing instruction. After that, an investigation about the status of writing in the context of the study has been carried out raising some questions about the reasons behind learners' poor writing performances; where teachers' responsibilities lie and how could they help students overcome these problems through guidance and written feedback. After a deeper analysis of the data, it has been revealed that students have varied and serious writing problems and teachers struggle to help them surmount these challenges through

effective writing instruction that includes, among other things, constructive written feedback, despite the over-crowed classes and time constraints.

In order to understand the effect of written corrective feedback on developing writing, the research has adopted triangulation methodology using three different means of data collection, i.e. questionnaires (administered to both teachers and learners), structured interviews (conducted with both teachers and learners) and a corpus (first and second drafts of writing performances). The analysis of the data has offered answers to the research questions and confirmed the hypotheses that have been advanced at the outset of the research. These findings can be summarised in the following points:

1- Third year students of English have many writing difficulties (psychological, linguistic, cognitive, etc). These difficulties are the result of so many factors such as lack of reading and writing practice, ineffective writing instruction and limited time devoted for teaching writing.

2- The product approach is the dominant teaching practice in the context of the study.

3- Effective teaching of writing entails the integration of reading into the writing class and the adoption of written corrective feedback as an assessment strategy.

4- Written corrective feedback is more helpful when it is provided during the process approach, in other words, at different writing stages.

5- Successful writing programme takes into accounts the interests, wants and needs of the target learners and the identification of their learning features.

Consequently, writing teachers have to reconsider their teaching practices and devote more focus and care to the written corrective feedback provision which plays a significant role in improving students' writing. Moreover, it is highly recommended, as the results of this research have implied, that course designers have to take into account the consideration of the assessment as an integral part of the syllabi as it offers sustained guidance and assistance to the learners in developing their writing abilities.

On the basis of the findings of this research, some pedagogical implications have been drawn. First, teaching and learning of writing entail a variety of procedures, techniques, activities, exercises and an integration of the reading skill (genre approach). Second, teachers have to be familiarised with techniques and modes of written corrective feedback and they could be provided at the different stages of writing (such as brainstorming, planning, drafting, revision and editing). Third, it is crucial that students' profiles and preferences are identified so as to design a programme that meets these needs. Students' learning habits have changed considerably as we are witnessing a domination of the digital technology which makes it a bit hard for students to stay and take longer time in thinking or performing tasks. As a result, virtual classes need to be created and hence time and efforts can be saved and surely it will be convenient for students. Finally, written corrective feedback has to focus on both the form and the content of the writing.

As a conclusion, the present study has dealt with ways through which writing problems can be overcome to improve students' writing mainly written corrective feedback. Consequently, both teachers and learners have to understand that writing is a complex skill that requires a meticulous attention. Students have to reflect upon their writing once it is corrected and develop a self-correcting ability. Further research

on the effects of written feedback is needed particularly with developing linguistic software that provides electronic feedback and questioning the extent to which technology can be integrated into the teaching of writing. Moreover, other areas of written corrective feedback effects can be treated such as peer feedback

REFERENCES

Ashwell, T (2000). "Patterns of Teacher Response to Student Writing in a Multiple-Draft Composition Classroom: Is Content Feedback Followed by Form Feedback the Best Method?". Journal of Second Language Writing, 9/3, pp.227-257.

Bitchener, J and Ferris, D (2012). Written Corrective Feedback in Second Language Acquisition and Writing. New York: Routledge: Taylor and Francis.

Byrne, D. (1988). Teaching Writing Skills. London : Logman.

Chandler, J. (2003). "The Efficacy of Various Kinds of Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing". Journal of Second Language Writing, 12, pp 267-96

Cohen, L. (1987). Student Processing of Feedback on Their Composition. In Wenden, A. and Rubin, J. (Eds). Learner Strategies in Language Learning. Prentice-Hall International

Cohen, et.al (2007). Research Methods in Education. New York: Routledge: Taylor and Francis

Crystal, D. (1980). A First Dictionary of Linguistics and Phonetics. London: Deutsch.

Eisterhold, J. (1990). Reading-Writing Connections: Toward a Description for Second Language Learner. In B, Kroll (ed.). Second Language Writing: Insights for the Classroom (pp.88-100). Cambridge: Cambridge University Press.

Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press.

Ellis, R. (2009). A Typology of Written Corrective Feedback Types. English LanguageTeaching Journal 63 (2) : 97-107.

Fan, N and Ma, Y (2018). The Role of Written Corrective Feedback in Second

Language Writing Practice. <u>Theory and Practice in Language Studies</u> 8(12)

1629-1635.

Fathman, A. and Whalley, E. (1990). Teacher Response to Students Writing: Focus

On Form Versus Content. In Second Language Writing: <u>Research Insights for</u>

<u>the Classroom</u>. In B. Broll (ed), 178-90. Cambridge: Cambridge University

Press.

Ferris, D. (1999). <u>The Case for Grammar Correction in L2 Writing Classes: A</u>

<u>Response</u> <u>To Truscott (1996)</u>. Journal of Second Language Writing 8 (1),1-

11.

Ferris, D. (2004). " The "Grammar Correction" Debate in L2 Writing: Where

are We, and Where Do We Go from here? (and What Do We Do in the

Meantime,,,,?)".<u>Journal of Second Language Writing</u> 13, pp 49-62.

Ferris, D. R., & Roberts, B. (2001). Error feedback in L2 writing classes: how explicit

does it need to be? <u>Journal of Second Language Writing</u>, *10*(3), 161–184.

Flowers, L.S.(1990). The Role of Task Representation in Reading-to-write. In S.L.

flower, J.Ackerman, M.J. Kantz, K. McCormick, and W.C. Peek (Ed.).

<u>Reading-to-Write: Exploring a Cognitive and Social Process</u>. NY: Oxford

University Press.

Harmer, J. (2001). <u>How to Teach English</u>. England: Addison Wesley Longman

Limited.

------------- (2004). <u>How to Teach Writing</u>. Malaysia: Pearson Education Limited.

Hyland, K (1998)

Hyland, K (2003). <u>Second Language Writing</u>. New York: Cambridge University

Press.

Jick, T.D (1979). <u>Mixing Qualitative and Quantitative Methods: Triangulation in</u>

<u>Action</u>. Administrative Science Quarterly, Vol.24, No.4, Qualitative

Methodology,pp.602-611.

Kroll, B. (ed.). (1990). <u>Second language writing: Research insights for the classroom</u>.

Cambridge , UK : Cambridge University Press.

Keh, C. (1990). <u>Feedback in the Writing Process: A Model and Methods for</u>

<u>Implementation</u>. EFL Journal 44 (4). Oxford University Press.

Kepner, C.G. (1991). <u>An Experiment in the Relationship of Types of Written</u>

<u>Feedback to</u> <u>The Development of Second-Language Writing Skills</u>.

The Modern Language Journal, 75,pp 305-15.

Kessler, G. (2017). <u>Technology and the future of language teaching</u>. *Foreign*

Language Annals 51, 205-2018.

Krashen, S.D. (1982). <u>Principles and Practice in Second Language Acquisition</u>.

Oxford:Pergamon Press.

Krashen, S.D. (1985). <u>The Input Hypothesis: Issues and Implications</u>. Harlow:

Longman

Kroll, B. (ed.). (2001). <u>Second language writing: Research insights for the classroom</u>.

Cambridge , UK : Cambridge University Press.

Lalande, J.F. (1982). <u>Reducing Composition Errors : An Experiment</u>. Modern

Language Journal 66,140-49.

Lee, I. (1997). ESL Learners' Performance in Error Correction in Writing System,25:

465-77.

Lynch, M. (2018). 10 benefits of Google classroom integration.

https://www.thetechedvocate.org/10-benefits-of-google-classroom-integration/ (Retrieved on June, 2018)

Mathison, S (1988).Why Triangulate?. Educational Researcher Journal 17 (2): 13-17

Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. Prentice Hall.

Raimes, A. (1983). Techniques in Teaching Writing. Oxford: Oxford University Press.

Richard, J.C.ed (1974). Error Analysis: Perspectives on Second Language Acquisition. Longman: London.

Robb, T, S. Ross, and I. Shortreed. (1986). Salience of Feedback on Error and its Effect on EFL Wriitng Quality. TESOL Qauterly 20: 83-93.

Slinker, L (1972). Interlanguage. Product Information International Review of Applied Linguistics in Language Teaching, 10, 209-241.

Semke, H.D. (1984). Effects of the Red Pen. Foreign Language annals 17, 195-202.

Somers, N. (1982). Responding to Student Writing. College Composition and Communication.33:148-156

Truscott, J. (1996). The Case against Grammar Correction in L2 Writing Classes. Language Learning 46, 327-69.

Wallace, J. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.

Ward, J. (2004). Blog Assisted Language Learning (BALL): Push Button for Pupils. TEFL Web Journal, 3 (1).

Weigle, C.S. (2002). Assessing Writing. Cambridge: Cambridge University Press.

Weissberg, R. (2006). <u>Connecting Speaking and Writing in Second Language</u>

      <u>Writing</u>. Ann,Arbor, MA: Michigan University Press.

White, R.V. & Arndt, V. (1991). <u>Process Writing</u>. Hong Kong: Longman.

Wu, C. (2006). A New Promosing Vehicle. <u>US-China Education Review</u> 3(5), 69-73.

Zamel, V. (1982). Writing : the Process of Discovering Learning. <u>TESOL</u>

      <u>Quarterly</u> 16 (2) June, pp. 195-209.

------------. (1985). Responding to Student Writing. <u>TESOL Quarterly</u> 19 (1):

      79-101.

Zeinstejer, R. (2008). The Wiki Revolution: A Challenge to Traditional Education.

      <u>TESL</u> *11(4)*, 1-8.

LIST OF APPENDICES

Appendix I: Teachers' Questionnaire

Appendix II: Teachers' Interview

Appendix III: Samples of Teachers' Interviews (Scripts)

Appendix IV: Students' Questionnaire

Appendix V: Students' Interview

Appendix VI: Samples of Learners' Interviews (Scripts)

Appendix VII: Corpus (First and Second Drafts)

Teachers' Questionnaire

Introduction:

The aim of this questionnaire, which is a part of a doctorate thesis in language sciences, is to explore the effects of the written corrective feedback you provide to your students about their writing at different stages. Its purpose is to explore the difficulties they encounter in writing, in the approach of writing practised in the classroom and how you can (you and can reversed) help them improve their writing through constructive written corrective feedback. Would you please answer the following questions by ticking your choices in the appropriate box (es) or completing your information whenever necessary. Thank you very much for your collaboration.

Section I: Background Information

1. Gender: a) Male ☐ b) Female ☐

2. How many years have you been teaching English at the university level?..... years

3. Have you taught written expression module? Yes ☐ No ☐

4. If the answer is yes, for how many years:

   a) 1-5 years ☐ b) 6-10 years ☐

5. Do you consider the written expression program sufficient to improve the students' writing capacities?

   b) Yes ☐ b) No ☐

6. If your answer is "No" , would you justify please

....

....

....

Section II: Writing Difficulties

7. Are you satisfied with your students' writing?

   b) Yes ☐ b) No   ☐

8. If your answer is "No" , would you justify please

   ....

   ....

   ....

9. Do you think that your students have serious difficulties in writing?

a) Yes ☐ b) No ☐

10. What kind of difficulties do they encounter?

   ....

   ....

   ....

11. Are your students motivated to write?

   a) Yes ☐ b) No ☐

Section III: Writing Teaching Approaches

12. Which approach do you usually use in teaching writing?

a) Product Approach ☐

b) Process Approach ☐

c) Other, ...

13. Would you clarify the reasons for your choice?

....

....

....

....

Section IV: Written Corrective Feedback Provision

14. Do you usually provide written feedback to your students on their writing?

b) Yes ☐   b) No ☐

15. If "Yes", what kind of feedback do you provide?

a) Marginal comments ☐   b) Symbols like WO, GR, etc ☐

c) A lot of red crossings ☐   d) A combination of comments ☐

16. If your learner makes a mistake, you

a) Underline it ☐ b) Give him/her the correct form ☐ c) nothing ☐

17. In correcting papers, what do you focus more on?

a) Content ☐ b) Form ☐ c) Both ☐

18. When you give written feedback, how often do you explain it?

a) Always ☐   b) Usually   ☐ Sometimes   ☐ d) Never   ☐

19. Your written feedback provision is usually delivered……..

a) at different stages of writing   ☐) at the end of writing   ☐

Section V: Suggestions

20.Please feel free to provide any suggestions you consider relevant to the objectives of this questionnaire.

....

....

....

Thank You

Guided Interview Questions with Teachers

- ❖ An explanation of the research questions and objectives is necessary before conducting the interview so that the interviewees can have a clearer picture about the topic under study.

- ❖ The interviews are carried out after conducting the writing experiment and study as complimentary to the questionnaires' findings.

- ❖ Interviewees have been given the questions of the interview in advance in order to offer them the opportunity and time for thinking and reflection.

Q1: What can you say about your experience in teaching writing?

Q2: Do you think that writing is still a challenging skill for the students to master?

Q3: What kind of problems do you encounter in teaching the writing module?

Q4: What is /(are) the reason (s) behind the students' poor writing?

Q5: Which approach do you follow in teaching writing?

Q6: Do you think that adopting the product approach in writing is failing our teaching objectives?

Q7: While correcting the students' writing assignments, what kind (s) of written corrective feedback do you usually provide?

Q8: How and when do you provide that written corrective feedback?

Q9: Do you have certain prior knowledge relevant to differences between the students' mother tongue and English?

Q10: If so, what types of feedback do you provide?

Q11: What solutions could you suggest in order to minimize the students' writing problems?

Q12: Do you have anything you would like to add in relevance to the already discussed issues in this interview?

Thank you

Teacher 1

R: So, at the beginning I'd like to express my sincere gratitude for.. many thanks for your collaboration

T: You're welcome

R: eh... for of all you have accepted to take part in the experimental study

T: It was a pleasure for me

R: Yes, you have answered the questionnaire and now you have accepted to be interviewed. So, as you know, at the beginning I'd like to explain my research objectives, as you know I'm working on the effects of the written corrective feedback in the process approach and how this feedback could help the students improve their writing capacities. So, I'd like to start immediately with the first question so what can you say about your writing teaching experience?

T: Well, my experience in teaching writing has started very long ago when I was teaching English in the secondary school. It was really a challenge for me as a teacher to help my students to achieve in writing especially this is the phase of language or skill of language in which they always underachieve, and it consisted for them a real problem and it was part of my task to bring them some help. At that age I read about writing skill; its development etc and tried to practice all what I read or at least thing I judged suitable or beneficial to my students at that age especially the exam class (terminal class). This is where this where interest started. Then, when I have my magister degree, my work was about this problem and this issue which is secondary school students' under-achievement in writing. I made some research and I analysed their errors, etc and later in my career as a teacher at the university, I am really interested in teaching and helping learners to develop their skill in writing and in expressing themselves in written…

R: Okay, so do you think? Second question is do you think that writing is still a challenging skill for the students at the university level to master?

T: Yes it is, it is a great challenge for them and only very few students succeeded in fact. I have here to say something that this is the nature of writing in fact because even in the native speakers of language, only very few become writers and excel in writing.

R: Okay, so what kind of problems do you encounter in teaching this module? I mean writing.

T: Well, many problems. One of them is the number of students in the classrooms; the number of students is too large that you cannot cope with their needs and with their problems and you cannot claim that you can help all them. The second problem is the element of motivation because learners are very weak, there is a real lack of motivation and they usually try to avoid writing and even when you encourage them or try their achievement is very mediate not to say weak. These are mainly the basic challenges.

R: Okay, so what is the reason do you think behind the students' poor writing performance?

T: We cannot say that it is one reason but they are many. First, learners do not write even in their first language. Second, learners do not read, and reading is a basic practice before writing, it is a skill that everyone needs to practise in order to have if you want the parameters in mind, because when we read, you learn how people express their thoughts, etc and you are likely be able to imitate them later when you want to write, and as long as they don't read, it means they lack the basic source for writing. The second problem, in fact, is the linguistic weaknesses that learners have, it means that it is not only the writing skill that makes problems for them but even the basic linguistic competencies of language they are..

R: So, here in that case, are you talking specifically about third year students or all the students altogether?

T: All the students

R: Because in my case study I'm just focusing on the third year, any way, but I think that the problems are common for all the levels.

T: Yes, even the master students are still facing some linguistic problems and then there is the lack of interest even when you give learners a topic to.., even if they have, it is themselves who have chosen the topics still their achievement in writing is very weak, they don't have a long breath if you want to say in writing

R: So, which approach do you follow in writing?

T: I can't say that I'm following one approach, it is a mixture of everything

R: well, do you think that there is a dominant approach?

T: usually a textual approach where we analyse

R: A genre approach you mean?

T: Yes, it is somehow such, but the approach we are adopting because we have two facets in writing which are comprehension and production. So , the first aspect or the first phase is analysing the text and try to if you want find its basic elements , the transitional signals the joints etc, it's a kind of awareness raising , it means we raise learners' awareness about how the text is made so that they follow the same steps but still sometimes feel if you want a great need to come back and to concentrate on some linguistic points which are necessary for the development of the text because you cannot do without grammar and language in general

R: So the sixth question that seems important to my research questions do you think that adopting the product approach in writing is failing our teaching objectives? the product approach you know it means that we focus only on the final products of the student without worrying about the steps that they have gone through in order to you now to write or

T: I think that we cannot look at the product without seeing or analysing how this product is was reached

R: It means that it fails

T: Exactly because learners need to develop appropriate strategies for the production of an acceptable written text

R: Indeed. So, the seventh question why correcting the students writing what kind or what kinds of written feedback corrective feedback do you usually provide?

T: Usually I write notes about the explanation or aspects of clarifications if the idea is not clear sometimes in case there are some language problems I highlight them without corrections because they have to think over their mistakes and they refer back to references and sources that they can correct and sometimes I just identify the type of error in order to help going back to the reference does not really help student so the type of written feedback depends on the needs

R: It means that it is diversified

T: Yes it is diversified

R:And in fact your answer answers the other question which is when and how do you provide that written corrective feedback?

T:Usually after the final draft the first final draft and usually after I give them feedback I usually ask them to reread to rewrite taking into account to redraft their written work the marks I made and they usually do and those do not understand they usually ask for clarifications if the feedback is not clear

R: So do have certain prior knowledge to differences between the students' mother tongue and English?

T: Yes of course

R: It means that that analysis would help in advance

T:Yes I have in fact and usually whenever I find a mistake or error I try to understand and I try to investigate and try to even theoretically sometimes to see if this goes back to the mother tongue or not

R: okay let's go to the next page please the 10th question what solution could you suggest in order to overcome the writing problems for the students?

T: Well I think to adapt less numerous groups if you want smaller groups it means it means the groups of writing should be smaller than what is used to be then learners are required to write more and write more not at as part of their study that but for their own is made their own writing because one we are motivated we usually we are likely to write better than when we are obliged to. Another point is to help learners by buying if you want creating some extra curricula activities that help them to read and to write freely is to write without the burden of being marked on graded etc.

R: The timing that is allotted to teaching

T: Timing is not enough another point is that is the teachers who teach writing normally should have only writing and not another subject because writing is really time-consuming and demanding

R: So the last question do you have anything you'd like to add in relevance to the already discussed issues in this interview?

T:I think that writing is not the business is not only the business of the teacher of writing it means that all the teachers of all the subjects require to give learners remarks about writing so that they feel its importance to all the other subjects because I think that even the students who sometimes perform well in the written module, you will find that they are making language and rhetorical problems in other modules rather than in writing and so if teacher feels that it is his business to raise learners awareness about writing learners will be able to transfer the knowledge they get from model to another

R: I'd like to thank you again, thank you very much for your time

T: You're welcome this was really a pleasure for me to be with you.

Teacher 3

R: So Mr. Nasser hello

T: hello

R: I'd like to thank you very much for accepting to be interviewed and you have already answered the questionnaire

T: It's my pleasure

R: So as I told you at the beginning it is a complimentary means of data to the questionnaires. So I'd like to start immediately with the first question what could you say about your experience in teaching writing?

T: Well as a matter of fact I've taught written expression just for one year I see that it's not that easy module to be taught because of the challenges because of a lot of things that must be taken into account when a teacher really decides to teach written expression he must be well knowledgeable he must have a lot of information and he must encompass the laws of knowledge about written expression otherwise the teacher cannot do well with this module

R: Okay as I told you so my research is not particularly about the written expression module because writing is everywhere it is present in other modules as well so the second question do you think that the writing skill is still a challenging skill for the students to master?

T: Well, course I strongly believe that the writing skill is so challenging because it is the most difficult one because when we take the order of the four skills the writing one is the most difficult one that's why I strongly believe that it's very challenging for the students any student when he or she asked what is the most difficult and challenging skill immediately the answer is the writing

R: okay since it is challenging so this means that the students had serious problems of writing so what kind of these problems sorry the question is not about the problems that the students have but that the problems that the teacher has or the challenges that a teacher has when he is about to teach writing?

T: Well of course that students face a lot of difficulties and challenges this will reflect on teachers of course. Well, you see that students make a lot of mistakes and errors to the extent that the causes of these errors is due to lack of mastery of grammar mastery of the linguistic background is really very low here it is a kind of mixture between a lot factors that interfere when it comes to the writing skill that's why teachers cannot deal cannot handle the problem exactly why because of this mixture of things and to know about the different levels of the students you see here we have mixed classes that why for teacher to find the right method how to deal with this problem is a little bit problematic in fact

R: Okay, so what is the reason or the reasons behind the students' poor writing?

T: Well actually I can say that the first thing it is that students do not command grammar well this is the first reason and the second one is the lack of vocabulary and to the extent that students sometimes cannot even write one correct sentence let one long paragraph when we talk about a paragraph or an essay well it is little bit catastrophic so here is a lack of a grammar and sentence do not comment grammar well do not master grammar well and the second think is a lack of vocabulary even very simple words

R: So we can all recruit to refer the problem to vocabulary is due to the lack of reading as well

T: Yes of course when you ask the student what is the last thing that that you have read it as they say nothing

R: So which approach to follow in teaching writing? Which approach?

T: Well of course as teachers we rely on the product one because we always urge students to produce of course we know that it is very hard for the students that what should a teacher do instead of urging students to produce their own writings so here we see sometimes that it is a little bit hard for the students to do so but as teachers we must do this thing we don't have another way around

R: So in that context or in that respective do you think that adopting the product approach is failing our teaching objectives?

T: Well the problem is not the approach itself the problem that the students themselves we said that it is a lack of vocabulary not to mastery of grammar to that extent so when we take the approach itself the product it could be some sort of success but with these shortcomings and these deficiencies we can say that I cannot reach out our objectives here.

R: Okay so while correcting the students writing assignments what kind or kinds of feedback that you usually provide?

T: Well, as a matter of fact it depends on the kind of the students that you did with for me it differs from one group to another sometimes are correct during the class *using to underline sometimes what I did some mistakes in the margin and sometimes we ask the students to do the correction

themselves sometimes we ask the students a group work sometimes a field work sometimes the teacher intervenes when students cannot discover the mistakes

R: Okay what about the time when and how do you give it?

T: Well of course as far as I'm concerned I give the students a chance to write at home and I give them the assignment to be done at home then the correction takes place in the classroom

R: Okay so do you have certain prior knowledge or advanced knowledge relevant to the differences between the students' mother tongue and English

T: Approximately this is the major problem that students just translate from the mother tongue this is logical the negative transfer when you make an analysis well students actually know this problem but cannot switch off the mother tongue when they write in the …

R: It's about the learning process

T: Exactly yes

T: So about that test knowledge it seems very helpful for the teacher you know to expect the mistakes you like and can be handled later

R: Okay what solutions could you suggest in order to minimize the students' writing problems

T: Well of course I can suggest that students must practice I see that lack of practice plays an important role in here because sometimes students for a long time have not been asked to write something and you have to motivate the students even if their mistakes you have to motivate them you have to correct no more than that you should not blame the students etc. because I see it's very negative and it has a bad influence on the students I suggest that the best way I see and this is what I worked with my students is to urge the students all the time and you have to motivate them that you we all make mistakes but because we are human beings so for this reason the students must be motivated at first and the second reason that you have to encourage the students to read grammar books because I see that this is the most, this is the considerable point that should be taken into account and of course you have to find different ways how to enrich the students vocabulary all these things have to be taken into account if you want to help the students to enhance their writing skill

R: Okay in conclusion I'd like to ask your opinion if you have anything that you consider as being relevant to the already discussed issues in this interview

T: Well actually I see that the writing skill the most difficult one and students come to university to learn so for this reason we have to take into account that since they are learning we have to find the best ways and teachers at the same time should look for the best ways because as teachers sometimes we don't do our work well and this has a negative impact on the learners themselves so here it should be a kind of complimentary work between teachers and the students we shouldn't just blame the students for not doing well at the same time as teachers we should do try to root the rights methodology which may help the students to improve their writings skill this is my suggestion

R: Thank you very much indeed for your time

T: You are welcome

Appendix IV: Students' Questionnaire

Students' Questionnaire

Dear student,

The aim of this questionnaire, which is a part of a doctorate thesis in language sciences, is to explore the effects of the written corrective feedback you get from you teacher about your writing at its different stages. Its purpose is to explore the problems you are having in writing, the approach of writing practised in the classroom and how teachers can help you improve your writing skills through constructive written corrective feedback. Would you please answer the following questions by ticking your choices in the appropriate box (es). Thank you very much for your collaboration.

_____

Section I: Background Information

16. Gender: a) Male ☐   b) Female ☐

17. How long have you been learning English?......... years

18. How do you consider your writing level? a) Excellent, ☐ b) good ☐ c) fair ☐

Section II: Writing Problems

19. Do you think that writing is a difficult skill?

a) Yes ☐   b) No ☐

20. How do you feel when you are asked to write something? i.e. to do a written task?

b) Confident ☐ b) Hesitant ☐ c) Comfortable ☐ Anxious ☐

21. Do you encounter problems when you attempt to express your ideas in writing?

    b) Yes ☐   b) No ☐

22. If yes, which of these areas is most problematic to you

    e) Correctness and accuracy with regard to vocabulary and grammar ☐

    f) Fluency (Writing complete meaningful sentences) ☐

    g) Communicating your ideas clearly ☐

    h) Spelling and punctuation ☐

23. So as to overcome these problems, do you think that you need more?

    b) Instruction about writing ☐   b) Reading ☐

    c) Writing practice ☐   d) Motivation ☐

9. Which aspects of your writing would you like to improve?

    a) Grammar ☐   b) Vocabulary and word diction ☐

    c) Coherence and cohesion ☐   d) Accuracy ☐

10. What do you usually do when you encounter difficulties expressing an idea in your writing in English?

    a) Translate from your mother tongue ☐   b) Stop writing ☐

    c) Paraphrase (you express it differently) ☐   d) Change the idea ☐

11. Are you satisfied with your writing level?

a) Yes ☐   b) No ☐

12. If your answer is "No", please, explain why?

....

....

....

Section III: Writing Teaching Approaches

13. How many hours per week do you have written expression class

a) 1 hour and a half ☐   b) Three hours ☐

14. Does your written expression teacher involve you in writing tasks?

a) Yes ☐   b) No ☐

15. If your answer is Yes, how often

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

16. In your writing class, does your teacher interfere in your writing process?

a) Yes ☐   b) No ☐

17. When you write, does your teacher give you guidelines?

a) During writing ☐   b) After you finish your writing ☐

18. In your writing activities, you write

a) First draft only? ☐   b) First and second draft ☐

Section IV: Written Corrective Feedback Provision and its Effects

19. Do you receive Written Corrective Feedback from your teacher?

a) Yes ☐   b) No ☐

20. If the answer is "Yes", it is on?

a) Your first draft ☐   b) Second draft ☐

21. Do your teachers explain the written feedback they provide on your writing?

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

22. Do your teachers draw your attention to the feedback they provide?

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

23. Which kind of feedback do you like to receive on your writing?

 The one that is given:

a) at different stages (while writing) ☐ b) on your final writing ☐

24. Do you think that your teachers' written corrective feedback helps you develop a self-correcting ability?

a) Yes ☐   b) No ☐

Section V: Relevant Suggestions

25. Please feel free to provide any suggestions you consider relevant to the objectives of this questionnaire.

Thank You

Appendix V: Students' Interview

Guided Interview Questions with Students

- ❖ An explanation of the research questions and objectives is necessary before conducting the interview so that the interviewees can have a clearer picture about the topic under study.

- ❖ The interviews are carried out after the writing experimental study and as complimentary to the questionnaires' findings.

- ❖ Interviewees are given the questions of the interview in advance in order to offer them the opportunity and time for thinking and reflection.

Q1: Can you tell me about your writing experiences, how do you find them?

Q2: Do you think that writing is a challenging and difficult task?

Q3: What kind of problems do you often encounter when it comes to writing?

Q4: In dealing with those problems, do you engage yourself in certain writing activities outside the classroom?

Q5: While writing, do you go through the different stages of writing? Or you start writing directly?

Q6: In your writing classes, does your teacher accompany you in every stage of writing, or he just corrects your final product?

Q7: When you write essays and compositions, do you like to receive comments and feedback from your teacher?

Q8: What do you think of your teachers' written corrective feedback?

Q9: When you receive the written feedback, do you usually use dictionary and grammar books to help you revise?

Q10: Do you think that your teachers' written corrective feedback is helpful for you in the long term?

Q11: Do you have any comment/suggestion or anything you consider worth discussing with this issue of written corrective feedback provision and writing problems.

Thank you

STUDENT 1

R: It works? Right now, great so, good afternoon, so

Mr. I'd like to express my sincere gratitude for the fact that you have accepted participate in this study and the fact that you have answered the questionnaire

S1: It's my pleasure Sir

R: So as you know maybe you have an idea about my research I'm working on the effects your teachers corrective feedback on your writing and how this feedback would be helpful or assist you in your future writing in order to improve your writing and you overcome your writing problems that you might have and so on and so forth so the interview that you are going to conduct right now is a simply mentoring one is means it gives me you know and in class information to the questionnaires. Let's start immediately with the first question so could you tell me a little bit about writing experience

S: Okay well I don't actually write much and that may be related to my lack of reading because reading is naturally connected to writing so I consider my writing is how to say it is not that good I don't take my writings as good writing

R: Okay thank you let's move to the second question do you think that writing is a challenging and difficult task to perform to think

S: Yes indeed it is because I find that writing doesn't only rely on the ability to to rights but rather to retrieve the vocabulary the appropriate vocabulary and to use its

T: Yes indeed. What kind of problems do you often encounter what is counsel writing

S: There are various problems for example I find it hard sometimes to express some expressions that are borrowed from other languages that means that I have to look at for the exact expression so can I implemented included in my writing

T: Great, in dealing with those problems do you engage yourself in certain writing activities outside the classroom?

S: Yes actually I have sat writing more like of a story long story which is more about fantasy and myths and to etc. so I'm trying to do my best writing is

R: Okay so what are your writing do you go through the different stages of writing? Or you just start writing immediately

S: Well actually since it is since I take it as the first experience but I just started directly writing about the things have to say that comes to my mind that I feel free to express all grades in your writing classes does your teacher accompany you in every stage of writing or he just corrects your final products

I believe that it's more like corrects my final product I find it like to it's not hard rather not possible in those circumstances that we study now that teachers accompany the students in every step in the writings

R: Great, so when you write your essays or compositions do you like to receive comments and written corrective feedback from your teacher?

S: Mostly yes if I have two them yes I love to find the spots that they make mistakes in an to correct them for enhancements

R: So, what do you think about your teachers corrective feedback what are your opinions about it

S: I find it a positive in the appropriate way they provide these

R: Okay when you receive the written corrective feedback do you usually use dictionary and grammar books to help you revise your writing

S: Indeed in the matter of literary writing I emphasize with working with the company of the dictionary in order to bring some vocabularies that I haven't myself memorized all seen before

R: Do you think that your teachers' written corrective feedback is helpful for you in the long term? It means in the future

S: Yes indeed because I take those moments are like changing steps for my writing so in order to enhance my writings in the future and to have a better writing

R: So the last question is it's an open question so do you have any comment or suggestion or any think you can see worth discussing with the issue of written corrective feedback provision and writing problems? Anything to add to reflect about

S: Well, I would love to see more distance to be more attractive about these particular points for example when we are writing they must let's the teacher engage in the process of their writing for example we have some teachers who actually don't follow the steps of writing of the students so it could be possible for the students to attract the teacher and let them receive the teacher is not is not so supportive about

R: Thank you very much I do appreciate that again

S: Yes you're very welcome sir

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

STUDENT 2

R:I'd like to express my sincere gratitude the fact that you have accepted to come to answer my questions and the fact that you have participated in the experimental study you answered the questionnaire I do appreciate that at the beginning I'd like to remind you about the problematic of my research I am working on the effects of written corrective feedback that you received from your teacher when you are writing and whether this feedback is going to help you in the future to improve your writing capacities and to overcome the potential problems that you might have with writing so could you tell me a little bit about your writing experience

S: Well that's great question during the experience of the other people is a good way of making your writing better as I think of my experience in writing is pretty depressing because I was a horrible writer because I couldn't a strong thesis and a strong thesis is a key so with doctors you cannot ever have a successful essay

R: okay great so do think that writing is a challenging and difficult task to perform

S: Yes it is and a lot of people say that find it writing so difficult but what makes writing so difficult putting random words in the paper is easy but turning those words into sentences really expresses the ideas you're trying to convey this is what makes writing difficult

R: Okay great what kind of problems do you often encounter when it comes to writing when you're asked to write you may face problems what are these problems

S: As I told you before my only problem is writing a strong thesis and I have this problem with writing a disappointing one

R: You're talking particularly about the thesis the thesis statement in an essay but the essay is not only about the thesis statement the topic sentences this is one of this is what this is one of what you said anyway. So in dealing with these problems do you engage yourself in certain writing activities outside the classroom

S: To be honest I never did

R: Frankly, okay great honesty is the best policy so when writing do you go through the different stages of writing all you start writing directly immediately you go through for instance brainstorming collecting ideas organizing them all you just you get to the writing

S: Well I take the drafts I write the ideas in my mind and then I collect these ideas organize them and then write on my final draft in order to avoid spelling mistakes grammar mistakes the organization of ideas

R: Great so when you write essays and compositions do like to receive comments and feedback from your teacher do appreciate that

S: Yes of course I do they motivate me

R: Okay so what do you think of your teachers' written corrective feedback

S: Well there are always true and honest because they guide me they help me to go through the right path

R:Okay the great so when you receive the written feedback do you usually use dictionary and grammar books in order to revise for instance when you receive your essay being corrected and you don't understand certain areas do you consult even the electronic

S: I only use dictionary

R: Okay so the penult question, do think that your teachers feedback corrective feedback is helpful for you in the long term future

S: Yes of course it remains in my mind forever

R: okay that's great so the next question is an open one which is about do think or do you have any comment or suggestion you would like or any think you would like anything you consider as being important with regard to the issue of written corrective feedback provision anything that you have in mind that you would like to express

S: I like a kind of teachers who gave a true and honest feedback if you are grant they say that the margins bad and you had to improve okay

R: Thank you very much I do appreciate that

S: You are welcome

Appendix VII: Corpus (First and Second Drafts)

Correction Codes used in the analysis of the corpus

Correction codes:

██████ : Comments

██████ : Grammar

██████ : Spelling

□ : Vocabulary

○ : Mechanics

△ : Coherence

Module: Written Expression

<u>**Writing Performance (First draft)**</u>

Learning foreign lge become a common phenomenon in nowadays, and it becomes necessary somehow to be at least a bilingual person, and this of course has many advantages.

To speak more than one lge has many advantages and benifits. Firstly, learning foreign lge may have a big sptitude in communicating and connecting with other people from other contries, to have the chance to understand their consumes and cultures. Secondly, people who speak foreign languages may have the chance to work within a foreign companies, and to contact with the natives and either to have a better chance of a better life. In addition, he becomes more aware about the event and the news of the world and to have the chance to live not fare from it. To conclude, this benifits play an important rule in our lives.

In conclusion, speaking more than one language have many benifits that may effect pontively in our lives.

Paper N: 37

Module: Written Expression

Writing Performance (second draft)

Learning A foreign language has become a common phenomenon at nowadays, and it becomes so somehow necessary to be at least a bilingual person, and this of course has many advantages.

To speak more than one language has many advantages and benifits. Firstly, learning foreign language may have a big rule in communicating and connecting with other people from other contries, to have the chance to understand their cultures. Secondly, people who speak foreign languages may have the chance to work within foreign companies, and to contact with the natives and either to have a better chance of a better life. In addition, people has become more aware about the event and the news of the world and to have the chance to live I not fair from it. To conclude, this those benifits play an important rule in ourlives.

In conclusion, Speaking more than one language has many benifit that may effect ourlives positively.

Topic -3-

Diversity and uniqueness ~~of~~ the cultures are the features that make the world unique, different and enjoyable. Language is the bridge that connects these cultures and people all over the world; it is one of the elements that shapes their identity and tells about their background; thus, learning a new language opens up new horizons for people to live and progress. the advantages of learning new language are the following:

[Learning a new language has a plenty of benefits]. First of all, through language people from different countries get in touch together and get to know each better and shorten the distance between them. Also, it allows individuals to see the world from different perspective and that would help them to know more about their own language and culture. Besides, acquiring a foreign language increases the job opportunities those who are keen to work in one of outstanding multinational companies. Furthermore, many people find speaking a different language is like a journey and they take it as a hobby to enjoy their free time. Finally, scientists and linguists see that bilingual and multilingual people have an advanced IQ (intelligence Quotient) level. These are the main positive side of grasping a second or third language.

To conclude, all these aspects give value to learning language which is not only a way of communication but it has further dimension that help people to live peacefully and prosperously.

Paper N: 2

Module: Written Expression

<u>**Writing Performance (second draft)**</u>

Diversity and likeness of cultures are the features that make the world unique, different and enjoyable. Language is the bridge that connects these people all over the world, it is one of the elements that shapes their identity an tells about their backgrownd ; thus, learning a new language opens up new horizons for people to live and progress. the advantages of learning a foreign language are discussed below.

Learning a new language has a plenty of advantages. First of all, trough language people from different counties get in touch together and get to know each other better and shorten the distance between them. Also, it allows individuals to see the world from a different perspetive and that would help them to know more about their own language and culture and. Beside, acquiring a foreign language increases the job opportunities for those who are keen to work in one of the outstanding multinational companies. Furthermore, many people find speaking a different language is like a journey and find it take it as a holiday to enjoy their free time. Finally scientists found that bilingual and multilingual people an advanced I.Q. (Intelligence Quotient) level. These are the main positive sides of learning a second or third language.

To conclude, all these aspects give value to learning which is not only away of communication, but it has a further dimensions that help people to live peacefully and prosperously.

lodule: Written Expression

Writing Performance (First draft)

In the last few years, people around the world became interesting about learning new languages, and that is depending on the aim of using it in their jobs, or just it is attracting them to know other's culture. Learning foreign languages has several advantages effecting their way of thinking or even communicating.

Learning foreing language is a way to communicate with people in different levels with different background. Firstly, your personality, whenever you learn a new language you can have a very strong personality. Secondly, self confidence, to communicate with others to remove shyness. In addition to learning and, learning a language is a way to know others culture. Finally, it can make you sociable person. learning foreign language is a great way to have an overview all over the world.

In short, we as a learner we have to take these advantages under consideration, and to try to learn a new languages as possible as we can.

Paper N: 16

Module: Written Expression

<u>**Writing Performance (second draft)**</u>

In the last few years, people around the world became interested in learning new languages, and that is depending on the aim of using it in their jobs, or just it is attracting them to know other's culture ol learning foreign languages has several advantages effected their way of thinking or even communicating.

Learning a foreing language is a way to communicate with people in different levels with different back grounds. Firstly, your personality, when ever you learn a new language, you can have a very strong personality, and that to increase your self esteem. Secondly, self confidence, to communicate with others to remove shyness. In addition to, Opening mind, learning a language is a way to know others culture. Finally, it can make you a sociable person. Learning a foreign language is a great way to have an over view of the world.

In short, we, as a learner, have to take these advantages into consideration, and to try to learn new language as possible as we can.

Writing Performance (First draft)

The language is a system of communication, which connect people with each other. And people always learn different languages besides their native one, so, what are the advantages of learning foreign languages ?

Researchers need all the time to use different sources in their Researchs, the sources may be in to foreign languages, so that learning them helps to understand, and get the information easily. In addition, common people will be able to read foreign books, newspapers, and even listening to News on television or Radio.

Learning foreign languages makes the communication between people from different countries very easy, in which they understand each others, and create relations, whether in social Media applications or other tools, or face to face meeting, like tourists ?

In most big companies, the people who have learnt foreign languages have the opportunities to get jobs, because they need to Employees, that can deal with any foreign client. In addition to the translators, they are important in the work places — World places —

To sum up, learning foreign languages has great advantages, people have to learn them, because they are

Writing Performance (second draft)

Language is system of communication, which connects people, and they are always learning different languages besides their native one. So, what are the advantages of learning foreign languages?

Researchers need to use different sources in their ~~Pease~~ research, they may be with foreign languages, so that learning languages helps to understand and get the information easily. In addition, common people will be able to read foreign books, newspapers, and even watching the News on television and listening to the international Radio.

Learning foreign languages makes communication between people from different countries very easy. In which they understand each other, and create relations, whether in social media applications, by other tools, or face to face contact.

In most big companies, the people who have learnt foreign languages have the opportunity to get the Jobs, because they need the employees that can deal with any foreign client. In addition to translators, they are important at work places.

To sum up, learning foreign languages has great

Résumé

Les praticiens et les enseignants de l'Anlglais comme une langue étrangère (ALE) s'accordent généralement pour dire qu'un enseignement efficace de la technique d'écriture passe par un enseignement écrit constructif. Cette instruction comprend, sans toutefois s'y limiter, l'évaluation continue des performances en écriture via la fourniture de commentaires écrits afin d'aider les apprenants à développer leurs capacités d'écriture à long terme. La présente étude vise à étudier l'influence des commentaires écrits sur l'amélioration des compétences en écriture des étudiants de troisième année en anglais du département d'anglais de l'Université El Oued, à condition que ces commentaires soient fournis aux différentes étapes de l'écriture, c'est-à-dire pendant l'approche de processus. Les hypothèses de recherche stipulent que les étudiants ont de graves problèmes d'écriture qui peuvent être résolues grâce à la fourniture de commentaires écrits qui jouent un rôle important en aidant et en guidant les rédacteurs apprenants à améliorer leur maîtrise de l'écriture. Afin de résoudre ces problèmes, la recherche utilise la méthodologie de la triangulation qui implique l'utilisation de plus de deux méthodes de collecte de données; questionnaires, interviews et corpus. Premièrement, des questionnaires ont été administrés aux étudiants et aux enseignants, suivis d'entretiens semi-structurés dans le but d'enrichir et d'approfondir les résultats des questionnaires. Le troisième moyen de données est le corpus sous forme de premier et deuxième brouillons recueillis après la réalisation d'une étude expérimentale. La triangulation des résultats de l'étude a révélé que les élèves rencontraient de nombreuses difficultés d'écriture et que l'intervention des enseignants, par le biais de commentaires écrits, avait considérablement contribué à l'amélioration de l'écriture des étudiants. En conséquence, la présente recherche a fait apparaître certaines implications pédagogiques pour les enseignants en écriture, telles que l'intégration de la lecture dans l'écriture, la diversification des modes du feedback écrit et, plus important encore, l'incorporation de systèmes de gestion de l'apprentissage dans leurs classes, tels que Google Classroom.

Mots-clés: ALE, Approche processus, Commentaires écrits, Systèmes de gestion de l'apprentissage

الملخص

من المتفق عليه عادة بين مدرسي و ممارسي اللغة الإنجليزية كلغة أجنبية أن التدريس الفعال لمهارة الكتابة يمر عبر تعليم الكتابة البناء. يتضمن هذا التعليم ، على سبيل المثال لا الحصر ، التقييم المستمر لأداء الكتابة من خلال تقديم التعليقات والتعليقات المكتوبة لمساعدة المتعلمين على تطوير قدراتهم على الكتابة على المدى الطويل. تهدف هذه الدراسة إلى بحث تأثير ردود الفعل الكتابية (الفيدباك) على تحسين مهارة الكتابة لطلاب السنة الثالثة في اللغة الإنجليزية في قسم اللغة الإنجليزية بجامعة الوادي شريطة أن يتم تقديم هذه الملاحظات في مراحل الكتابة المختلفة ، أي خلال نهج العملية. يفترض البحث أن الطلاب يعانون من مشاكل خطيرة في الكتابة يمكن التغلب عليها من خلال تقديم تعليقات مكتوبة والتي تلعب دورًا مهمًا في مساعدة وتوجيه كتاب الطلاب في تعزيز إتقانهم وإجادة كتابتهم. لمعالجة هذه القضايا، يستخدم البحث منهجية التثليث التي تنطوي على استخدام أكثر من وسيلتين لجمع البيانات؛ استبيانات ومقابلات وجثة. أولاً، تم تقديم الاستبيانات للطلاب والمعلمين على حد سواء، والتي تتبعها بدورها مقابلات شبه منظمة في محاولة لإثراء وتعميق نتائج الاستبيانات. الوسيلة الثالثة للبيانات هي مجموعة المواد في شكل مسودات الطلاب الأولى والثانية التي تم جمعها بعد إجراء دراسة تجريبية. أظهر تثليث نتائج الدراسة أن الطلاب يواجهون صعوبات في الكتابة وأن تدخل المعلمين، من خلال تقديم تعليقات مكتوبة، ساهم بشكل كبير في تحسين كتابة الطلاب. ونتيجة لذلك ، توصل البحث الحالي إلى بعض الآثار التربوية لمعلمي الكتابة ، مثل ادماج القراءة في الكتابة ، وتنويع أوضاع التعليقات المكتوبة ، والأهم من ذلك دمج أنظمة إدارة التعلم في فصولهم الدراسية مثل.Google Classroom

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية ، نظام إدارة التعلم ، نهج العملية ، التغذية الراجعة المكتوبة