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**Learners ' Attitudes towards the Effect of Teachers' Written
Feedback on their Writing Skill**

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of foreign languages

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Declaration

We hereby declare that the dissertation entitled “students’ attitudes towards the effect of teachers’ written feedback on their writing skill” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In the case any material is not documented, we shall be responsible for the consequences.

Signature

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Dedication**In TheName of Allah, theMost Merciful, the Most Compassionate**

I dedicate this dissertation work to:

My family, specially my loving parents,to a very special person in my life, a worm –hearted person my father **Tounsi** for his love,support ,and encouragement forevery thing he has done for me.

To my mother **Fatima** my best friend throughout my life and whotaught me to be positive
Special feeling of gratitude to my sisters**Amani,Mounia, Kenza and Malak** for their support

I am grateful to my dear brother **Hicham** my strong pillar.

I dedicate this work and special thanks is devoted to my bestfriend **.A. M.** for being my best cheerleader.

Chaima

Dedication**In the Name of Allah the Most Gorgious the Most Merciful**

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Myparents for their endless love and support .Who give me the strength, hope, and push me to believe in myself.

My two sisters for their encouragement, advice, and support

My dear brother

To some **friends** who shared their knowledge, information and advices.

To all those who support me even by words.

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Abstract

The current study aims at investigating the attitudes of learners of English as a foreign language, towards the effect of their teachers' written feedback on their writing skill. It aims also to figuring out whether it helps them improving their writing performance. Thus, it is assumed that EFL learners have positive attitudes towards teachers' written feedback on their writing skill. To check the validity of the research assumption, a questionnaire was administered to seventy (70) second and third year students of English at Mohammed Seddik Ben Yehia University, Jijel. The results proved that learners appreciate the written comments and declared that this type of feedback is useful and helps them improving their writing. Overall, the findings revealed that learners have positive attitudes towards the effects of their teachers' written feedback.

Keywords: Written feedback, students' attitudes, writing skill.

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General Introduction

General Introduction

Introduction

Writing is among the most important skills, that foreign language students need to improve, this importance is due to the fact that it reinforces the grammar and vocabulary that students have been taught, besides it is the skill that is needed in different domains additionally it is assumed that writing is a complex skill due to the difficulties that face students in writing, the complexity of writing makes teaching writing so important and improving it requires extensive and specific instruction. Teachers play a major role in improving their students' writing through guiding them in the process of writing, devoting strategies to facilitate the improvement of the skill, and more importantly criticizing and assessing them each time by providing them with written comments through which they will be aware about their performance (how well they are doing, what they need to work on, and what they are good in) for the purpose of helping them mastering this skill, but the effectiveness of written feedback so depend on students' responses to this written feedback, as well as teachers' way of providing this feedback. The focus of this study is to investigate the students' attitudes towards the effects of their teachers' written feedback.

1. Background of the Study

Four skills are needed to be developed in learning English, listening, speaking reading and writing. Writing as a language skill is widely believed as a difficult skill to be mastered; the fact that makes some researchers and writers interested in this skill. Hedge (2005) offered some guidance and suggestions to help students better understand and develop the writing skill in English, and guide them, moreover, she focuses on explaining how feedback can be helpful and effective in developing this skill. Additionally, Raimes (1983) interested in this issue and presents different techniques and activities that are believed to be successful and need to be applied by teachers for facilitating the teaching of writing.

In the same vein, Hyland (2003) sets out the key issues in writing instruction and presented some approaches that are developed to teach writing, and providing a useful ways in the teaching of writing among them giving feedback, and responding to students writing through the use of different types of written feedback besides he interested in the attitudes of learners towards the teachers' use of written comments, and provide some useful ways for teachers to make written comments effective and helpful. Similarly, some researchers viewed feedback as an important means in teaching writing which has a crucial role in improving students' writing (Al bachir, Kabir & Rahman 2016, Keh 1990, Hattie & Timperly 2007). Keh (1990) in her case study focuses on feedback types, she sheds light on the role of the different types of feedback as well as their importance in building learners' performance, especially peer one which helps learners exchange opinions, and learn from each other through group discussion (p. 296). On the other hand, Al bachir, Rahman and Kabir (2016) focused on positive feedback and its role in developing and motivating learners through their learning experience, they state that feedback must be a tool for motivating students not discouraging them "feedback should not be discouraging the students at any cost" (Al bachir, Kabir & Rahman, 2016, p. 39). However, Hattie and Timperly (2007) focused on the effectiveness of feedback and how it can be helpful in developing the writing skill, they argued that both negative and positive feedback play a crucial role on students' performance; as they stated that the most important thing in giving feedback is the focus on its aims not just on whether it is negative or positive (p. 98). Tackling in the same issue Harmer (2004) interested in the ways of responding to students' writing, correcting students' writing, and guiding students' through written comments. He sees that responding to students' work –and correcting it – only becomes useful if the students can do something with this feedback. (p. 109). These studies and experiences help and motivate to conduct this

study which will discuss the attitudes of the learners towards the effects of their teachers' written feedback on their writing.

2. Statement of the Problem

Teaching English language requires teaching four basic skills, writing is among these skills. Teaching writing often poses some problems, and considered as a hard task for many teachers because of the complexity and difficulty of this skill. However, the process of teaching writing can be easier, this depends more on the teacher's style of teaching, different strategies can be useful and helpful for enhancing students' writing, as providing them with feedback after a given writing task and follow their progress. Written feedback plays a central role in the process of teaching, it is considered as a source of information which shows to students how well they are doing for the sake of improving their writing skill, however, students have different attitudes towards the effects of their teachers' written feedback on their writing. The present study aims at investigating second and third year English students' attitudes towards the effects of their teachers' written feedback at Mohammed Seddik Ben Yahia University, Jijel.

3. Significance of the Study

Written feedback serves as a means of teaching writing for the purpose of helping students improve this skill, as a result, EFL learners have different attitudes towards the effects of these written comments.

The current study attempts to shed light on the efficiency of teachers' written comments, precisely aims at exploring the attitudes of second and third year students of English at the University of Mohammed Seddik Ben yahia, Jijel, towards the effects of their teachers' written feedback.

This study hopefully will be useful for

Teachers

This study intends to pay the teachers' attention to the importance of written feedback and how it can be useful.

Students

Students are required to improve their writing skill depending on their teachers' written feedback.

Future research

The findings of this study can be used as a reference to the future studies about students' attitudes.

4. Research Questions

The current research seeks to answer the following questions:

1. To what extent does teachers written feedback affect students' performance?
2. Is the effect of teachers' written feedback positive or negative with regard to students' performance?
3. What are the attitudes of students towards the effects of their teachers' written feedback?

5. Assumption

On the light of the research questions, it is assumed that:

Students have positive attitudes towards the effects of their teachers' written feedback.

6. Research Methodology

To check the validity of the research study, collect data that answer the research questions, the suitable means for finding out what people think and their impression towards a certain phenomenon, a questionnaire will be used. A questionnaire will be randomly directed to a sample of seventy (70) second and third year students of English at Mohamed Seddik Ben Yehia University, Jijel. To demonstrate their attitudes towards the effects of their teachers' written feedback.

7. Structure of the Dissertation

The present study is organized around two main chapters, in addition to the general introduction and the general conclusion. The first chapter on one hand is concerned with the theoretical part and includes two sections; the first section is concerned with the writing skill, it first proposes some definitions of writing and then shows its importance, besides, it presents some theories that have offered directions on how to teach writing. The second section spots light on feedback, its different types and its importance in teaching, precisely written feedback in the process of writing. On the other hand, the second chapter is a devoted to the methodology applied in conducting the research and an analysis and interpretation of the data collected.

Chapter One: Writing and the Role of Feedback

Introduction

This chapter is divided into two sections, the first section shed light on writing including an overview of the writing skill, it first proposes some definitions of writing ,and shows its importance. In addition, it states the different approaches developed to teach the writing skill. In the second section feedback will be introduced, its definition, and types, besides to the effects of negative feedback, characteristics of effective feedback ,some factors impacting on feedback quality, the importance of feedback, and its role in writing skill .

Section One: the Writing Skill

1. Definition

Writing is a productive language skill in which language is presented through letters and symbols for the purpose of communicating in indirect way as stated by Tarigan (1994) “writing is one of the language skills which is used to communicate indirectly , without having face to face with other people ” (P.3).

It is the act through which the writer expresses his ideas, thoughts, and feelings and organize them in written form which should be coherent and cohesive for the target reader. Nunan (2003) defines writing as “the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly” (p.88). Writing is the activity which requires physical and mental efforts where the writer writes and thinks at the same time, it is also the act through which writer expresses his feelings, thoughts, and ideas besides to impressing the reader.

It is the skill where one passes through different stages to produce a piece of writing According to Nunan (2003) writing can be defined by “series of contrasts, it is both physical

and mental act, its purpose is both to express and impress, it is both process and product”(P .88).

2. Importance of Writing

Writing is an important language skill which should be developed by language learners. It is very helpful in learning process “writing is easier to revise than speech because it is permanent and available. Teachers therefore exploit writing for learning in various effective ways” (Hedge, 2005, p. 12). In the same vein Harmer (2001) states “ the reason behind teaching writing to a students of English as a FL includes reinforcement, language development, learning style , and writing as a skill in its own right” (p. 12).

2.1 Reinforcement

Writing is a process by which students reinforce the grammatical rules and vocabulary they have studied .AsRaimes (1983) claimed“writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students” (p. 12).

“The majority of students acquire language in purely oral / aural way , most of us benefit greatly from seeing the language down, therefore written language can be traced greatly in memory than in the oral way, students often find it is useful to write using new language after they had studied it ” (Harmer, 2001, p.79) .

2.2. Language Development

Writing is a valuable part of teaching, through which learners know more about the language system. Cumming (1995) stated that

“ the main importance of writing in that level that it helps students to learn , writing new words and structures helps students to remember them , and writing is done more slowly and carefully than speaking , written practices helps to focus students attention on what they are learning ”(p. 148).

2.3. Learning Style

Writing is considered as a chance for quieter and slow students. “for many learners, the time to think things through to produce a language in slower way is invaluable, writing is appropriate for such learners” (Harmer, 2001, p. 79).

2.4. Writing as a Skill

Writing is an important skill students need to be proficient in, it is needed in different domains “we can get beginners to write simple poems, won’t give them an extended report on a town planning to do, when we set tasks for elementary students we will make sure that the students have or can get enough language to complete the task” (Harmer, 2001, p. 80). Besides it is the skill that is often demanded in standard language because written forms are required conveyed to the reader in a very correct spelling, punctuation, grammar, and selection of vocabulary. According to Ur (2001) “much higher standard of language are normally demanded in writing than in speech more carefully constructions, more varied and precise vocabulary, more correctness of experiences in general” (p. 163).

3. Writing Approaches

The importance of the writing skill in different domains and its difficulty makes teachers seeking best ways to teach this important skill which justifies the appearance of a number of approaches regarding ESL writing. “Writing requires greater precision and care than speech as it is a more formal act of producing permanent record, when we speak, we gauge our listener’s response and instantly clarify if any points which have not been comprehended. As no such interactions take place in the piece of writing, our communication skills have to be unambiguous” (As cited in Gautam, 2019, p. 75).

3.1. Product Approach to Writing

It is the traditional approach of teaching which focuses on the final product of Students' writing. Following this approach students are expected to form texts similar to models presented to them by their teachers.

In the product approach the organization of ideas is given more importance than the ideas, and the technical aspects are more important than aesthetics of language "this approach lays heavier emphasis on the final product which is expected to be coherent, error – free text, and to achieve that the students will imitate, copy and transform a model text " (As cited in Gautam, 2019, p. 79).

Following the product approach, learners pass through four important stages .First learners read a model text presented to them and highlight the features of the genre, then they move to the next stage in which involved a controlled practice of those highlighted features. In the guided writing stage learners have to organize their ideas (it is an important stage learners should focus on). Learners then move to the last stage where they are supposed to write a similar text. Badger and White (2000) mentioned that, "teaching writing using product approach involves four stages, familiarization, controlled writing, guided writing, and free writing. The teacher makes the students aware of certain features of a particular text. Afterwards, the teacher controls the students 'learning activity by giving exercises or grammatical features and related vocabulary. In the next stage of guided writing, the students write a text which is similar to the model text. The last stage the students freely write another similar text by themselves" (pp. 153 – 154).

Although the product approach has the advantages of giving student confidence because of having a model to based on besides it is a time saving approach which can be useful in formal education and also it does not demand more professional teachers, it still has many disadvantages and limits as the lack of creativity. "This approach feeds the students words

through teaching vocabulary. The students then merely describe their situation using the type of words and phrases, there is no advantage for the students to be innovative in their writing, since the product content is more important than the process of learning to write” (As cited in Ghufron, 2018, p. 40)

3.2. Process Approach

Since 1980, the process approach has been used more than the product one, process approach is a method which comes as a response to the shortcoming of the product approach, and which is usually contrasted with it in focusing more on the process of producing written texts rather than the end product, and unlike product approach, in process approach learners do not have a model text as starting point, rather they have to use their previous knowledge and thoughts. As stated by Raimes (1983) “recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing” (p. 10).

Following process approach learners are expected to go through different stages. As cited by Gautam (2019) “the writing process is better divided into three stages. pre-writing, writing different drafts, and revising and editing for publication” (p. 80).

3.2.1. Prewriting

It is the planning stage where writers decide and plan what they are going to write, select topic, and gather information about it. Harmer (2004) stated, “experienced writers plan what they are going to write before starting to write or type” (p. 4).

According to Harmer (2004) when planning three main things the writer should think about, why he will write (the purpose of writing) which will influence the type of text he will produce, the language and the information they decided to include, the next issue that need to be considered by the writer is the reader, for whom he is going to write which will influence the language style (formal, informal) as well as the structure of writing. Another

important issue writer needs to think about when planning is the organization of the writing, or how to organize the ideas and arguments they decided to include. (pp. 4-5).

3.2.2. Writing Different Drafts

A draft is the first is the first version produced by the writer “we can refer to the first version of piece of writing as a draft .This first ‘go’at a text is often done on the assumption that it will be amended later” (Harmer, 2004, p. 5).

At this stage writers compose their first drafts, joining what they have already collected and decidedlude to include, this draft is often modified and improved later “ at this stageofwriting process, first, the writer prepares different drafts one after another by joining ,modifying and reforming the ideas and information collected in the first stage ”(As cited in Gautam, 2019, p. 81).

3.2.3. Revising and Editing for Publication

Writers are given a chance to look back at their texts, reorder ideas, change what needs to be changed, remove and replace if necessary, clarify what seems to be ambiguous to make sure that the meaning will be conveyed to the reader, “once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not” (Harmer, 2004, p. 5).

When reviewing the writing, experienced writers check first the global organization and the effectiveness of meaning, before moving to the smaller details such as spelling mistakes, grammar, and punctuation..etc.“As the writer pursues a number of drafts and their serial editing, the writing gradually starts gaining clarity and unity, the most prominent thing at this stage that he should be ready to add, remove, change, and reconstruct the draft. Not only the correction of words, structures and syntax. He should be ready to resetting, rearranging and replacement of whole chunk of the text” (As cited inGautam, 2019, p. 81).After writers revise their draft, they are then produce the final version “once writers have edited their

draft, making the changes they consider to be necessary, they produce their final version” (Harmer, 2004, p. 5).

3.3. Genre approach

The genre approach focuses on the belief that writing will be enhanced through studying different types of written texts; different types of texts require different structures, and each writing genre has several elements which determine the language used in writing. Genre approach is considered as an extension to the product approach as Badger & White (2000) stated “genre theory is an extension of the product approaches. The genre approach like the product approach considers writing as predominately linguistic. However, the genre approach places a greater emphasis on the social context in which writing is produced” (p. 155).

Following this approach three stages identified by Evans (as cited in Badger & White, 2000, p. 156). First, a model of a particular genre is introduced and analysed. Learners then carry out exercises which manipulate relevant language forms. Finally, produce a short text. This parallels product approaches very closely (p. 154). In other words Teachers provide students with a certain genre to analyse its nature and features, then students are expected to do exercises using relevant language to modify the text given to them, finally, they have to produce similar genre type using previous knowledge.

4. Teaching Writing in EFL Classes

There are various ideas and suggestions are believed to be helpful to improve students writing; one of the famous beliefs is that in order to be good writer you need to read a lot through reading students see different texts types, how they are formed, their functions, and how one form of writing differs in its structure according to its purpose. Moreover they will be more aware of their weaknesses through reading others’ writing to form correct texts. Hedge (2005) points out “there is a widely held belief that in order to be good writer

students need to read a lot, this makes sense it benefits students to be exposed to models of different text types so that they can develop awareness of what constitutes good writing”

(p. 13). But reading is not enough the teacher's role is very demanding, students need someone who motivates them “learning to write is almost impossible without receiving constant motivation from the teacher. (As cited in Gautam, 2019, p. 88). And pay their attention to the different skills involved in writing, chooses topics for them to write about, and devises different strategies to help them enhance their writing “one of our roles in writing task will be to motivate students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit” (Harmer, 2001, p. 330). Similarly, Hedge (2005) stated “students need time in classroom for writing, the teacher's task is to select or design activities which supported them through the process of producing a piece of writing” (p. 13).

Working in groups in the writing opening discussion and give students chance to benefit each others' opinions and thoughts “group composition has added the advantage of enabling students to learn from each others' strengths, it is the activity where weaker writers can learn from stronger one” (Hedge, 2005, p. 14). Teachers can help students improve their writing through encouraging them to write even outside the classroom “encouraging extensive writing outside the classroom is a worthwhile activity as it gives students opportunities to develop their competence and confidence” (Hedge, 2005, p. 15). Besides teachers have to engage in the writing activity write to their students and being models to them in writing this may encourage them to write “teachers should write with and for their students” (p. 15).

Section Two: Overview of Feedback

1. Definition of Feedback

Feedback is comments, advices or the information provided by the teachers on the students' performance in order to guide them to improve themselves. It can be considered as a means of evaluation by which the students can know their weaknesses; Hattie and Timperley (2007) stated that "feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parents, self-experience) regarding aspects of one's performance or understanding. A teacher or parents can provide corrective information, a peer can provide alternative strategy, and a book can provide information to clarify ideas." (p. 81).

Moreno (2019) defined feedback from his point of view, "in the field of second language acquisition feedback refers to the information that learners receive and can use to revise their interlanguage or reinforce their hypothesis" (p. 130). Thus, students can use teachers' feedback to revise and check the organization of their work. Feedback provides the students with a description to their work, and helps them to correct their errors or mistakes when they provided by suggestions from their teachers, for example, for a given mistake the teacher shows to his students where is it and how to correct it and provides them with suggestions or concrete examples as stated by Brookhart (2008) "feedback matches specific description and suggestions with a particular students' work" (p. 1). Keh (1990) cited that "it can be defined 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 a reader gives a writer to produce reader-based prose" (p. 294).

Feedback often takes place after a particular task or work that is provided by the teacher to his students, which provides knowledge and develops student's skills and attitudes, as

argued by Hatti and Timperley (2007) “ feedback occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitude” (p. 102).

2. Types of Feedback

Some researchers (Hattie &Timperly, 2007, Wanchid 2015) identified several types of feedback; while others (Keh 1990, Goldestein, 2017) shed light only on the most common ones which are “ electronic, conference, oral and written, and peer feedback .

2.1. Electronic Feedback

Electronic feedback as its name suggests, is the one which offered electronically, like emails, teachers’ comments to their students, and also students to each other through computer based means. Goldstein (2017) stated that“to date, the relationship between teacher feedback on text- level issues offered through electronic means, such as email or the comment function in Microsoft word and students revisions remains virtually and unexplored ” (p. 186).

In this type, students submit their work electronically to their teachers, and teachers from their side used to correct it, using comments function Microsoft word.(Goldstein, 2017, p. 186). This type of feedback occurs in special cases as the case of Corona virus in which the students and teachers can not meet each other, so they resort to electronic tools to get information as well as electronic feedback.

2.2. Conference Feedback

Conference feedback it is the negotiation of meaning between students and teachers, it is considered as an important type because it opens the door to the discussion and interaction where students can ask for more clarification, on the other side, the teacher can check the students’ comprehensibility, as mentioned by Keh (1990) “ there are several advantages of conferences between the students writer and teacher reader...the teacher-reader is alive audience, and thus is able to ask for clarification, check the comprehensibility of oral

comments made, help the writer sorts through” (p. 298). Keh (1990) reported that her students claimed that the most helpful aspect in conferences session is that it can exchange different points of view and ideas in a few amount of time and help them to interact with each other and improve logic in writing, they said that the most significant thing that they have learn through conference are grammar, organization, word choices, and reader awareness (p. 298).

Conferences help students to raise their confidence in their learning process especially in oral work. Keh (1990) argued that “I found too that students valued the conferences not only for their beneficial effect on writing, but also because they help to build the student’s confidence in oral work” (p. 299).

2.3. Oral and Written Feedback

Written feedback is one of the most important types of feedback, Goldestein (2017) found that it helps the students in their revision; they can rely on their teacher’s written comments whenever they need it. (p. 187). Written feedback is the one which takes place after a written task, and it is often misunderstood. Keh (1990) stated that, sometimes teachers fear if their comments will be understood by students or not, especially when they use symbols or codes; because of that she suggested some solutions, like to limit the comments according to the students’ problem, taking into consideration that the students cannot pay attention to everything at once (p. 301).

On the other hand, oral feedback is the one which is usually given during the lesson is less formal way, “oral feedback is particularly useful for informal observation to students in the course of their daily work” (Brookhart, 2008, p. 46). It is true that it is an effective tool because it is provided easily and in a timely way, but when the teachers give their remarks orally they have less chance to make decisions about how to say things and they cannot take their words back if they say them (Brookhart, 2008, p. 47).

2.4. Peer Feedback

Peer feedback occurs when students offer each other advice and suggestions about each other's work, Wanchid (2015) defined peer feedback as "a writing activity in which writers work in groups collaboratively and provide information on each other's writing" (p. 34). Students correcting each other's papers will be aware of how readers react and feel it can also serve as a helpful tool for both learners and teachers; teachers will save class time, while learners will benefit from each other's views, advice and opinions. "It is said to save teachers time on certain tasks, freeing them for more helpful instruction ... Learners gain a greater sense of audience with several readers" (Keh, 1990, p. 296). Group work also has a crucial role in enhancing and developing students' language as well as the quality of student's speech (Lwshita, 2003, p. 8). According to Keh (1990) "Peer feedback may have different names such as peer response, peer editing, peer critiquing, and peer evaluation" (p. 295).

Not all students like to have peer feedback, Norline (2014) declared that the majority of students do not like to receive such type of feedback, and it discourages them they see that these peer comments as embarrassing. They think that it may be wrong because they have the same level with their classmates and they do not trust their opinions (p. 11).

3. The Effects of Negative Feedback

Teachers' comments on their students' works has some serious effects on students performance either positively or negatively. Hattie and Timperley (2007) reported that the focus should not only on the effect of feedback but also it has to be on the aims and goals of it. (p. 98). Negative feedback has a great effect on both students and teachers; for teachers it may help them to change their way of producing comments when they feel that their students are uncomfortable, or if they ignore them; as stated by Freedberg, Glass and Filoteo

(2016) “negative feedback may present a global signal that the current strategy being used is incorrect on top of the signal that the trial was performed incorrectly” (p. 24). Rutkowski and Steelman (2004) said that feedback has a negative result, this latter is perceived as less accurate and less accepted by recipients than positive one, in most times students used to neglect as such negative feedback. (p. 6). They added that teachers avoid using negative comments in order to decrease the uncomfortable environment associated with giving negative feedback (p. 7).

Negative feedback does not always have a negative impact on students, but it can also raise their awareness and motivation.” negative feedback is assumed to create awareness and motivate individuals to change behavior. ” (Rutkowski & Steelman, 2004, p. 6), they mentioned that “negative feedback may help ensure that the feedback recipients will respond more positively and will be more inclined to alter behavior based on that ” (p. 15). Students who want to improve themselves have to take the negative comments in their consideration rather than ignoring them.

4. Characteristics of Effective Feedback

Effective feedback is the one which encourages the students, guides them to improve their skill, and through which, the learners know their mistakes and find way to correct them. Feedback can be considered as an effective tool if it provides students with clear and specific information which they can use to correct their mistakes (Brookhart, 2008, p. 2). El Bashir, Rahman and Kabir (2016) claimed that feedback is effective to the extent that its goals are clearly stated, which means that the students can understand the aim behind this feedback (p. 38).

In order for feedback to be understood it has to be clear, contains simple words that students can understand the teachers’ intended meaning. “Clarity is important, students need to understand the feedback information as you intend it” (Brookhart, 2008, p. 32), she added

that, the teacher should first start by noticing what the students need, focus on their errors and give advice to correct them rather than focusing on what they did not (p. 89). Orlowe & Ekin (2015) argued that effective feedback improves learning, this means that effective feedback is the one which guides and directs the students for better performance and helps them to improve their learning. Good feedback is the one which can be used to clarify goals for learners and reduce or remove uncertainty in relation to how well learners are performing a task (Voreman; Mejer & Korthagen, 2012, p. 1108). According to Brookhart (2008) effective feedback has to be a guide for the learners, she added that the teachers have to provide the learners with clear feedback or comments, and enough information about their mistakes in order to help them correcting their works. (p. 33).

5. The Importance of Feedback

Feedback as a tool of evaluation is an important task used by teachers in different classroom activities, as mentioned by Norline (2014) “the use of feedback has become an important practice by teachers in the classroom” (p. 11). It also affected the students’ and teachers’ self-efficacy beliefs (Akkuzu, 2014, p. 6). Brunett (2002) reported that feedback can build self-esteem and serves as a tool of encouragement for students (p. 7). Norline (2014) shed light on the importance of feedback as a significant factor, she stated that it should be used in every classroom (p. 12). It serves as a means of evaluating learners’ performance, as argued by Molly and Bound (2013) “feedback is widely viewed as an intervention to improve learner performance.” (p. 7). Norman, Meijer and Korthagen (2012) stated that feedback is described as one of the most influencing factors in learning regarding its power in improving learner knowledge and skill (p. 1107). Baily and Austin (2006) asserted that feedback is important because it may increase the understanding about how different people with very similar feedback profiles can have completely different reactions to their feedback and subsequent performance outcomes. (p. 55).

In the same vein Norline (2014) claimed that feedback is very important means through the learners discover their weaknesses and work on them. (p. 11). She added that when teachers correct the learners' work and provide them with the correction, this allows them to understand the concept better, know why they got it wrong, and how they can avoid the same mistake in the future (p. 11).

6-Factors Influencing Feedback Quality

Two main aspects have to be taken into consideration by teacher when providing feedback which is timing and content. Concerning the content teachers have to specify the aspects that they have to talk about. As stated by Albashir, Rahman, and Kabir (2016) "they should limit the criteria to the most important aspects and giving feedback on them" (p. 40).

Feedback should be provided clearly so that the students can understand to do. Brookhart (2008) stated that "your feedback should give the students clear understanding to what to do next on a point or points that they can see they need to work on" (p. 12). She added to say that feedback should not be too much or too little, but just right and contains enough information about students' mistakes (p. 13). Brookhart asserted that the content of feedback has to be for the benefits of students and has to be clear to help them understand these comments easily (p. 20). In the same vein Molly and Bound declared that teachers have to form feedback according to the students' level in order to avoid ambiguity (p. 9). Other important aspect teachers should pay attention to when providing feedback, is to give it in the right time.

Concerning timing, Albashir, Kabir and Rahman (2006) declared that choosing the right moment to give feedback is very important, teachers should be aware when giving feedback because sometimes they may find students uninterested and bored with the feedback they are getting (p. 40). According to Brookhart (2008) "feedback needs to come while students are still mindful of the topic" (p. 10). Choosing the right time is very important for the

effectiveness of feedback .bad timing discourages learners and pushes them to ignore feedback (p. 12).

7- Feedback in The Process of Writing

Although writing is a widely believed as a complex and difficult language skill, it still an important skill that students need to improve for this reason students writings are often expected to have responses from their teachers as Hedge (2005) stated “writing requires a lot of conscious effort from students, so they understandably expect feedback and can become discouraged if it is not forthcoming” (p. 12). In the same vein Hyland (2003) stated “ many teachers do not feel that they have done justice to students’ efforts until they have written substantial comments on their papers , justifying the grade they have given and providing a reader reaction ” (p. 178).

Besides of being a motivator and a source person to his students ,and the one who directs them in the writing process, chooses topics for them to write about and devices various strategies for the purpose of helping them improving this skill ; another important role of the teacher is being feedback provider who helps improving their writing through giving them effective comments towards their writings “ helping students with getting ideas together, planning,and drafting is only part of the teacher’s task.

Another important role comes with our response to students ‘writing and the way in which our feedback helps them to improve their works” (Hedge. 2005, p.12).

Providing students with written comments is very important in learning writing according to Hyland (2003) “teacher written response continues to play a central role in most L2 writing classes” (p.178). teachers ‘ written comments help students identifying their strengths and weaknesses , to know how well they are doing in writing , what they need to focus on next time, according to Hedge (2005) “our feedback can help our student writers to develop the strategies of good writers “ (p. 12).

In addition, writing is the skill through which teachers could know their students' levels and weaknesses, besides they can evaluate themselves as teachers (how well the teaching process works) when seeing their students' writings as Hedge (2005) stated "it is probably true, therefore, that writing is a more accurate indication of how a student is progressing in English, and it gives teachers opportunities for diagnosing problems areas" (p.12).

The problem with written feedback is that it may be misunderstood by students specially codes and symbols, for this reason it is important for teachers to make comments specific, clear, and direct using simple language and try to judge the work not the student As Hyland (2003) points out "if students fail to understand what is being said, they may simply ignore it or delete the passage from their revised draft". (p.189).being indirect may actually result in significant misunderstandings" (as cited in Hyland, 2003, p. 191). Besides showing students weaknesses, it is important to show them their strength to motivate them Hedge (2005) "responding positively to the strengths of student's writing helps to build confidence" (p.12). "Teachers therefore need to use positive comments with care , but the lack of positive comments can effect both students' attitudes to writing and their reception of feedback "(Hyland. 2003, p. 188). Moreover, accoding to Brookhart (2008) feedback should not be too much or too little, but just right and contains enough information about students' mistakes (p. 13). The way of teachers' response to students' writing is very important "teacher written feedback should respond to all aspects of student's text, organization, style, content, and presentation" (Hyland, 2003, p. 185).

8- Methods of Correcting Students' Written Work

Different techniques are used by teachers to correct students written work; they may use symbols, reformulation, selective correction, or responding by written comments.

8.1. Using Symbols

Most teachers use codes to correct their students' written work, these codes can be used above the mistake or on the margins. According to Harmer (2004) "many teachers use correction symbols." (p. 111). He added "the teacher writes the symbol above or next to the place in the students' writing when the problem occurs" (p. 111).

Different teachers use different symbols, there is no specific common symbols as Harmer (2004) mentioned "there is no set list of symbols. Different teachers and coursebooks have their own ways of expressing different concepts." (p. 111).

8.2. Reformulation

It is another method teachers use in the correction of their students' writings through rewriting the student's writing saving the same ideas, but in correct way and correct use of language "reformulation is a way of showing students how they could write something more correctly" (Harmer, 2004, p. 111).

8.3. Selective Correction

Selective correction is a technique used by teachers to correct students' written works. they focus only on a given aspect when correcting the writing. As stated by Harmer (2004) "we do not have to correct everything. We could correct only verb tenses or only punctuation, or focus instead exclusively on word order. We might only correct paragraph organization or the use of appropriate levels of formality" (p. 110).

8.4. Responding by Written Comments

Teachers may respond to their students writing through written comments, telling them how well they are doing, what they have to work on and need to improve.

"sometimes our response is delivered in written form when students hand us a draft or what they are working on. In such circumstances, it is always a good idea to write down what we think is good in the students' work" (Harmer, 2004, p. 113).

8.5. Marking Scales

“Many teachers use a range of different marking scales when correcting written work and written tests. This means that though students may fail down on, say, grammar, they can still perhaps do well in the way they answer the task or in their use of vocabulary” (Harmer, 2004, p. 110).

Conclusion

To conclude, this chapter presents an overview about writing ; writing is a process of calling ideas and exploring them to form good paragraphs , passing through different stages to reach the production which should be conveyed to the reader in a very correct spelling punctuation, grammar, and selection of vocabulary .writing is an important skill which can be used to reinforce the language ,and also the process of writing helps students to learn as they go along, besides teaching writing identify students learning style and it is an important skill which needed in different domains; different approaches developed for the purpose of teaching this important skill as the product approach(which focuses on the final product in writing), process approach (focuses on various stages the writer go through to reach the final product), and genre approach(different genre of texts require different structure , language , and style). This chapter also introduce feedback stating that it is an evaluation tool which is used by teachers to evaluate their students works, this feedback can be electronic through computer based means, conference feedback (through face to face conferences), written and oral feedback (making comments on students performance orally or by writing down these comments to evaluate their written works), and peer feedback (the comments that students offer to each other). Regardless to its types, an effective feedback is the one through which students improve themselves in a given skill Specially the writing skill because of being difficult as well as important skill which students need to improve, and teacher’s role as feedback provider is very important in this improvement through providing them with effective written feedback each time.

Chapter Two: Research Methodology, Data Analysis and Results

Introduction

This chapter presents the practical part of the research for the purpose of testing the hypothesis. It is divided into two sections, the first section is devoted to the research methodology employed to probe the issue at hand. First, the research paradigm followed is explained and the population described. Next, the data collection tool is defined together with its advantages and disadvantages. A brief description of the different sections of the questionnaire follows, and the last element in the section is data collection procedures. The second section deals with data generated by the questionnaire, analysis and discussion of these data. The current chapter ends up with the interpretation of the results of the study and its limitations in addition to some recommendations for further studies.

Section One: Research Methodology

1. Research Paradigm

The current study attempts to investigate the learners' attitudes towards the effect of teachers' feedback on their writing skill. To conduct this study, a quantitative approach is followed. De Voes (2002) has described quantitative research as "an inquiry into social or human problems, based on testing a theory composed of variable measured with numbers, and analyzed with statistical procedures" (p. 79). The quantitative methods generally test a hypothesis except descriptive survey research that aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education. These descriptions are then summarized by reporting the number or percentage of persons reporting each response.

In this study, a descriptive survey research is adopted since it is more appropriate to investigate the attitudes of learners towards the effects of their teachers' feedback on their writing skill.

2. Population and Sampling

This study is conducted at the department of English in the University of Mohammed Seddik Ben Yahia, Jijel. In order to carry out this study a given population is selected. The target population was second and third year licence students; as it was not possible to work with the whole population, seventy (70) students are selected randomly from both levels.

The aim behind this selection is that second and third year students are not beginners, and they have enough knowledge about the writing skill. They are exposed to writing different types of paragraphs and essays so it is assumed that they are familiar with teachers' feedback.

3. Data Collection Tools

In order to find out the students' attitudes towards their teachers' written feedback on their writing skill, a questionnaire was designed and directed online to a sample of seventy (70) second and third year students at the department of English at Mohamed Seddik Ben Yahia University, Jijel.

3-1- Definition of the Questionnaire

A questionnaire is a set of questions that are formalized in order to gather information from respondents about a given topic, these questions could be open-ended (questions without predetermined responses, and respondents answer using their own words), or closed-ended questions (questions that are formed with multiple choices, and respondents select from them). As cited in Dornyei (2003) "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answer" (p .6).

The questionnaire is a research means which is directed to a large number of individuals for the purpose of obtaining information for analysis.

Three types of data are generally generated by questionnaires, factual, behavioral, and attitudinal. As mentioned by Dornyei (2003) “broadly speaking, questionnaires can yield three types of data about the respondent, factual, behavioral, and attitudinal” (p. 8).

He added to say Factual questions are used to gather information about who the respondents themselves. Behavioral questions are used to find out what the respondents doing or have done .Attitudinal questions are used to know what people think (attitudes, opinions, beliefs interests, and values). (p. 8).

3-2-Advantages and Disadvantages of Questionnaire

The questionnaire is an efficient way of obtaining a large amount of information from a large sample of individuals, besides, questionnaires save the researcher’s time, efforts, and financial resources, it is an economical way for both researcher and respondent in time, effort, and cost “ the main attraction of questionnaires is their unprecedented efficiency in terms of researcher time, researcher effort ,and financial resources (Dornyei, 2003, p.9).

“the popularity of questionnaire is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able” (Dornyei, 2003, p. 1).

The major limitations of the questionnaire, is its unattractive style which puts respondents off, the simplicity of questions results in superficial data, in addition to unreliability of the information collected, respondents sometimes do not provide true answers about themselves and do not answer some questions either by mistake or they do not want to answer them. According to Dornyei (2003) the disadvantages of questionnaire are simplicity and superficiality of answers, unreliable and unmotivated respondents, little or no opportunity to correct respondents’ mistakes, social desirability, self-deception, acquiescence bias, halo effect, and fatigue effects. (pp. 10 -14).

3-3. Description of the Students Questionnaire

In the present study, a questionnaire was designed and directed online to second and third year English students at Mohammed Seddik Ben Yahiauniversity, Jijel. In order to find out their attitudes towards the effects of teachers' feedback on their writing skill. The two types of questions that are used in this questionnaire are open-ended in which students are required to use their own words to answer the questions presented to them without referring to predetermined responses, and closed-ended questions where students are required to answer through selecting from the options provided.

The questionnaire consists of twenty three (23) questions, and organized in three sections which are, theoretical background in writing, theoretical background in feedback, and the last one is devoted to investigate the attitudes of learners towards the effects of

Teachers' written feedback on their writing skill.

Section One: (Q1 – Q7)

This section provides general information about writing, in this section students are asked about their level in writing, the difficulties and obstacles that faced them through the process of writing, they are also asked whether they practice writing outside classroom and if they are encouraged to write from their teachers.

Section Two: (Q8 – Q13)

This section consists six questions, it aims to examine whether students are provided by feedback from their teachers or not, and the type of feedback learners prefer to provided with. the learners are also asked to justify their choice about the type of feedback they prefer, besides they were asked whether teachers correct all their mistakes or some of them and the extent to which the feedback will be effective to them. Finally, the respondents are asked about the main aspects that their teachers focus on when they provide them with feedback.

Section Three :(Q14 –Q23)

This section is designed for learners' attitudes; it aims to find out students' attitudes towards teacher's written feedback. First students are asked whether they pay attention to their teacher's comments or not, if they understand the codes used by their teachers when responding to their writings, and their attitudes towards negative and positive comments of their teachers as well as their attitudes towards feedback provided on their writing by their classmates (peer feedback).

4- Data Collection Procedures

A research tool that is used to gather the data required to examine the students' attitudes after receiving their teachers' written feedback, is questionnaire, it was directed online to second and third year English students at the department of English at Mohammed Seddik Ben Yahia university, Jijel, from 13/06/2021 to 15/06/2021. Seventy (70) copies were collected then that constitute the sample of the present study. Students are asked to fill in this questionnaire and contact us if they did not understand any of the questions. The results obtained from the questions were organized in tables using options and percentage, and analysed in details and discussed.

Section two: Data Analysis and Results of the Questionnaire

1 –Analysis of the Results

Section one: Theoretical Background in Writing

Q1: which skill do you like to develop?

Table 1

The skill students like to develop

Options	%
Listening	12,1
Speaking	56,1
Reading	4,5
Writing	27,3

Half of the students (56, 1%) want to develop the speaking skill, while 27, 3% of them claimed that they like to develop their writing skill, the percentage of those who want to develop listening skill is 12, 1%, while only 4, 5% of them said that they like developing reading. According to these results, it can be inferred that speaking is the skill that most students care about and want to improve.

Q 2: How much writing is important to you?

Table 2

The importance of writing to students

Options	%
Very much	75,1
A little	24,2
Not important	0,7

Concerning the writing skill and as it is mentioned in the table, the majority of students (75, 8) consider this skill as very much important while the rest 24, 2% said that writing has a little importance for them. Writing is an important language skill.

Q3: Your level in writing is

Table 3

Students' level in writing

Options	%
Very good	6
Good	46,3
Average	47,8
Low	00

Half of the students (47, 8 %) consider their level in writing as average , while 46,3% of them claimed that their writing level as good , and only 6% of them said that their level is very good. This implies that students may have difficulties in writing and in developing the skill.

Q4: what is the main obstacle which faces you in writing?

Table 4

Obstacles faced by students in writing

Options	%
Applying grammatical rules	14,9
Lack of vocabulary	46,3
Organization of ideas	20,9
Mechanical errors (punctuation)	10.4
Lexical errors (spelling mistakes)	7,5

The main obstacle which faces students or 46, 3% of them is the lack of vocabulary while 20,9% of students claimed that the organization of ideas is the main problem . The application of grammatical rules is the main obstacle for 14, 9% of them while 10, 4% responded that the mechanical errors is their main obstacle while writing. The rest (7, 5) suffering from lexical errors (spelling) problems. Limited vocabulary knowledge can negatively impact on students 'writing skill.

Q5: Does your teacher encourage you to write outside the classroom ?

Table 5

Teachers' encouragement to write

Options	%
Yes	59,7
No	40,3

Half of the students (59, 7%) said that they are encouraged to write outside the classroom whereas 40, 3 % of them said that teachers do not encourage them. we conclude that teachers know the importance of their supports to students .

Q6: ifyes, what do you prefer to write?

Table 6

Students' writing preferences

Options	%
Letters	5
Poems	4,5
Short stories	6,5
Essays	77,8
Nothing	2,2
Teachers do not encourage us to do so , but I usually write diaries	3,7

Most students 77,8% respond that they write essays , and few of them 6,5% claim that they prefer writing short stories , followed by 5% who prefer writing letters and only 2,2% do not write while the rest 3,7% said that teachers do not encourage them to write, but they write diaries. Writing essays is the most preferable kind of writing through which students can express themselves and their own ideas with no restrictions.

Q7: How do you prefer writing to be in class?

Table 7

Writing in the classroom

Options	%
Individual work	65,7
Pair work	25,4
Group work	9

The majority of students 65,7% respond that they prefer writing to be an individual work, while 25,4% of them prefer pair work, and only 9% said that they like working in group when writing . This implies that most students like the individual work in writing.

Section Two: Background in Feedback**Q8: does your teacher provide you with feedback?**

Table 8

Teacher providing feedback

Options	%
Yes	77,3
No	22,7

The results obtained denoted that 77, 3% of students said that their teachers provide them with feedback, whereas 22, 7% stated the opposite which indicates that Teachers play their role as feedback providers.

Q9: what type of feedback do you prefer to be provided with?

Table 9

Types of feedback preferred by students

Options	%
Written	57,6
Oral	31,8
Peer	10,6

According to the participants' responses, written feedback is the most preferable type with 57,6% , then oral one with 31,8%, and the less preferable type is peer feedback (10,6%). Written comments are necessary in the process of teaching.

Q10: why? Justify please

When they were asked to justify their choice, some students answered as follows:

- Because when teacher corrects my mistakes using written feedback, it is very important to never forget the mistake.
- I prefer written feedback because it is more understandable and I can depend on it whenever I need.
- Oral feedback can be more detailed and I can ask for further elaboration.
- I want to improve my speaking skill.
- To learn from each other mistakes.

The majority of students who chose written feedback , justified their answer saying that is so helpful ,they cannot forget it because is more understandable and they can depend on it whenever they need .Students who selected oral feedback ,claimed that it is more detailed ,they can ask for more clarification while others said that they want to develop their speaking skill because of that they give oral feedback such importance.On the other hand,

peer feedback is so important for some because it helps them to learn from each other and they can share opinions and ideas.

Q11: does your teacher correct all the errors or some of them?

Table 10

Teachers' correction of students' errors

Options	%
All of them	63,6
Some of them	36,4

As the table above shows, 63,6% of students claimed their teacher corrects all of their mistakes while 36,4% said that only some of them are corrected, so most teachers care about the development of their students and want to help them to avoid making the same errors next time.

Q12: according to you written feedback is effective when the teacher:

1-Rewrites the sentences phrases or words correctly.

2- Circles the error only.

3- Shows where the mistake is and how to correct it.

Table 11

Students' perceptions of the effectiveness of teachers' feedback

Options	%
1	11,4
2	7,5
3	81,1

For most students (81, 1%) feedback is effective when the teacher shows where the error is and how to correct it , some of them (11,4%) stated that it is effective when the teacher writes the sentence correctly . However, 7, 5%of them reported that it will be helpful if the teacher circles the error only. Effective feedback is the one in which teachers shows students their errors as well as provides them with the correction.

Q13: what is the main aspect that your teacher should focus on in providing you with feedback?

Table 12

The important aspect in teacher's feedback

Options	%
Form	1,5
Content	11,9
Both	86,6

The main aspect that teachers should focus on when correcting students' work is both form and content according to 86,6% of students ,but others declared that content is the most important aspect that teacher should shed light on (11,9%). On the other side, few of them (1, 5%) said that the form is the main aspect; Both and content are equally important for the teacher when providing feedback.

Q14: would you mind if your classmate read your work?

Table 13

Students' impression about their classmates' opinions

Options	%
Yes	60,6
No	39,4

Regarding the results, most students (60, 6%) are against the idea that their work will be read by others while, 39, 4% of them do not mind if their classmate read their work. This indicates that students do not like sharing their works.

Section Three: Learners' Attitudes towards Written Feedback

Q15: do you pay attention to your teacher written comments?

Table 14

Students' attention to teachers' written comments

Options	%
Yes	95,5
No	4,5

The majority of students (95, 5%) gives much importance to their teachers' comments; However, the minority of them (4,5%) ignores teachers' feedback . written feedback is important to students

Q16: if yes, you do so because:

Table 15

Students' justification

Options	%
a.You care about the quality of your writing	53,1
b.You want to have better mark	10,9
c. You want to avoid those errors	35,9

Half (53,1%) of the students claimed that they pay attention to the written feedback provided by their teachers because they care about the quality of their writing. While 35,9%

of them respond that they do so because of their desire to have a good mark, followed by 9% who justified their answer by saying that they want to avoid those errors next time. Students care about the quality of their writing and not about the marks this may imply that they know the importance of improving this skill and its necessity in different domains.

Q17: do you understand your teacher code in highlighting errors (adj, fragment)?

Table 16

Students' understanding of the correcting codes

Options	%
Yes	86,6
No	13,4

Most (86, 6%) of the respondents understand the codes used by their teachers while highlighting the errors. And the rest 13, 4% claimed that they do not. This indicates that teachers use clear and easy codes that their students can understand.

Q18: how does your teacher written feedback affects you?

Table 17

The effect of the teacher's written feedback

Options	Percentage
Negatively	6
Positively	80,6
It does not affect me	13,4

Most of the students 80,6% claimed that they are affected positively by their teachers' written feedback, and 13,4% claimed that their teachers' written feedback does not affect

them while the rest 6% said that it affects them negatively. It is concluded that written feedback provided by teachers effect students positively.

Q19: how do you deal with your teacher's negative comments?

Table 18

Learners' attitudes towards negative feedback.

Options	Percentage
Neglect them	3,1
Take them into consideration to improve your writing	84,8
Discourage you	12,1

According to the table, almost all students 84, 8% take their teachers' negative comments into consideration to improve their writing, and 12,1% of them feel discouraged by those comments while only 3, 1% neglect this kind of feedback. Negative feedback can be an effective tool of improvement for students, this implies that students think about their errors and learn from them.

Q20: how do you deal with your teacher's positive comments?

Table 19

Students' attitudes towards positive feedback.

Options	%
Appreciate them	27,3
Get motivated	48,5
Feel confident	24,2

About half of the students claimed that they get motivated when receiving their teachers' positive comments; 27, 3% said that they appreciate these comments, and 24, 2% respond that they feel confident when receiving such feedback. providing feedback is not only mean showing the weaknesses of the students, It is important to provide students with positive comments and show them what they are good in to motivate them .

Q21: how do you receive your classmates' comments on your work?

Table 20

Students' perceptions towards their classmates' comments

Options	%
Seriously	67,2
Do not care about others' opinions	32,8

Most of students 67, 2% take their classmates comments into consideration, and receive them seriously, whereas 32, 8% of them consider these comments not important and they do not care about such opinions. This justifies the fact that students like to have a peer feedback and benefit from each others' views and opinions.

Q22: does your writing improve after receiving the teacher's feedback each time?

Table 21

The effect of feedback on writing

Options	%
Yes	95,5
No	4,5

Greater part of students 95, 5% said that my writing improve after receiving teacher's feedback each time, and only 4, 5% claimed the opposite. Feedback is a tool of

evaluation and a source of information through which teachers show to students their errors, and thus, improve their writing each time when they receive feedback about it.

Q23: to what extent does the teacher written feedback improves your writing skill?

Table 22

Teacher's written feedback and writing improvement

Options	%
Very much	88,1
Not at all	11,9

The majority 88,1% claimed that their writing improves very much after receiving teachers' written feedback, while only 11,9% responded that feedback does not affect their writing skill. Written comments help students improving their writing skill, it is the type of feedback which they can rely on whenever they need.

2 - Discussion and Interpretation of the Results

The major concern of this study was to explore students' attitudes towards the effects of teachers' written feedback on their writing skill. For that purpose, a questionnaire was directed online to second and third year English students at Mohammed Seddik Ben Yahia university; The results obtained from the questionnaire which was directed to second and third year students, reveal that although speaking is the skill that students want to develop, writing has a very much importance from them which indicates that students know the necessity of writing and that the proficiency in writing is essential, but unfortunately students writing level is not good because of their limited vocabulary knowledge. The results indicate that limited vocabulary knowledge can negatively affect the written production, and unfortunately vocabulary is the main problem students suffering with, this justifies the truth of students' lack of reading. According to the results, teachers play their role as supporters who encourage their students to practice the writing skill even outside the classroom and as feedback providers who evaluate their students progress and respond to their works through showing them their weaknesses as well as their strengths, and students themselves take their teachers' negative comments and responses into consideration to improve their writing, and get motivated when they are informed about their positive sides. This implies that feedback plays a crucial role in the process of teaching especially those written comments that teachers provide their students with after a written work. It is the feedback that most students prefer to provide with because it is available and they can rely on and check each time to improve their writing skill and they pay attention to these comments because they care about the quality of their writing which justifies the fact that students write with greater goal than just writing to have good marks. In the light of this study an effective feedback for students is the one in which teachers show their students' errors and provide them with the corrections. The results show that both form and

content are equally important for teachers when providing feedback, this indicates that teachers care about the quality of their students' writings and want to help them master this skill. Although students see writing as an individual work where someone expresses his ideas without including others' ideas, students like to share these ideas and have a peer feedback which allows them to benefit from each others' opinions and save the teachers time in some tasks; depending on the findings written feedback is an effective way of evaluation whenever teachers use clear and direct codes that their students can understand and depend on to improve their writing.

To sum up, the findings of this study point to the advantages of the use of written feedback by teachers, and reveal that students have positive attitudes towards the effects of their teachers' written feedback and that written comments provided by teachers brought positive changes in students' writing and help them improve this skill.

3. Limitations of the Study

The present study has faced some limitations as in the case of the majority of master Research papers in English language teaching. The most important ones are presented here for the sake of guiding future researches.

The first and major limitation faced the researchers during this study, was the lack of resources, on the library of the university and online.

The limited number of previous studies that have investigated the topic "Learners' attitudes towards the effects of teachers' written feedback on their writing skill" was another constraint faced by researchers.

Another obstacle that faced this study was the population and sampling; it was too hard to convince students to be part of this research.

Due to Covid-19, the questionnaire was administered online; the technique which most of us are not familiar with. It takes much time to find respondents filling that

questionnaire and some of them did not answer all questions; they ignore some of questions, specially the open-ended ones.

Another constraint that faced by the researchers during this research was the limitation of time.

Conclusion

Based on the findings of this research, it can be concluded that teachers' written feedback improves students writing production. To reject or confirm the aftermentioned hypothesis, the current study was conducted via questionnaire which was administered online to second and third year English students at Mohammed Seddik Ben Yahia university, Jijel. It is assumed to be the suitable and effective research tool to examine the attitudes of students towards the effects of their teachers' written feedback on their writing skill. Twenty three questions were included in the questionnaire and the two types of questions were used open-ended and closed ended. The results obtained from these questions were organized, analysed, discussed, and interpreted. The interpretation of the results obtained, prove that learners' respond positively to their teachers' written feedback, and use this feedback to improve their writing skill. These results bring some suggestions for further study.

5. Suggestions for further research

The present study investigates the learners' attitudes towards the effects of teachers' written feedback. With reference to the results of the current research, researchers suggest some recommendations for future researches they are:

The findings obtained from this study, reveal that writing is an important but complex language skill, further researchers is recommended to investigate useful ways to teach this skill.

The current study is conducted in the university, it is recommended for further study To be conducted in the secondary school to investigate secondary school students' attitudes towards their teachers 'written feedback on their writing skill.

Further researcher suggested to investigate students' preferences and uses of feedback Similar future studies, with larger population, should be carried out at other universities to compare the results of the present study.

Further study can investigate the learners' attitudes towards the effects of negative feedback.

Based on the findings of this research, we believe that providing students with written feedback can be an effective way to enhance their writing skill.

General Conclusion

Writing as a basic language skill that foreign language students need to be proficient in, it is widely believed as a difficult skill to be acquired that's why developing students' writing skill is hard task for teachers. Feedback provision is one of the means that is believed to enhance students writing quality, it is a means of evaluation through which teachers provide students with comments about their works for the purpose of helping them to do improvement, the teachers' role then is to follow their students' development and help them improving this skill through informing them how well they are doing as well as guiding them through the process of writing by responding to their writings. Written feedback plays a pivotal role in writing, however, this feedback does not necessarily have positive effects on students' writing production. This dissertation is a step in the direction of figure out the students' attitudes towards the effects of their teachers' written comments on their writing skill. The main aims of this research is to examine the attitudes of second and third year students of English at Mohammed Seddik Ben Yahia university, Jijel towards the effects of their teachers' written feedback ; it was assumed there is a positive attitude towards the teachers' written comments.

The present study encompassed two main chapters. The first chapter is devoted to the theoretical part of the study and the other chapter dealt with the practical one. The theoretical part presents an overview about writing including its definition, importance, and some approaches of teaching this skill. It contained also an overview about feedback, its definition, types, importance and its influence. The practical part on the other hand contained the methodology of research; an analysis of data collected, as well as the results of the study was reported and interpreted.

The findings of this study show that teachers' written feedback holds an influence on students' writing. Written feedback is highly valued by students thus, it is an important tool

of evaluation teachers may use and an effective way that help students to improve their writing. Additionally, the results show that students have positive attitudes towards the effects of their teachers' written feedback on their writing skill.

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Appendix

Section one: learners' background in writing

1- Which skill do you like to develop in English?

A – Speaking

B- Writing

C – Listening

D – Reading

2- How much is writing important to you?

A- Very much

B- a little

C- Not important

3- Your level in writing is

A- Very good

B- Good

C- Average

D- Low

4- What is the main obstacle which face you in writing?

A- Applying grammatical rules

B- Lack of vocabulary

C- Organization of ideas

D- Mechanical errors (punctuation)

E- Lexical errors (spelling)

5- Does your teacher encourage you to write outside the classroom?

A- Yes

B- No

6- If yes what do you write?

A- Letters

B- Poems

C- Short stories

D- Essays

E- Others

7- How do you prefer writing to be in class?

A- Individual work

B- Pair work

C- Group work

Section two : background in feedback

8. Does your teacher provide you with feedback?

a. Yes b. No

9. What type of feedback do you prefer to be provided with?

a. Written

b. Oral

c. Peer

Why? Justify please

.....
.....
.....
10. Does your teacher corrects all the errors or some of them?

- a. all of them b. some of them.

11. According to you, written feedback is effective when the teacher:

- a. Circles errors only.
b. Rewrites the sentence, phrase or word correctly.
c. Shows where the error and how to correct it.

12. What is the main aspect that you think your teacher should focus on when providing feedback?

- a. Form b. Content c. Both

13. Would you mind if your classmates read your work?

- a. Yes b. No

Section three: learners' attitude towards written feedback

14. Do you pay attention to your teacher's written comments?

- a. Yes b. No

15. If yes, you do so because:

- a. you care about the quality of your writing
b. you want to have a better mark
c. you want to avoid those errors

16. Do you understand the teacher's code in highlighting errors (adj, fragment...)?

- a. Yes b. No

17. How does your teacher's written feedback affect you?

- a. Negatively
b. Positively

c. It does not affect me

18. How do you deal with your teacher negative comments?

a. Neglect them

b. Take them into consideration to improve your writing

c. Discourage you

19. How do you deal with your teacher's positive comments?

a. appreciate them.

b. get motivated.

c. feel confident.

20. How do you receive your classmates' comments on your work?

a. Seriously

b. Do not care about others' opinions.

21. Does your writing improve after receiving the teacher's feedback each time?

a. Yes

b. No

22. To what extent does the teacher's written feedback improves your writing skill?

a. very much

b. a little

c. not at all.

Résumé

L'objectif de cette recherche est d'examiner les attitudes des étudiants de langue anglaise vis-à-vis les effets de la correction fournies par leur enseignants en expression écrite, en plus pour savoir comment elle aide à développer leur capacités en écritures. Cette étude suppose que les étudiants ont des attitudes positives envers les commentaires écrits de leurs professeurs, et pour vérifier la validité de cette étude, un questionnaire a été distribué aux 70 étudiants de deuxième et troisième année de licence à la faculté de langues étrangères à l'université de Mohammed Seddik Ben Yahia, Jijel. Les résultats ont montré des attitudes positives des étudiants envers l'utilisation de la correction écrite, ainsi que l'importance de cette dernière les aide à développer leur écriture.

Mots clés: Rétroaction écrite, les attitudes des étudiants, l'écriture.

ملخص

تهدف هذه الدراسة الى فحص سلوكيات ومواقف طلبة اللغة الانجليزية كلغة أجنبية اتجاه أثار التصحيح الكتابي المبني على مردودهم في الكتابة، بالإضافة الى معرفة مدى تأثير هذا الأخير على الطلبة و كيف يساعدهم على بناء ذاتهم و تطوير قدراتهم الكتابية . تفترض هذه الدراسة أن للطلبة مواقف إيجابية نحو تعليقات أساتذتهم الكتابية، وللتأكد من صحة هذه الفرضية تم توزيع استبيان على سبعين (70) طالب من طلبة السنة الثانية و الثالثة ليسانس في جامعة محمد الصديق بن يحي بجيجل . و قد أظهرت النتائج أن للطلبة مواقف إيجابية اتجاه استعمال التصحيح الكتابي من طرف أساتذتهم كما أثبتت أن لهذا الأخير أهمية في تطوير المردود الكتابي للطلب.

الكلمات المفتاحية: الملاحظات المكتوبة، مواقف الطلبة, مهارة الكتابة.