

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité: Language et Communication

**Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master in English**

Title:

**Learners' Attitudes towards their Teachers Corrective Feedback and
its Role in Improving EFL Learners' Written Production.**

A Case Study: Second Year Learners of Stambouli Rabah Secondary
School of Tizi Ouzou.

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Academic year : 2015/ 2016

Nº d'Ordre:

Nº de série:

I dedicate this work to:

My adorable parents: Akli and Khedoudja

My sweet sisters Sihem and Lila

To my fiancé Samir

My cute binomial Hanane

My dear friend Zina

To my greatest friends: Katia,

Sabrina and Sadjia

Hammoudi Souad

I dedicate this work to:

To my beloved parents Ahmed and Razika

My dear brothers Mohamed, Rafik and Nourredine

My beloved sisters Nadia and Rachida

My beloved grandmothers

My lovable fiancé Abdellah who helps me a lot

To my sweet binomial Souad

All my beloved friends

Hanane Kecili

Acknowledgements

We would like acknowledge with the profound gratitude many people who have contributed in this modest work.

This dissertation is the result of the inspiring and thoughtful guidance and supervision of our supervisor Mrs. ADEM karima. She provided most generously her valuable time and professional guidance as an academic advisor for our dissertation study. We are greatly indebted to her for her constant and invaluable support, useful comments, enlightenment, and ongoing encouragement.

We would like to express our deepest gratefulness to the board of examiners namely Mr. Akli Aouine and Mr. Madjid Chetouane for the time and the efforts spent in reading this work.

We would also like to extend our thanks to Mr. Akli AOUINE for his help, continuous guidance and his generosity in giving advice.

Very special thanks to the learners of Stambouli Rabah secondary school of Tizi Ouzou for their contribution and cooperation during the process of data collection.

Finally, we would like to express our particular thanks to all the people who contributed in a way or another to the fulfillment of this dissertation.

Abstract

The core of our investigation is the enlightenment on one of the main techniques in teaching EFL which is corrective feedback. The aim of this study is to identify the learners' attitudes towards teacher written corrective feedback and its role in developing learners' writing skill. The study was conducted in Stambouli Rabah secondary school of Tizi Ouzou relying on Ellis's Typology of Written Corrective Feedback Theory. This research, in fact, is based on mixed method research. It combines quantitative and qualitative methods. Therefore, two different research instruments are taken into account. First, a questionnaire is administered to second year learners of Stambouli Rabah secondary school of Tizi Ouzou to obtain insights about their teacher corrective feedback, their preferences and attitudes towards it. Second, content analysis of the learners' exam papers is used to check the usefulness of the teacher correction regarding learners' written expression. The conclusion to be drawn from this study is that the identification of learners' attitudes can help gain insight into the language learning process. So, teachers should be aware of the way they provide their pupils with written corrective feedback and know how to motivate them to work harder and be skillful writers. Learners, in their turn, should also accept their teachers' directions and guidance in order to achieve the general goal which is to learn English as a foreign language.

List of Abbreviations

- CF: Corrective Feedback
- EFL: English as a Foreign Language
- FL: Foreign Languages
- L2: Second Language
- LP: Letters and Philosophy
- P. : Page
- QCA : Qualitative Content Analysis
- SLA: Second Language Acquisition
- SPSS: Statistical Package for the Social Sciences
- TCF: Teacher Corrective Feedback
- WCF: Written Corrective Feedback
- WP: Written Production

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General Introduction

Statement of the Problem

In educational setting, writing is considered as the most effective vehicle which gives the opportunity to share and influence thoughts, ideas, and opinions with others, not only in day-to-day situations, but across time and space. Whatever the work examined, teachers often use the written form to evaluate their learners' writing. That is why learners should pay a great attention and give it a primary focus.

Teaching writing is not an easy task. In fact, the writing skill, unlike speaking, listening and reading, is not practiced outside of school. So what is learned inside the class is practiced inside and has a little chance to develop outside. Due to the complexity of this skill, teachers are also considered as responsible for creating a motivating environment and developing the learners' motivation and written performance. Teachers can do so by extending the area of interaction between them and their learners. The best means for teacher-learner interaction may therefore be insightful corrective feedback which is considered as an inherent part and a crucial element in instructional design (Cohen, 1985). It is the guide that learners follow during the process of writing and permits them to produce a readable end-product.

Teachers' feedback towards learners' writing is a key component and a crucial part of the writing process. Teachers provide corrective feedback to support learners' writing development and nurture their confidence. It is widely recognized that teacher feedback is an important part for any English language writing which covers the two aspects of learners' text including content and form. Teachers may spend a great deal of time providing written corrective feedback to their learners' writing; they reformulate, reorganize ideas and correct their errors. Their aim is to identify the learners' strengths and weaknesses and try to improve and develop their writing proficiency.

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In the recent years, a large number of research has been conducted about the learners' attitudes towards corrective feedback in increasing learners' writing proficiency. For the reason of its importance and impact, teacher's corrective feedback plays an essential role because it pushes learners to discover their mistakes and try to correct them by following their teacher guidance. However, the question of feedback is a controversial issue, some researchers find that feedback is useful and essential in the learning process (Hyland and Hyland, 2006; Ferris, 2003), others appear to suggest just the opposite (Kepner, 1991; Sheppard, 1992; Truscott, 1999). Learners' preferences and attitudes to teachers' comments are still an unexplored area of investigation, at least in the Algerian secondary school. Due to the lack of consensus on the role of teacher written feedback in the writing skill; we are going to adopt Ellis's (2009) analytical framework to conduct our work.

This dissertation is therefore a case study that tries to gain more insights into the learners' attitudes and preferences towards teacher corrective feedback. It intends to provide more definitive answers surrounding the role of corrective feedback in foreign language teaching and learning in Stambouli Rabah secondary school of Tizi Ouzou.

Aims and Significance of the Study

The overall aim of our study is contributing to the body of research on the learners' attitudes towards written corrective feedback and its role in enhancing their written production in Stambouli Rabah secondary school of Tizi Ouzou. In order to fulfill our aim, three objectives are selected: first of all, we will focus on the learners' view on writing in English. Then, we are going to investigate how the learners experience the teacher corrective feedback and their attitudes towards it. The third one is to prove the value of this teaching activity in the educational setting, which is writing.

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Research Questions and Hypotheses

Considering written feedback as a fundamental technique for improving learners' written production, the current study is guided by the following questions:

- Q1. Do second year learners in Stambouli Rabah secondary school experience the practices of writing in English during their learning process?
- Q2. What are the learners' attitudes towards the teachers' corrective feedback on their production?
- Q3. Does feedback influence the development of the learners' written product?

In order to answer these questions, we suggest the following hypotheses:

- H1. Yes, second year learners in Stambouli Rabah secondary school consider writing as a necessary and helpful practice in the learning process.
- H2. No, second year learners in Stambouli Rabah secondary school do not consider writing as a necessary and helpful practice.
- H3. The learners welcome the teacher corrective feedback and consider it as a factor to develop the writing skill.
- H4. Feedback affects learners' writing positively and helps learners improve their writing process.
- H5. Feedback has no effect on the development of the learners' written production.

Research Techniques and Methodology

To meet the research aforementioned objectives, the research method that will be used in the study is a mixed method approach. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data. The former is used to describe the data statistically to emphasize the validity of the investigation, while the latter is used to accurate interpretation and explanation of the results. Our research instruments that are used are: learners' questionnaire and content analysis to analyse the learners' writing performance. The questionnaire is meant for second year learners of Stambouli Rabah

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secondary school of Tizi Ouzou. To get richer data, a small sample of learners' exam papers is going to be analyzed by using content analysis tool in order to see how learners have evolved during the process of feedback and revision. The participants are randomly selected from two options: "Foreign Languages" and "Letters and Philosophy".

Structure of the Dissertation

This dissertation is structured following the traditional simple type that consists of a General Introduction, four chapters, and a General Conclusion. The introduction presents the problem of the research, the aim and significance and the organization of the dissertation. The first chapter provides the "Literature Review", which reconsiders the main theoretical concepts relating to the study of teacher corrective feedback. Chapter two is called "Research Design and Methodology", and it introduces the data collection and analysis procedures. It gives a description of the research design and the research instruments. Chapter three is called "Presentation of the Findings", which consists of the presentation of the results in the form of diagrams, pie chart, tables...etc. The fourth and the last chapter is "Discussion of the Findings", it discusses the main results included in the previous chapter, trying to provide answers to the research questions. The General Conclusion provides an overall summary of the different points tackled throughout the research.

Review of the Literature

Introduction

The present chapter is devoted to the literature review related to the review of different concepts of the subject under study. It aims at furnishing some theoretical considerations related to this field of research. To make a parallel between writing as a process and feedback, the chapter is divided into three parts. The first one sheds light on writing as a process, the general notion of feedback, its types, level and its roles in second language writing instruction. Then, we move to the second part which focuses on teacher written feedback and it is followed by the techniques of providing teachers' comments, its effectiveness and the learners' response to it. The last part deals with the theoretical framework of the current study.

1. Feedback in L2 Writing

1.1. Writing as a Process

Writing is regarded as an important part of foreign language teaching since it is an excellent way of practicing many aspects of language. It is one type of expression in language which is created by particular set of symbols, having conventional values for representing the wordings of a particular language which is drawn up visually. Writing, which was formerly considered the domain of the elite and well-educated people, has become an important tool for people of all walks of life in today's global community (Weigle, 2002).

According to L2 learners, writing in the target language is viewed as a careful job, and L2 teachers are required to help them improve and develop their level in writing. It consists of both the mastery of grammar structure and the rule of the organization in the development of ideas, choosing the appropriate vocabulary and sentence structure in order to create meaning. Indeed, writing needs a great amount of efforts and attention. In this respect, White and Arndt (1991: 3) view the writing process as *“a mental-effort which is far from being a simple matter*

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of transcribing language into written symbols: it is a thinking process in its own right, it demands conscious intellectual effort which usually has to be sustained over a considerable effort of time”.

1.2. The Definition of Feedback

The word ‘feedback’ is found in many contexts but as the topic is concerned with the field of teaching and learning, the concept is enrolled with the educational definitions. In this sense, various definitions of the term feedback have been proposed. Most of these definitions indicate that feedback refers to any comments or information that teachers give their learners either to develop their level in writing or to make certain variations and effects on their production. In general, it is conceptualized “*as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding*” (Hattie & Timperley, 2007:81). Dulay, Burt and Krashen (1982: 34) define it as follows: “*Feedback generally refers to the listeners’ or readers’ response given to the learners’ speech or writing*”. This indicates that feedback refers to any information or comments that teachers as listeners or readers provide their learners’ speaking performance or written production. In the same respect, Kepner (1991) adds that feedback in general is any procedures used to inform a learner whether an instructional response is right or wrong.

Providing the necessary and most useful feedback, learners may be able to produce and develop texts while the numbers of errors decrease (Leeman, 2007). According to Drown (2009) feedback is a reaction of the learners’ production by using oral or written language, and how the teaching-learning activity has been successfully accomplished. So, feedback enables learners to improve their comprehension quality and to promote knowledge execution and skill.

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Mc Donough et al. (1999) identify two main components of feedback which are assessment and correction. Assessment consists of providing information and comments on how well learners have performed in order to identify the areas where they struggle. It can be considered to be the activities that provide teachers and/or learners with feedback information (Hattie & Timperley, 2007) while correction consists in giving information on what is right or wrong on the different aspects of learners' performance. It is bounded to a presentation of language aspects in which learners fail to perform such as grammar, syntax, coherence... etc.

1.3. Oral versus Written Feedback

Teachers use different methods to help and guide their learners to acquire the tools needed to learn English, or any other Subject. Written and oral feedback are two methods that teachers use in order to give their comments to the learners.

There is a distinction between oral and written feedback. Oral feedback occurs mainly through the spoken form (Frey and Fisher, 2011: 77). It is a type of comments or information that teachers give their learners verbally during an assignment to promote their learning process. This kind of feedback is interactive which means that teachers can recognize the effect of their words and language on their learners by using facial expressions, body language...etc. It is considered as one of many communication forms where learners receive feedback from their teachers who either correct them implicitly or explicitly or ask them to clarify what they say. According to many studies, oral feedback has proven to be an effective and important tool in second language acquisition SLA classroom (lyster et al, 2013). It can also be given at every stage of the writing process, but one weakness with this form of feedback is that learners may easily forget it.

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Written feedback has numerous advantages and can be considered as the essence in the teaching of second language (L2) writing. Hyland (2003: 178) defines written feedback as follows: “...*written substantial comment on their papers, justifying the grade they have given and providing a reader reaction*”. In clear words, it is any information, comments, error correction written on learners’ assignments. It is considered by Li Waishing (2000) as the most common feedback for both teachers and learners that helps moving forward in their learning process. It contributes to the overall improvement of learners’ writing which can be at the form or content level. Written comments can also be defined as “*writing extensive comments on learners’ texts in order to give a response to learners’ efforts and also helping them improve and learn as writers*” (Ibid). Leki (1990) suggests that teachers give written feedback because they believe that it improves their learners’ writing, but also because they need to justify the evaluations they make.

1.4. General versus Specific Feedback

General feedback is the general explanation and comments that teachers give on learners’ writing product, whereas specific feedback is defined as the level of information presented in feedback messages (Goodman, Wood, & Hendrickx, 2004). It provides information about particular responses or behaviors concerning learners’ accuracy.

Many research has reported that feedback is more effective when it provides details of how to improve the answer, rather than when it just indicates whether the learners’ work is correct or not (e.g., Bangert-Drowns et al., 1991; Pridemore & Klein, 1995). According to Williams (1997:75) “*Feedback lacking in specificity may cause students to view it as useless and/or frustrating*”. It can also lead to uncertainty and confusion about how to respond to the feedback and learners may hesitate how to respond to their teachers’ general comments

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(Fedor, 1991). In clear words, when feedback is not specific, learners find that it is not very helpful or just useless.

1.5. The Role of Feedback in Second Language Writing Instruction

Feedback is “*a key element of the scaffolding provided by the teacher to build learner’s confidence and the literacy resources to participate in target communities*” (Hyland and Hyland, 2006: 83). That is, feedback can lead to improvement and learning. Hattie and Timperley (2007:82) claim that in order to be effective, “*there must be a learning context to which feedback is addressed*”. It is when the learners do work with the feedback that learning process happens.

Teachers’ comments on the learners’ written work is an important aspect of any language. The goal of teacher comments is to aid the development and enhancement of skills that help learners to improve their writing proficiency and be able to produce a piece of writing with minimal errors and maximum clarity. Ohta (2001) emphasizes the point that if the correct form is provided, learners may have the chance to compare their own production with that of another. It may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate (Richards and Lockhart, 1996).

Black and William (1998) say that there are two main roles of feedback: directive and facilitative. The first one, which is directive feedback, tells the learners what needs to be fixed or revised. Such feedback tends to be more specific than facilitative feedback that provides information and suggestions to guide learners in their own revision and conceptualization.

2. Responding to Learners’ Writing

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2.1. Teacher Corrective Feedback

The terms “feedback”, “comments” and “correction” in this dissertation will be used interchangeably and they do not constitute any real difference. Hence, the most common name for feedback, which is applied within classroom context, is called “*corrective feedback*”.

Corrective feedback is considered as one of the hot topics in the field of SLA (Brown, 2007). One of the definitions of corrective feedback in our dissertation is that of Chaudron (1977: 31) who considers it as “*any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learners’ utterance*”. That is to say, it is any correction or information provided to respond to the learners’ written product for the purpose of improving and developing learners’ level in writing.

Corrective feedback is information given to learners regarding a linguistic error they have made (Loewen, 2012; Sheen, 2007). So, it is an indication by the teacher on the learners’ utterance. Han (2008) suggests that corrective feedback is a general way of giving some clues, or eliciting some correction, besides the direct correction made by the teacher.

2.2. Overview of Teacher Written Feedback

Written feedback is a significant feature of the writing instruction. Until the 1970s, written feedback has been traditionally provided by teachers at the end of the writing process. It is generally concerned with linguistic accuracy, therefore error correction is given a considerable attention so that no “bad” habits would be formed (Ferris, 2002).

Since 1980s, the trend in the field of SL writing pedagogy has been away from viewing writing as only a finished product towards thinking about writing as a process (Cambourne, 1986; Flower & Hayes, 1981; Yoshida, 1983). This process-based writing

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pedagogy focuses on discovering ideas, drafting, revising and working collaboratively. Feedback practices have also been affected by this shift. Teachers now focus on process through multiple drafts and encourage revisions during the writing process rather than at the end. Furthermore, accuracy is no longer the main priority; in fact, relatively little attention is paid to grammatical accuracy in process-based classroom. Instead, teacher feedback primarily addresses content and organization and feedback on the surface level errors is generally given at the end of the process, during the “editing phase” (Ferris, 2002).

2.3. Teacher Written Comments

There are many types of feedback that learners receive from their teachers including: conferencing, peer and written feedback (Hyland, 2003). For the purpose of this dissertation, we will limit our research to the teacher WCF on EFL learners. Providing written feedback to learners’ writing is one of the most important tasks for writing performances (Ferris, 1997). This type of comments continues to be highly favored by second language writers. Indeed, it has been stated by Hyland that:

Research suggests that teacher written feedback is highly valued by second language writers..... The effect of written feedback on students’ revisions in subsequent drafts has not been extensively studied; although it seems that students try to use most of the usable feedback they are given. (F. Hyland, 1998 as cited in K. Hyland, 2003: 179).

Teacher written feedback is any information, comments and error correction written on learners’ assignments to enable and help them to read and understand the problems for better writing in the future. It means that teachers provide their learners with comments and remarks in order to improve and advance their level in writing performance. Hyland (2003:184) argues that “*the written feedback that teachers give on their learners’ writing should be more than marks on a page*” That is, feedback should be beyond giving just grades. Its role is viewed not only as a means to inform learners about their errors, but has also been viewed as

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“a means of channeling reactions and advice to facilitate improvements” (Hyland & Hyland, 2001: 186). Hyland (2003) also argues that whenever teachers provide feedback on their learners’ production, they always should take into consideration all aspects in learners’ writing which includes the structure, grammar, organization, content, presentation and not just focusing on one aspect.

Sommers’ (1982) study (cited in Bouraya Wafa, 2011: 40) shows that there are three main purposes for providing feedback in writing.

- To explain to the writer whether his/her written product has conveyed his intended meaning without any ambiguity or confusion.
- To give the writer a sense of a reader to get some mistakes and correct them to better improve his/her writing.
- To offer the learners a fillip for revision instead of just receiving comments from a critical reader.

2.4. Level of Written Feedback: Content and Form

While reading learners’ papers, teachers always ask themselves: *“how can I give the best feedback to help my learners improve their composition”* (Fathman & Whally, 1990: 178). The question is difficult because it is a controversy among teachers about how they can respond to their learners’ writing product. Griffin (1982: 299) has noted that *«The major question confronting any theory of responding to students’ writing is where we should focus our attention»*.

Weigle (2002) categorizes these elements into two parts: rhetorical features (content, organization, development) and linguistic features (control of grammar and vocabulary). Content refers to comments on organization, ideas and amount of detail. The teacher gives

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comments in order to improve the following areas: creativity, coherence, paragraphing, and organization, whereas teacher feedback on form involves comments on grammar and mechanic errors (Fathman & Whalley, 1990). The teacher corrects the learners' grammar (e.g. tense) and mechanical mistakes (e.g. spelling) or crosses, underlines, circles or uses marking codes to highlight the mistakes on the learners' writings.

2.5. Techniques for Providing Written Feedback

Feedback, which is given to learners at the end or during the writing process, can take many forms. There are several strategies that teachers can employ to correct their learners' errors. Ellis (2009) gives his version of the Typology of Written Corrective Feedback which is divided into six categories, but for the purpose of our work which stresses written comments, we will limit our focus on the teacher written feedback on EFL learners.

The first type is *direct feedback* in which teachers directly indicate the errors and provide the correct form. They may do this by using a red pen to circle the errors and write the correct form above or near the mistakes (Yeh and Lo, 2009). The Second type is *indirect feedback* which is the indication of the errors without giving the right form. The indication shows that in some ways, an error has been made without explicit attention drawn and without giving the right form (Ferris, 2003, cited in Bitchener & Knoch, 2009). Indirect feedback encourages learners to reflect on linguistic forms. It can be done by underlining the errors or using cursors to show omissions in the learners' text or by placing a cross in the margin next to the line containing the error (Ellis, 2009). The third one is *Metalinguistic feedback* which is defined by Lyster and Ranta (1997:52) as "*comments, information, or questions related to the well-formedness of the learners' utterance*". Ellis (2009) makes a distinction between the use of error code and grammatical description. The use of error code is, for instance, by underlining the error or indicating the number of errors in

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the margin, using coded symbols above errors which suggest what kinds of errors have been made (Ferris, 2002).

Symbol	Meaning	Symbol	Meaning
S	Incorrect spelling	Λ	Something has been left out
W	Wrong word order	[]	Something is not necessary
T	Wrong tense	PM	Meaning is not clear
C	Concord (subject and verb do not agree)	NA	The usage is not appropriate
Wf	Wrong form	P	Punctuation is wrong
S/f	Singular or plural form Wrong		

Figure 1: Correction Codes by Hyland (2003).

The second division is by using a brief grammar description of errors that have been numbered in the text and then explained at the end. These symbols should be conventional between the teacher and the learner (Ellis, 2009). The last one is *reformulation feedback* which consists of reformulating the author's ideas while keeping the original product.

2.6. Effectiveness Versus Ineffectiveness of Feedback

There have been several ongoing debates among writing researchers in the last years on whether or not learners gain a benefit from written corrective feedback on their writing performance.

2.6.1. Research Evidence Against Corrective Feedback

The debate on the effectiveness of corrective feedback in L2 writing is initiated in 1996 in an article by Truscott (1996) who has explained that error correction or feedback was not useful, but had harmful effects on learners' writing. Therefore, teachers should stop

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providing error feedback. He has confuted definitively any positive effect of feedback. Truscott (1996) claims that providing corrective feedback on L2 writing should be abandoned. He says that learners would be demotivated by the frustration of their writing mistakes. His claim is supported by earlier research which suggests that error correction or any teacher's comments had little or no effects on learners' writing (Kepner, 1991; Sheppard, 1992).

In the same year, Truscott (1996) points out that if teachers provide a correction in the learners' writing and give them the correct form, the learners will not be able to use grammar structures properly and whatever learners acquire knowledge. As a result, correction would dissipate over a short period. These arguments have led to an increase of research focusing on the effectiveness of corrective feedback on learners' writing. Moreover, feedback has many negative effects such as stress and anxiety, which are not present before the correction of learners' errors, and if they are repeatedly told that they are wrong, they become anxious and worried of committing the same errors in future writings (Truscott, 1996). Semke (1984) finds that learners who receive correction of their mistakes do not compose better than those who do not receive any corrective feedback. A similar idea is the one introduced by Zamel (1985:79) who shares the same view in which he describes teachers' comments as a "tired dog". Besides, responding to learners writing is time consuming. Teachers spend a lot of time correcting and commenting their learners' writing and the learners may ignore and refuse any of their teacher comments. Thus, a kind of uncomfortable feeling is created. Polio (2012:376) confirms that: *"Written error correction is probably the most time consuming practice teachers use"*.

Teacher feedback can lead the learners to lose their motivation and destroy their concentration in their writing performance. For instance, Hyland and Hyland (2006: 84) make a criticism of the quality of teacher written feedback by stating it to be *"frequently misunderstood, vague, inconsistent and authoritarian, overly concerned with error and often*

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functioning to appropriate, or take over, student texts by being too directive". Ferris (2007) who also goes even further by warning that teacher comments can be insensitive or even hostile on the learners' writing.

2.6.2. Research Evidence for Corrective Feedback

In spite of the criticism, feedback is always supported and is used by the majority of researchers, teachers, and learners. Teacher written feedback can serve as a powerful tool to motivate learners in the writing process if it is done well. In addition to its influence on achievement, feedback is depicted as a significant factor in motivating learners (Lepper & Chabay, 1985). Providing feedback is an important part of teaching and developing writing. It can serve as guidance for eventual writing improvement and development as far as learners are concerned (Hyland, 2003). Straub (1996: 246) has also emphasized the importance of teachers WCF in learners' writing "*it is how we receive and respond to student writing that speaks loudest in our teaching*". Thus, in the absence of face to face and oral interaction, written response is the only way in which teachers can respond to their learners' needs. It has long been regarded as essential and important for the development of second language (L2) writing skill, both for its potential for learning and for learners' motivation (Hyland and Hyland, 2006).

Feedback certainly plays a significant role in improving learners' language accuracy and many learners find that feedback is an important factor that helps them to improve their writing proficiency. Hyland (2003: 178) supports this view and says that "*Many students see their teacher's feedback as crucial to their improvement as writers*". Teachers and learners have always regarded feedback as an indispensable part of the process of improving the writing skill. Swain and Lapkin (1995) say that giving feedback has an essential role in improving learners' language learning.

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Hyland (1990) argues that feedback encourages learners to revise and re-assess their work particularly if the feedback provides suggestions, evaluates positively and adds information. It is via teacher comments that the learners can “*identify their strengths and weaknesses, which in the case of the latter, will make the students know how to go about improving themselves and become effective writers*”(Penaflorida, 2002: 346). It increases their awareness of a specific linguistic problem. If learners know what the problem is, they can easily revise and solve it, which basically enhances their learning through the acquisition of new linguistic knowledge. Haswell (1983) conducts an experiment with minimal marking, using three groups of university freshmen. Errors at the beginning and the end of the semester have been compared. The result shows that the number of errors declined and improvement has been retained over time. In another study, Ferris (1997) finds that changes made by learners in response to teacher comments have a positive effect on the overall quality of their papers.

2.7. Learners’ Response to Teacher Comments

For the effectiveness of learning and teaching, recent development in language teaching has put a great emphasis on learners’ needs. As Savignon (1997: 230) asserts:

If all the variables in L2 acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner.

It is important that teachers take learners’ preferences about feedback into consideration so that there can be cohesion between learners’ and teachers’ expectations and motivation (Hyland 2003). Naturally, learners react to their teacher’s comments either positively or negatively. So, the usefulness or the efficacy of the teachers’ corrective feedback depends mainly on the learners’ reaction to it. Their response to the corrections provided is considered as an important feature of WCF. In fact, there are two types of responses according to Ellis

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(2009). These depend on learners' requirement to revise their errors or not. The first case is when revision is required and learners are asked to edit their errors. In contrast, when revision is not required, the learners' production texts are merely returned to them. As a result, the correction may be ignored. With respect to the importance of revision, Bitchener (2005:3) indicates that:

Requiring students to revise their writing in class immediately after they have received written feedback on their texts is one way of training students to become more independent and therefore more responsible for the linguistic quality of their writing.

Many investigations stress the attention that should be paid on learners' responses and preferences about the type and form of teacher comments which is considered to be helpful to make progress on their writing skill. Learners' preferences and attitudes to teachers' comments are still an unexplored area of investigation, at least in the secondary school. This dissertation reports some empirical studies concerning this issue.

Many studies of L2 learners' reactions to teachers' comments have reported that foreign language (FL) learners value the comments they receive on the errors in their writing performances. This view is confirmed by Zhang (1995) who says that learners highly value their teacher's feedback and corrections. Another scholar who also goes with this view is Leki (1991) who demonstrates that learners find error feedback very important in their writing performances and she insists on teachers' correction.

The choice of feedback is an important issue according to the learners' responses and preferences. Grami (2005) has investigated the reactions of English major Saudi students to teacher feedback in their writing and has found that learners really welcome any comments or correction in their writings. Another study is conducted by Cohen and Cavalcanti (1990) which is investigated nine EFL Brazilian learners' responses to the information and comments that teachers give to them. The learners report that the written comments they receive are

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based on grammar, but for them they would prefer feedback on other aspects of writing like content, organization of ideas and language.

3. Theoretical Framework

The current study aims to depict to what extent the effect of teacher written feedback influences learners' writing performances. This leads us to adopt Ellis' (2009) theoretical framework for our investigation. His typology is not only used for experimental studies, but it is helpful for a descriptive research which can be used to examine to what extent the categories in the typology accurately reflect actual practice (Ellis, 2009). This theory is the suitable and appropriate one in order to conduct this kind of investigation, answer our research questions and analyse the results.

Four main aspects of the theory are considered in this research: techniques for providing written corrective feedback, whether written CF is effective and, if it is, what kind of CF is most effective and finally the learners' responses and attitudes to their teacher corrective feedback.

3.5. The Controversial Role of Corrective Feedback in the Foreign Language Classroom

Ellis' typology of Written Corrective Feedback types was published in 2009. It highlighted a number of controversies concerning corrective feedback and its effect on the learners' production. These controversies are: the techniques used by teachers to give their correction, the learners' responses and attitudes towards teacher feedback and its role on the improvement of the learners' production.

3.6. Types of Corrective Feedback

Review of the Literature

Ellis (2009) identifies four basic techniques that teachers use to correct their learners errors. The following table summarises the strategies:

Written Corrective Feedback Types	Descriptions
1. Direct CF	<ul style="list-style-type: none">• Refers to highlighting the errors and providing the correct forms to the learners. That is, the correct form is given in place of an incorrect form.• Is implemented through underlining the errors and providing the right forms in the learners' written work.
2. Indirect CF	<ul style="list-style-type: none">• Occurs when an error is indicated but the correct form is not given.• There are two types of indirect CF: 1) Indicating only when an error is noted, such as in the margin, but the exact location is not provided. 2) Indicating the specific location is when the error is underlined or given specific reference.
3. Metalinguistic Feedback	<ul style="list-style-type: none">• Occurs when the writer is given a linguistic clue of the error.• This can take two forms: 1) The use of abbreviations or error codes. 2) A brief grammatical explanation usually given at the bottom of the text or on an attached form
4. Reformulation	Reformulation occurs when a first language user rewrites or reformulates the targeted second language learners' text.

Figure 2: Written Corrective Feedback Types (Ellis, 2009:98).

Conclusion

Through time, educators seek to investigate the teaching methods in the field of language teaching and learning to support the learning process. This chapter is devoted to reviewing the literature on written corrective feedback as a technique of improving learners' written production. It shows that a vast number of scholars who are mentioned so far, focus on the importance that written feedback plays in language classes. In fact, it is thanks to written feedback that learners can measure their success in terms of identifying their areas of

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strengths and weaknesses. In the light of what has been said before, it seems very clear that written feedback is an indispensable element in the field of education as it is a valuable tool that is used by the teacher to improve the learners' writing.

Research Design and Methodology

Introduction

This chapter is concerned with the research design of the study that has served to answer the research questions asked in the General Introduction. Two methods of data collection that are used in this dissertation are: questionnaire which is administered to the second year learners of Stambouli Rabah secondary school of Tizi Ouzou and an analysis of a small sample of learners' exam papers. The participants are involved in the study in order to get a fuller picture of the issue and increase the validity of the research. Therefore, a mixed approach is adopted as a methodology for the research in collecting, analyzing and discussing the findings.

1. Research Method

In order to carry out our investigation, we have opted the mixed methods research.

Dörnyei (2007:163) defines this type of research as follows: "*A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process*". This research method has grown in popularity in the last years because of the advantage of employing the strengths from the two research methods, quantitative and qualitative (Creswell, 2009:203). The Mixed methods research has a great possibility to address complex research topics and gives more insight comparing to the use of only one research method, whether that is qualitative or quantitative research.

The choice of using a mixed methods approach is not at random, but there are different reasons as to why this type of method has been chosen in general. The main reason is to get a full picture and understanding the chosen topic.

Research Design and Methodology

2. Participants and Sample of Investigation

2.1. Participants

Data is collected during the school year 2015-2016 and is carried out in the secondary school Stambouli Rabah of Tizi Ouzou. Our research study is concerned with fifty (50) second year learners who are randomly selected from two options. Twenty five of them (25) are from “Foreign Languages” while the other twenty five (25) learners are from “Letters and Philosophy”. The concept of random sampling is defined by Biggam (2011:132) as: “*Random sampling is where you select, entirely at random, a sample of population*” which means without taking into consideration any factor. All the participants in the present investigation are native speakers of Kabyle and Arabic.

2.2. Sample

Fifty (50) exam papers from the second year learners of Stambouli Rabah secondary school of Tizi Ouzou are selected in our investigation. However, only twenty six (26) exam papers are available and valid for the analysis. Eighteen papers (18) are from the first trimester and the eight ones (08) are from the second trimester.

Due to the time limitation, we are going to compare the twenty six (26) papers of the first and second trimester of the school year 2015-2016. The purpose of the comparison of the exam papers is to check the improvement of learners’ written production after correction, grading and giving feedback.

3. Procedure of Data Collection

In order to collect data related to our investigation, we have used two main research instruments. We have administered a questionnaire to the second year learners of Stambouli Rabah secondary school of Tizi Ouzou and content analysis of the learners' exam papers.

3.1. Learners' Questionnaire

For the sake of gathering enough data to this research issue, a questionnaire is designed in accordance with the literature review in the first chapter of the present dissertation. A questionnaire is an important research data tool which consists of a set of questions which permit to collect a considerable amount of data. Brown (2001) as cited by Dörnyei (2007:102) defines a questionnaire as *“any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with”*. It is, therefore, an easier, faster and less time consuming instrument used to gather information. Dörnyei (2003) supports that this tool is appropriate for second language research because of time constraints, the researcher's efforts as well as the financial resources.

A questionnaire is used in order to obtain information about learners' background, opinions and attitudes concerning the issues highlighted in the theoretical part. The questionnaire we have designed is made up of twenty five (25) questions which are divided into two types: close-ended questions which contain answers from which the participants can choose and open-ended ones which learners are asked to give their own answers. These questions are, in turn, arranged into four broad sections:

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- 1- Learners profile which aims at identifying the learners' gender and age.
- 2- Learners' experience within the writing skill which attempts to find out their view on the importance of the writing skill.
- 3- Learners' experience within WCF which seeks to gather data about teachers' strategies that are used within the classroom.
- 4- Learners' attitudes and reaction to teacher written comments and correction.

The questionnaire has been given randomly to fifty (50) learners. Only forty eight (48) of them answer the questionnaire. The quantitative data is collected through close-ended questions in order to gain more information about learners' attitudes towards teacher comments. The qualitative data is also collected through open-ended questions which allow participants to describe, in their own words, their responses and preferences to teacher's written feedback.

3.2. Content Analysis of the Learners' Exam Papers

One of the qualitative methods used in this research is the content analysis of the learners' exam papers. Content analysis is used as an extensive survey that helps to complete the results which are gathered through the questionnaire. In this study, fifty (50) exam papers of the second year learners are used in order to be analyzed. They are produced during the first and second term examination of the school year. The focus is to analyse what kind of written corrective feedback the teachers give their learners' writing and whether the learners take it into consideration to improve their writing.

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4. Procedure of Data Analysis

4.1. Description of the Statistical Method

As mentioned so far, both quantitative and qualitative methods are used in order to analyze the data. For the quantitative data, the frequencies of responses on the questionnaires are calculated and then compared. Close-ended questions which will generate numerical data, explore the learners' attitudes and preferences towards teacher written corrective feedback. These data are calculated with the help of a computer program named the Statistical Package for Social Sciences (SPSS). This computer program is used in social sciences helping in the description of statistical analysis. It is one of the most advanced statistical packages that are able to perform highly complex data treatment and analysis with simple instructions. The outcomes are shown in tables, pie charts and graphs.

4.2. Qualitative Content Analysis:

Qualitative Content Analysis (QCA) is a method that is used to interpret and describe both the open-ended questions of the questionnaire and the analysis of the learners' exam papers of this investigation. It is defined by Hsieh & Shannon (2005: 2) as “*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*”.

Conclusion

This chapter puts emphasis on the research design of the investigation. First of all, it has presented the research method, participants and sample of population. Then, it has outlined instruments of data collection and data analysis procedures used to conduct the work. These analyses will enable to identify the learners' attitudes towards teacher corrective feedback and its role to develop their writing production.

Presentation of the Findings

Introduction

After the theoretical part that includes three sections, the research moves into the second part which is the practical part. This chapter presents the results reached from the questionnaire administered to second year learners and through the content analysis of the twenty six (26) exam papers. The methods are used accordingly to our research questions and to our stated hypotheses in order to diagnose the attitudes of learners towards teacher corrective feedback and its role in improving EFL learners' written production. It is grouped in two sections: the first section deals with the presentation of the questionnaire, while the second one reports the results from the content analysis of the learners' exam papers in order to see if there is any improvement in the written production or not.

1. Presentation of the Questionnaire Results

1.1. Section One: Learners' Profile

The analysis of the questionnaire shows that fifty (50) learners are involved in the study, 20 (40%) are boys and 28 (56%) are girls. The learners' scope of age is between sixteen and eighteen years old. 46% are from "Foreign Languages" whereas the rest of them 50% are from "Letters and Philosophy". 2 (4%) of the learners did not respond to the questionnaire.

Presentation of the Findings

1.2. Section Two: Views on the Written Production

1.2.1. Question 01: What is your ability to write?

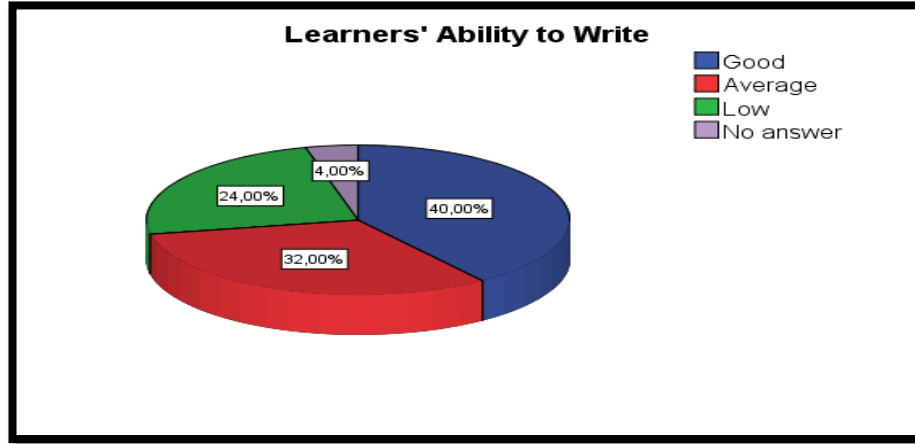


Diagram 01: Learners' ability to write

From the diagram above, it seems that 40% of the learners have a good ability to write in English, whereas 32% have said that their ability to write is average. No more than 24% of the learners have said that their ability is really low and they have not any aptitude to write in English.

1.2.2. Question 02: Do you think that it is important to develop the skill of writing in English?

The answer	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer	Total
Response	12	18	9	9	0	2	50
Percentage%	24%	36%	18%	18%	0%	4%	100%

Table 01: The learners' views on the importance of developing the writing skill

With regard to whether their writing has improved, 18% are neutral in their response, whereas sixty (60%) as whole (36%+24%) of learners agree that it is important to develop the writing skill in English. 18% of the participants choose the fourth proposition which is "disagree". 4% of learners have not responded this question.

Presentation of the Findings

1.2.3. Question 03: How often do you produce a piece of writing?

The answer	Response	Percentage%
Once a week	0	0%
Twice a month	0	0%
At the end of each unit	48	96%
No answer	2	4%
Total	50	100%

Table 02: The production of the piece of writing

From the results, the majority of the learners (96%) produce a piece of writing at the end of each unit. 4% of learners have not mentioned their answer in the questionnaire.

1.2.4. Question 04: Do you think that you receive enough writing practice in English at school?

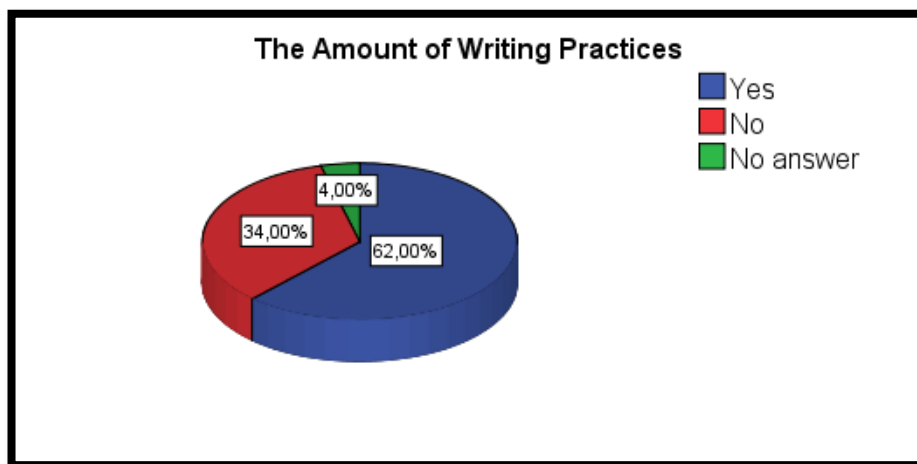


Diagram02: The amount of writing practices at school

The learners' responses indicate that more than a half of learners (62%) have said that they receive enough writing practice at school. 34% have said that they do not receive sufficient writing practice. 4% of learners do not write their answers.

Presentation of the Findings

1.2.5. Question 05: How do you manage to write a paragraph?

The answer	Response	Percentage%
I write drafts that the teacher gives feedback on	6	12%
I work alone with drafts	32	64%
I work alone with the text, without drafts	10	20%
No answer	2	4%
Total	50	100%

Table 03: Learners' way of working

The method of working used by most of the learners (64%) in the survey is clearly working alone with the drafts. 12 % of the learners have answered that they write drafts in which the teachers give feedback. 20% of them have answered that they work alone with the text without drafts.

1.3. Section Three: Experiences with Feedback on Writing

1.3.1. Question 01: When your teacher corrects your paragraphs, does she/he give feedback?

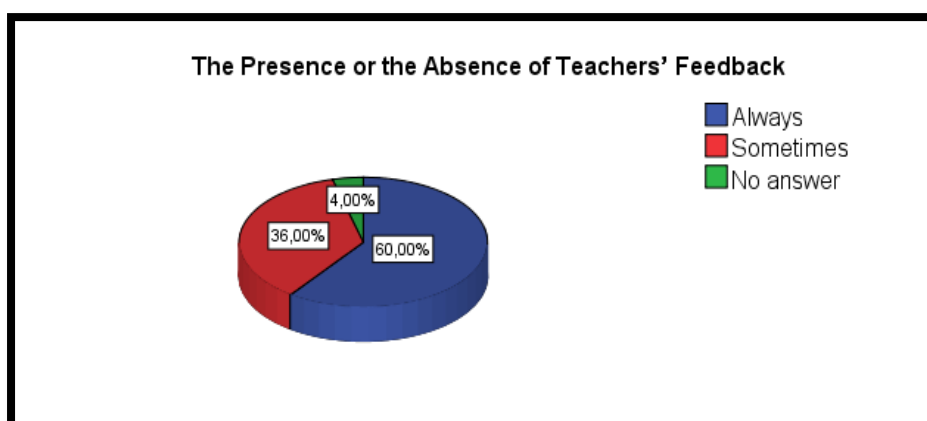


Diagram 03: The presence or the absence of teachers' feedback on learners' production.

Presentation of the Findings

As it is apparent from diagram (03p. 32), most of the learners (60%) have answered that their teachers of English usually give their comments on the writing production. About 36% of the learners state that the teachers in the secondary school from time to time give feedback on the writing production. No one claims that teachers do not give feedback.

1.3.2. Question 02: Does your teacher encourage you to revise the drafts?

The answer	Yes	No	No answer	Total
Response	31	17	2	50
Percentage%	62%	34%	4%	100%

Table 04: Teachers' encouragements to the use of drafts

Concerning the result mentioned above, 62% of the learners respond positively to the question and state that teachers always encourage them to use and revise their drafts. Whereas, 34% of learners have a negative view.

1.3.3. Question 03: Is your teacher feedback legible (clear)?

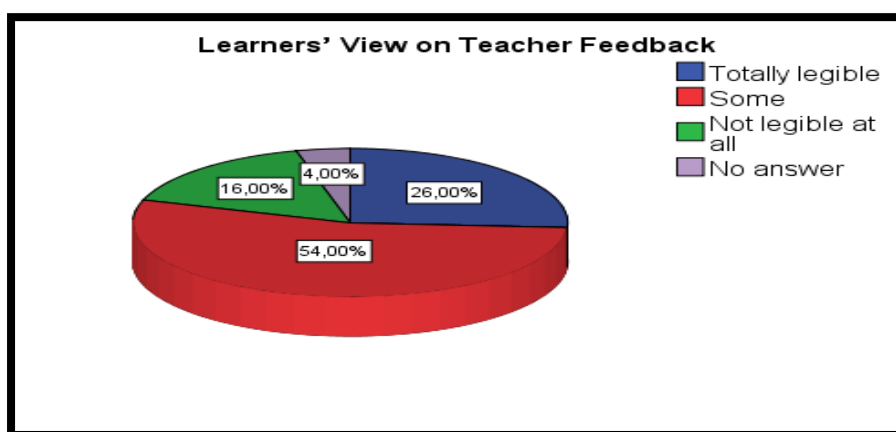


Diagram 04: Learners' view on teacher feedback

As it appears in the diagram above, we notice that more than a half of the learners (54%) find the feedback received from their teachers is not clear enough, while 26% of them find it totally legible. The 16% claim that the feedback received is not legible at all.

Presentation of the Findings

1.3.4. Question 04: Are there any comments or correction that you do not understand?

The answer	Yes	No	No answer	Total
Response	26	22	2	50
Percentage%	52%	44%	4%	100%

Table 05: The ambiguity of the teachers' comments

From the table above, we notice that more than fifty percent (52%) find that there are some comments and remarks that they receive from their teachers which seem difficult to understand. This may be because of the unclearness of the teachers' handwriting and the confusion of the learners towards some symbols.

1.3.5. Question 05: When your teacher corrects your paragraph, does he

The answer	Response	Percentage%
Correct every kind of mistake	38	76%
Concentrate on one kind of mistake each time	10	20%
No answer	2	4%
Total	50	100%

Table 06: Teachers' way of correcting mistakes

According to the results shown in the above table, 76% of the learners state that their teachers of English correct all kinds of mistakes, whereas 20% of them state that their teachers concentrate just on one kind of mistake. 4% of learners have not answered this question.

Presentation of the Findings

1.3.6. Question 06: Which of the following areas would you like your teacher to emphasize more?

The answer	content	Organization	language	No answer	total
Response	5	26	17	2	50
Percentage%	10%	52%	34%	4%	100%

Table 07: The areas of emphasis.

52% of the learners have said that the organization of ideas should be given more importance while 34% have chosen language. A few learners (10%) have mentioned content.

1.3.7. Question 07: What are the most common errors that you make?

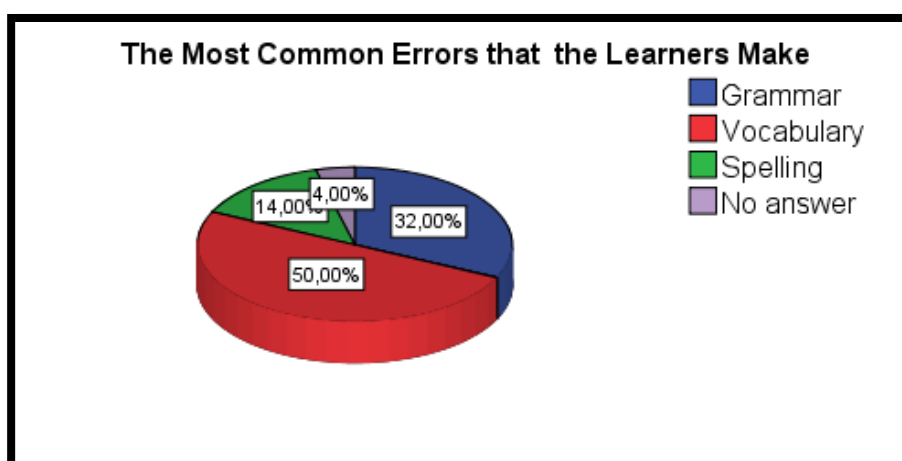


Diagram 05: The most common made errors

From the diagram above, we notice that 50% of the errors are made in vocabulary, while 32% of them are committed in grammar. A few amount (14%) is seen in spelling. 4% of learners have not given an answer.

Presentation of the Findings

1.3.8. Question 08: How does your teacher correct your paragraphs, does he

The answer	Response	Percentage
Provide directly the correct form	27	54%
Show the mistakes using symbols	9	18%
Just cross the mistakes parts	12	24%
No answer	2	4%
Total	50	100%

Table 08: The teachers' way of correction

We notice from the table that 54% of the learners have said that their teacher provides directly the correct form, whereas 18% claim that the teacher uses symbols to show the mistakes. 24% have held that their teacher just crosses the false part.

1.4. Section Four: Attitudes towards Feedback

1.4.1. Question 01: Do you read your teacher correction?

The answer	Yes	No	No answer	Total
Response	34	14	2	50
Percentage%	68%	28%	4%	100%

Table 09: Learners' interest about reading feedback

Nearly the majority of learners (68%) read the corrections provided by their teachers. This means that the learners are interested in the teachers' corrections.

If yes, do you

The answer	Response	Percentage%
Read them carefully	18	52.95%
Look at some of them	9	26.47%
Pay attention to teachers' comments on the ideas expressed	7	20.58%
Total	36	100%

Presentation of the Findings

More than fifty (52.94%) of the respondents have said that they read carefully the corrections provided by their teachers and 26.47% of them are just interested in some of them. The rest of the respondents (20.58%) pay more attention in the way of presenting and organizing ideas.

1.4.2. Question 02: Do you feel bothered (disturbed) when you receive feedback?

The answer	Yes	No	No answer	Total
Response	10	38	2	50
Percentage%	20%	76%	4%	100%

Table 10: Learners' impression about the received feedback

As it is apparent in the table, 20% of the learners have claimed that they are bothered about any comments that the teachers give on their writing. As a result, they may feel restricted to express their ideas. However, 76% are not troubled about the remarks and comments that teachers give.

1.4.3. Question 03: What do you think about teacher feedback? Justify your answer

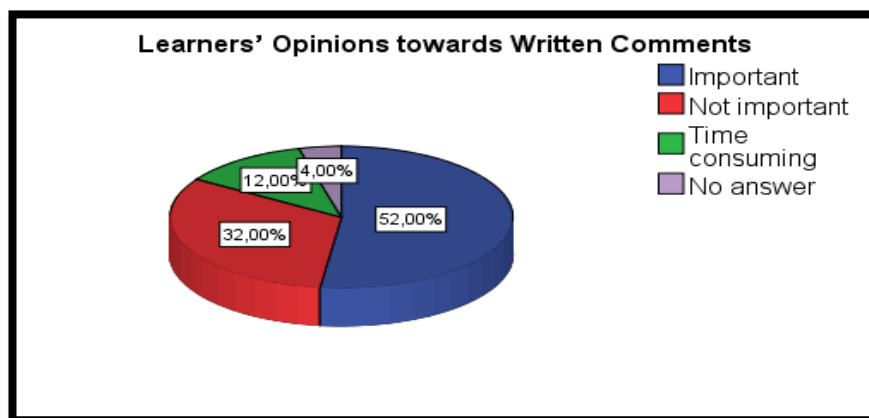


Diagram06: Learners' opinions toward written comments

From the diagram, we notice that the majority of the learners (52%) claim that their teachers' feedback is important because it helps them understand their weaknesses

Presentation of the Findings

in writing and how to correct in order to avoid them. 32% have said that it is not important and not useful in writing. The rest of the participants (12%) describe it as a time consuming task which creates confusion for them.

1.4.4. Question 04: Does the received feedback help you to develop your writing?

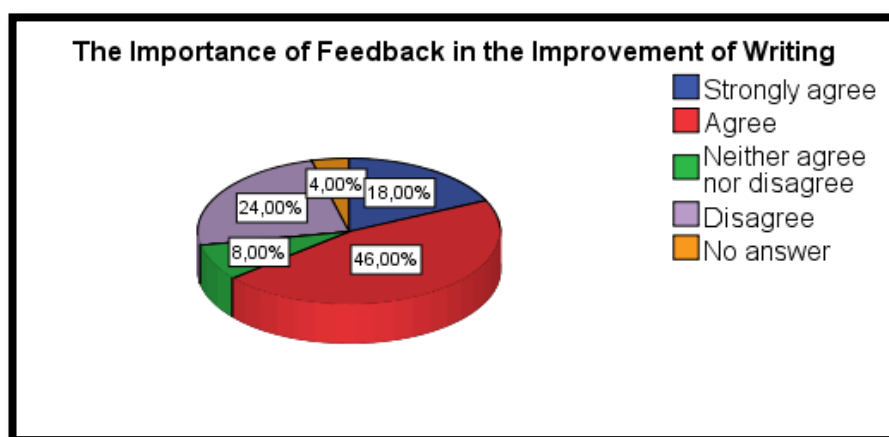


Diagram 07: The importance of feedback in the improvement of writing

This diagram shows that 64% as whole (18%+46%) of the learners claim that their teacher written correction has a significant role in improving the written production.

1.4.5. Question 05: If your teacher gives you the correction of mistakes, do you repeat the same ones?

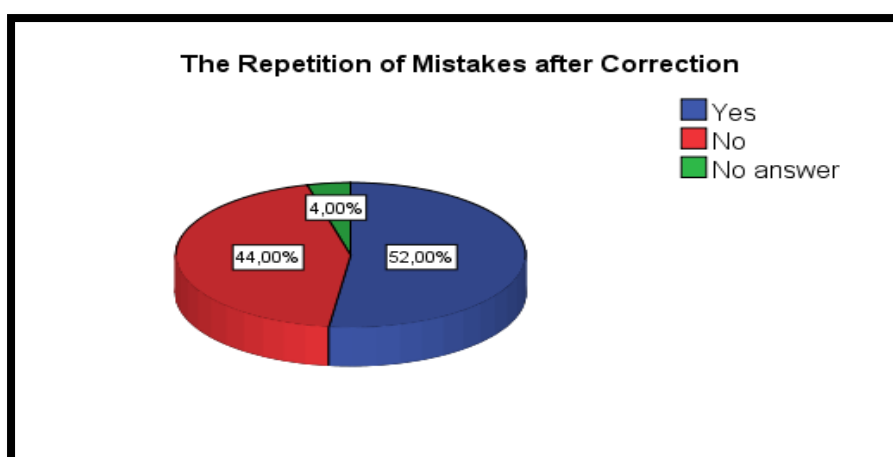


Diagram 08: The repetition of mistakes after correction

It is noticed that 52% of learners do not repeat the same mistakes if they receive a kind of feedback, While 44% of them repeat the same corrected mistakes.

Presentation of the Findings

If yes, why?

The answer	Response	Percentage%
Because of the ambiguity of feedback	16	61.54%
Because of teachers` way of presenting the feedback	10	38.46%
Total	26	100%

61.53% of learners reply to this question by saying that they repeat the same mistakes when they receive feedback because of the ambiguity of the statement, while 38.46% of them show that they repeat the same mistakes because of the teachers' way of presenting the feedback.

1.4.6. Question 06: How do you want your teachers to indicate errors in your writing?

The answer	Response	Percentage%
Cross out what is incorrect	16	32%
Cross out what is incorrect and write the correct form	26	52%
Show the error and give a hint about how to correct it	0	0%
Ignore errors and pay attention only to the ideas expressed	6	12%
No answer	2	4%
Total	50	100%

Table 11: The method of error indication

From table (11), 52% of learners prefer simultaneously to correct what is wrong. 32% choose to cross out what is incorrect. Only 12% of them ignore errors.

Presentation of the Findings

1.4.7. Question 07: If you made an error in your writing, what helps you to understand what you did wrong? And why?

The answer	Response	Percentage%
Having another student explain the problem	7	14%
Having your teacher explain the problem	36	72%
Looking up a grammar handbook (or other book)	5	10%
No answer	2	4%
Total	50	100%

Table 12: What help the learners understand their errors

Most learners (72%) claim that it is the teacher explanations that help them recognize what is wrong. Only 14% of the total number of the learners want their classmates' help, while 10% of them choose to refer to a grammar handbook or other books to solve any problem they encounter in writing.

1.4.8. Question 08: Do you think that this kind of feedback (written feedback) helps you to develop your writing in English? And why?

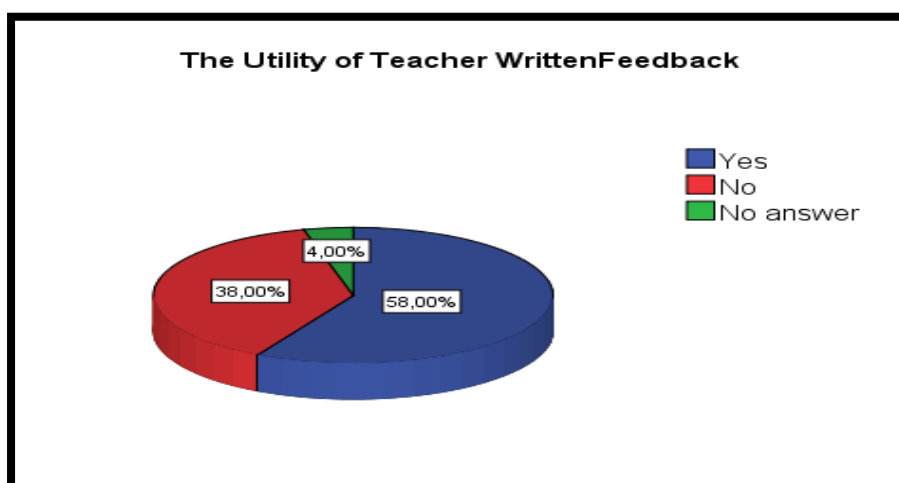


Diagram 09: The utility of teacher written feedback

Presentation of the Findings

58% of the learners agree with the usefulness of written correction because it helps them to know their weaknesses in order to improve their production. However, 38% state the opposite because they are just interested in the grade not the remarks.

1.4.9. Question 09: Imagine the written section on your papers without feedback from your teacher. What is your impression?

60% of the learners have a positive view about the feedback. They consider it as an important technique that teachers use to improve their production. 22% have said that the feedback has no effect on the written production. 18% of the learners do not give an answer.

2. The Result of the Learners' Exam Papers

The analysis of this section is based on data gathered through learners' exam papers. There are fifty (50) exam papers from second year learners of Stambouli Rabah secondary school of Tizi Ouzou. The analysis is made using *Qualitative Content Analysis* that aims to find out which type of corrective feedback the teachers give on their learners' writing product, how the learners respond to it and if the feedback results in the improvement of the learners' production.

Fifty (50) exam papers have been randomly chosen and they happen to be the papers of both high and low achieving learners, but when we have started the analysis of those papers, only twenty six (26) exam papers comprise the written expression. Eighteen (18) papers are from the first term exam whereas the eight ones (08) are from the second term exam of the school year 2015-2016. The purpose of the analysis of learners' exam papers of the first and second semesters is to see whether the teacher written comments are taken into account or not and whether or not the written expression has brought any improvement in the second composition. This analysis also aims to pick out the type of feedback teachers use in order to correct their learners' production.

Presentation of the Findings

From these papers, we notice that when teachers of English correct their learners' writing production, they have not used symbols but cross the mistakes and provide a direct feedback. This means that the teachers directly indicate the errors and provide the correct form when a learner makes it. They use a red pen to circle the errors and write the correct form under or above the mistakes. When the teacher corrects the mistake, she/he has not focused only on one area or type of errors but she/he provides a general correction. During their correction, teachers take into account both surface and meaning-level aspects of writing, which means including the three areas: content, organization and language.

The most common errors that the learners make in their writing production are both on the surface and meaning-level. The first one is the surface level which includes: Morpho-syntactic errors in which learners incorrectly use word order, verb tense like "women always cooked (cook) food" "everyone have (has) his style"...etc, subject-verb agreement like "the exams is (are)" "they takes (take)", and use of prepositions "in", "on" "at". They always use improperly tenses, they confuse between the use of past simple and the present simple "suddenly, the police come (came)", "they all spoke (speak) the Algerian language"...etc. The lexical errors including the inappropriateness use of vocabulary in their writing such as word choice " I looked (saw) two childrens", missing words like "more (than)twelve of people", "education (is) very important for children" and they code-switch from their first language, Kabyle or Arabic. The second type is Meaning-level, the learners use poor argumentation and lack of supporting details and examples and contradictory ideas in their written expression.

Conclusion

The chapter provides the results obtained from the questionnaire and the learners' exam papers in order to check the role of the teacher corrective written feedback on learners'

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writing. The results are represented in the form of tables and diagrams. The tools we used permit us to get a considerable amount of data that will be discussed in the following chapter.

Discussion of the Findings

Introduction

The last chapter in this dissertation discusses the results of the study which are obtained through the questionnaires and the analysis of the learners' exam papers. The results are, in fact, discussed and interpreted in relation to the review of the literature introduced in chapter one. They aim at responding to the research questions and confirming or disconfirming the hypotheses stated in the General Introduction.

This chapter comprises four major sections; each part aims at providing an answer to the research questions. First of all, we are going to discuss the learners' views on English written production. The second one looks into how teachers provide feedback and how learners experience the received feedback on the written expression. Then, we shall discuss the outcomes related to the learners' attitudes and preferences towards teacher comments. Finally, the last part outlines the role of teacher corrective feedback to improve the learners' written production.

1. Discussing the Findings of Learners' Questionnaire

1.1. The Learners' Views on English Written Production

The first research question is about the learners' experiences with writing in English. This research question is investigated by using learners' questionnaire.

From the results displayed in the previous chapter, it appears that learners in Stambouli Rabah secondary school of Tizi Ouzou often produce a piece of writing at the end of each unit. This is confirmed by the learners' response in which 96% have said that they produce a paragraph at each end of the unit. That is to say, at the end of the unit, the teacher asks their learners to produce a paragraph to check their understanding and at the same time develop their ability to write. Additionally, the findings clearly state that the learners' ability to write in English is good because 40% of the learners say that they have a good ability to produce a piece of writing whereas 32% of them have said that their ability is average. The results

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clearly indicate that the learners are able to communicate in writing and most of them are aware of the great importance that this skill has.

With regard to whether it is important to develop the writing skill in English, a considerable proportion of the learners (60%) as a whole (24%+36%) (See table 01 p.29) agree and strongly agree that it is really necessary to develop the skill of writing in English because most of their performances either tests, exams or evaluations depended on the written form. Whereas 18% have a negative view and claim that they “disagree”. So, even though the latter category ignores the vital role of developing the English writing skill, most of them understand the importance of developing this ability and the significance of the writing skill in their learning process. Possible reasons related to the learners’ views on the importance of developing the writing skill, could be the need to receive a good grade in English in order to succeed or be able to express themselves fluently. Moreover, the second year learners of Stambouli Rabah secondary school view writing as the most effective language for communicating one’s thoughts and feelings. This result is very positive and can act as an excellent platform for the teaching of the writing skill in English. When the learners are so motivated and have a good volition to develop a skill, the teacher can spend time on other aspects of teaching English such as new vocabulary, grammar, or organization...etc instead of consuming time on motivating the learners.

62% of the second year learners in Stambouli Rabah have said that they receive enough practices at school whereas only 18% do not receive enough practice to develop this skill. For this reason, teachers should take into consideration the learners’ capability in producing a piece of writing since the learners have different capacities and competencies in acquiring knowledge.

Most of the learners have a similar method to manage their writing; the majority of them as it is (64%) have said that they work alone with drafts. A small part of the learners

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(20%) work alone with texts, without producing any drafts. The results may be related to different reasons such as having no time to revise their texts during the tests. This indicates that those learners do not exploit their full potential of learning when producing texts. Both Chandler (2003) and Ashwell (2000) state that feedback and self-editing have significant role in the improvement of writing. Therefore, it can be asserted that drafts and editing are clearly very common with these learners. It may be also related to the teaching approaches that teachers use in the classroom. This fact is also confirmed in table 04 (p. 32) in which 62% of the learners confess that their teachers encourage them to revise the draft in order to pay more attention on the organization of ideas and take their comments into account for the purpose of reducing errors. The result goes hand in hand with Ellis' (2009) assertion that revision can also be viewed as part of written corrective feedback that helps learners to eliminate errors in redrafts of their writing.

A study by Fathman and Whalley (1990) has shown that revising without the teacher's feedback could also have positive effects. Improvements are found even though the learners have not received teacher feedback. These prove that using the draft and revising decrease the amount of errors and increase at the same time the awareness of the learners. That is why 62% of them have said that the teachers always encourage and push them to use the drafts because of their advantages and benefits on the written production such as the improvement of the handwriting because a clear paragraph always attracts the reader and gives it a focus.

1.2. The Learners' Experiences with Teacher Corrective Feedback

As a matter of fact, it is clearly revealed that most of the learners (60%) claim that the majority of their teachers provide written corrective feedback when presenting their written product. This may be interpreted by the fact that teachers are aware of the significance of WCF in the development of learners' writing skill. Teachers give their comments and encourage their learners to know the errors committed in order to improve them. Although

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some learners have found these comments provided on their works clear and understandable, 54% of them have said that the teachers' feedback is not clear as much as necessary and there are some comments and remarks that can not be understandable. The result may be linked to the ambiguity of teacher feedback, the language use or may be to the unclearness of teacher's handwriting. As a result, the learners find some difficulties to clarify and understand the remarks that the teacher provides on their works. Hence, at the beginning of the year, teachers of English should make a convention with their learners about some feedback symbols and their meaning in order to avoid ambiguity. Additionally, the teacher must give specific information to the learners about what they do right or wrong in order to facilitate the understanding of the errors committed. In order to make the feedback effective and clear to improve the learners' writing, teachers should rely on a series of approaches and methods in order to reach the point of success in writing. Furthermore, the ability to incorporate the learners with the WCF is not an easy task; therefore teachers should modify and differentiate their ways of giving comments in order to be understood by each learner.

When it comes to the most common errors, vocabulary and grammar are two areas where learners find difficulties. The findings indicate that 82% of the learners as a whole (50%+32%) have chosen grammar and vocabulary (See diagram 05 p.34). This implies that the formal features of language constitute a serious problem that the learners encounter when performing the writing task while only 14% of them have said spelling. This shows that the learners experience more problems with the formal characteristics of language. In order to reduce and avoid these problems, teachers must give more emphasis and focus to both so as to help learners develop adequate composition skills. From table (07 p.34), 52% of the learners confess that the organization of ideas should be given more importance and teachers should emphasize more on it. According to them, the focus on this area results in a well formed and attractive paragraph which is more welcomed by the reader. It helps them to understand the

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connection between the details in the piece of writing and the expressed ideas. It also provides the purpose and direction to the writing production. Moreover, the organization gives the ideas a structure that can be followed and helps to articulate, analyze and clarify a thought and to follow the same line of thinking. A frequency of 34% has chosen the aspect of language. According to them, L2 writers need to pay more attention to the language and need to focus more on how they formulate and communicate their ideas for the reason that the lack of language proficiency leads to misunderstandings of the task. Thus, L2 writers are not able to express their needs, which may affect negatively the quality of the produced texts or paragraphs.

There are different techniques that teachers use in order to draw the learners' attention to their errors in writing. The most commonly used technique is to indicate the location of error and give directly the correct form. The results of the survey demonstrate that 54% (see table 08 p.35) of the participants consider that the most common type of feedback they receive from their teachers is the direct one. This may be interpreted that the teachers are aware of the usefulness of this type of corrective feedback. In addition, this type helps to know directly the correct form. 24% of the learners assert that the teachers just cross the false part for pushing learners themselves to find the correct answer and this process likely improves their self-editing ability.

The results obtained from the second year learners of Stambouli Rabah secondary school demonstrate that 76% of the participants assert that their teachers provide correction to every false answer in the written production. 20% of them argue that their teachers during their correction focus only on one type of mistakes each time. When teachers provide the correction of the learners' writing production, they should take into consideration every aspect of language such as grammar, vocabulary, content, spelling and organization...etc and not just

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concentrate on one area or pass away any errors that learners do on the written task. This means that they do not ignore or even let pass any mistake without checking it. Furthermore, this way of correction may be very effective in improving learners' writing and making them be conscious about their errors which normally should not be repeated in the future. According to Ellis et.al (2008) if the correction of every kind of mistake is implemented, it helps learners to improve their accuracy in a variety of linguistic features, while the concentration on one kind of corrective feedback leads learners to develop accuracy in one or two concentrated features. The results also confirmed by Leki's (1991) report that learners want to receive correction on every error they make.

1.3. Learners' Attitudes and Preferences Towards Teacher Corrective Feedback

The second research question is about the learners' attitudes towards writing in English and WCF.

From the results of the survey as displayed in the preceding chapter, it appears that effective feedback depends on teachers' awareness of learners' attitudes and preferences towards teachers' responses on their written production. Being able to know about pupils' individual learning styles and preferences, will provide the clue so as to consider the way of error correction and how it could improve their paragraphs. Consequently, teachers always need to determine properly their learners' weaknesses and their preferences, and then adopt a feedback strategy to ensure that any comments or remarks provided on their writing are comprehensible and useful. Ticke (2013) goes with this view and thinks that making a closer study of how learners usually perceive teacher feedback is a very essential step for both learners and teachers. When teachers correct their learners' production, they would be able to

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listen to the learners' problems encountered while writing or revising. This will result in more effective teacher commentaries.

The purpose of the analysis is to see whether teachers' written comments on the learners' written expression are taken into account by the learners or not and if they help them to improve and develop their writing production. The analysis shows that most learners respond well to teachers' feedback and they are interested in the teacher's correction. From their responses to the questionnaire, 68% (see table 09 p.35) of them read the corrections provided by their teachers when they receive their copies. Learners seem to perform better when they are followed up and encouraged to benefit from the feedback provided to them by re-drafting their writing. This clearly means that the learners are interested in the teachers' correction and consider it as an important element which has a significant role in the teaching process in general, and the writing skill in particular.

Besides, as concerns the learners' perception towards the importance of teachers' corrective feedback, it has been noticed that the majority of the participants (52%) (See diagram 06 p.36) agree with the significant role that teachers' comments play in the learning process. This is due to the fact that teachers' feedback helps learners to understand their weaknesses in writing and gives them the chance to progress and improve their learning. The result is supported by S. Underwood and P. Tregidgo (2006:85) in which they say that "*Some students specifically noted that all of their teachers' comments were positive because all comments helped them to improve their writing*". The learners welcome their teachers' commentaries and think they are helpful and supportive for their development. This is clearly confirmed by Rydahl (2005) who argues that teachers' feedback has an essential role in the growth of the learners' production as it aids them to reach the intended goals. 44% of the learners as a whole (32%+12%) (See diagram 06 p.36) have said that they are not interested

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in any comments or correction provided by the teacher and according to them it is time consuming. The outcomes may indicate that learners emphasize on their grade and do not bother to work with any remark received from their teachers. Thus, although some learners do not give much interest to teacher feedback, the majority of them have said that teacher feedback plays a vital role in the improvement of their written production. Therefore, in order to develop learners' level in writing, the more comments and remarks teachers provide, the more enhancement and improvement can be seen in the learners' production.

The results also reveal that if learners have any difficulties and make errors, the teachers are always present to help them, most of the time, with comments or remarks. This is confirmed in table 12 (p.39) in which the majority of the learners (72%) affirm that if they have any problems or difficulties, they refer to their teachers to help them understand their problems in writing for the reason that their teachers know their weaknesses, how to correct and avoid them in the future. This indicates how well learners are confident and reliant on their teachers as a sole source of knowledge. The learners (14%) who prefer the classmates' assistance have said they feel more comfortable and relaxed with them. This maybe be due to learners' equivalence in the level and may use different means for explanation. The 10% of the learners who prefer looking up in grammar handbooks or other books to understand their errors have given no justification. Yet, this is perhaps explained by the fact that the teachers could not help all the learners with all their error correction since the number of pupils is increasing. Thus, it is so hard to manage this number.

The findings of this work demonstrate that the learners take into account their teacher comments by not repeating the same errors. The repetition of mistakes is due to two propositions: 54% of the learners have related it to the ambiguity and the vagueness of teacher comments. They have said that they repeat the same mistakes because the teacher feedback is

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not clear and they do not understand it, i.e. the handwritten feedback can be hard to read, whereas 45% relate it to the teachers' ways of presenting feedback. So, teachers must provide learners with clear and understandable feedback to make them know their errors to reduce them. The specific and clear feedback has a positive effect on the learners' future production. In clear words, the language of the written comments should be comprehensible with the learners' levels. This is confirmed by Williams' (1997); Storms' and Sheingold's (1999) view that learners find feedback not very supportive or just useless when it is not specific and clear. Ferris' (1995:46) study claims that “*when learners are asked if their teacher's responses were helpful, some said they were not specific enough to be helpful*”. Bardine et al. (2000) find that learners want specificity and clarity in the comments they receive on their writing.

The results reveal that teachers, in Stambouli Rabah secondary school, never use any symbols or codes to indicate the errors. This shows clearly that this type of correction is not common with second year learners of the secondary school. The most used type by teachers to correct their learners' errors is the direct one in which the teachers directly provide the correct form. From table 11 (p.38), 52% of learners prefer the teachers to cross out what is incorrect and provide directly the correct form. This type of teachers' correction is very common in the secondary school. For the reason that if the learners are given the correct answer, they can incorporate the feedback they have received effortlessly since it is clear and understandable. The result is confirmed by Ellis (2009) who states that direct CF has the advantage of providing learners with explicit guidance about how to correct their errors. Indeed, the learners prefer simultaneously to receive directly the correct answer from their teachers who show the errors and give directly the correct form. The learners do not feel that indirect correction or the use of symbols reduce their mistakes in a positive manner because just underlining errors without providing the correct form is sometimes confusing and they

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may make wrong guesses about their errors. Chandler (2003) has claimed that the indirect correction might fail because it provides learners with insufficient information to resolve complex errors (e.g. syntactic errors). Furthermore, he argues that whereas direct CF enables learners to instantly internalize the correct form as provided by their teacher, learners whose errors are corrected indirectly do not know if their own hypothesized corrections are indeed accurate (Ibid). Lee's (1997) study also confirms that direct prompting of error location is more helpful than indirect prompting, since learners are able to correct more errors when they are directly located for them.

When we ask learners if they think that teachers' corrective feedback on their writing production helps their writing in English, 58%(see diagram 09 p. 39) have said "yes". According to them, teachers' CF has a positive effect on their paragraphs and offers a direction and a guide for them. This is confirmed by Ryan (1997) who says that feedback alerts the learners about their current writing skill and how it can further develop their writing. So, the learners are able to advance more with their paragraph since they are provided with a corrective feedback which inspires them to revise better, and at the same time builds their self- confidence in writing (Goldstein, 2004). Teachers' comments serve the teachers' needs and the learners' requirements. That is to say, it helps them to guide their learners and indicates the written mistakes in which the learners should pay more attention in revising and changing their style of writing. 38% of them have a negative view and have said that this type of correction has no effect in the development of their written production. This fact may be related to difficulties they have found to understand the teacher comments or may be to their weaknesses to develop a paragraph in English.

When we have asked learners in open-ended question to imagine their writing production without feedback, the majority of them (60%) answer positively. This proportion

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of the second year learners have confessed the importance of teachers' CF on their writing production. A learner notes that: *"teachers' comments are the guide that we follow to improve our writing"*. According to them, feedback has a crucial role in helping, informing, motivating to write and to recognize the weaknesses. The pupils claim that the teacher comments guide and direct their product and develop it. This is proved by research (e.g. Ashwell 2000; Chandler 2003) that the use of feedback has positive effects. So, the learners are aware of the utility of teachers' feedback as it helps them to show progress and growth in their performances. It also gives them the chance to know their weaknesses in order to try to get them improved next time. Feedback can encourage and advance learners learning if it focuses on 'growth rather than grading' (Sadler, 1983).

2. Discussing the Findings of the Learners' Exam Papers

The third and final research question is about whether feedback influences the development of the learners' writing or not. The method that has been used to investigate this research question is a qualitative analysis of some learners' exam papers.

From the analysis of the learners' exam papers, it has been found that a considerable proportion of learners in Stambouli Rabah secondary school do not give much interest to the last part of the exam which is the written expression. This is clearly confirmed from their exam papers in which a considerable amount of the learners have neglected this part and have focused only on the comprehension of the text and the mastery of language. In their papers, the teachers always cross out this part because the learners ignore it and they do not try to respond. It can be related to the difficulties that the learners face to develop a piece of writing in a limited time or may be that this part is given low marks, so they do not want to consume time to produce it. Thus, the learners' interest from the exam is just to receive good marks not to examine their knowledge. Moreover, it may be related to the laziness of the learners who

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do not want to make efforts to produce a piece of writing and just prefer to respond to the clear and simple questions. The lack of vocabulary is another possible factor that leads to the ignorance of the last part of the exam. Another interesting feature related to this problem is the difficulties of the written expression question. Besides, it may be related to the topic proposed. In this sense, teachers should pay more attention to the choice of the topic that should respect every learner's level. In other words, it is the learner's level that determines the common vocabulary and language used by the teacher.

Although some learners have ignored the written expression, there still exist a considerable proportion of them who have given more attention. From the analysis of the exam papers, we have noticed that these proportions of the second year learners make an effort to respond to the production of a piece of writing. They take it into consideration in order to check their knowledge, language and capability and also to raise their score in the exam.

According to Ellis' (2009) theoretical framework, there are four types of teacher feedback: direct, indirect, metalinguistic and reformulation which have been developed in details in the first chapter. The study has shown that the teachers, in Stambouli Rabah secondary school, mainly have relied on one type of corrective feedback, namely direct corrective feedback (underlining/circling and correcting errors). This is the common type that teachers have used to correct their learners' errors and have provided them with the correct form to avoid confusion between types of errors.

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2.1. The Comparison between the Learners First and Second Term

Composition

The purpose of the comparison of the learners' exam papers is to see whether the written comments that appear in the first composition are taken into account by the learners or not. Here, the written feedback is taken into consideration and processed rather than overlooked by the participants if they produce actual changes and progress in their second composition compared to first ones.

The results reveal that the written comments that the learners have received on their first composition of the first term exam address both surface and meaning-level aspects of writing. The surface level includes the teachers' comments on learners' errors in grammar, vocabulary and mechanics. The meaning-level comprises issues such as good/poor content, organization of ideas, coherence and cohesion. The majority of the learners prove to go through the same thorny path towards the production of their first exam. They all have had major problems in vocabulary (especially word choice "He had a fracture (an injuries) and spelling "the schif (chef) of the car is driving fast"); mechanics (a lot of mistakes in punctuation and capitalization "Last monday (Monday)" and grammar (verb tense as in "there was (were) children", and preposition use "In October 23rd" (on October 23rd) the driver lost control of the car", "he was at (a) speed (of) 140 Km/h". The teachers have not neglected even any errors that the learners commit without checking it. Moreover, this method of teacher correction may be very useful and valuable in improving learners' writing performances and make them conscious about their errors. Consequently, the analysis of the first exam papers reveals that the written comments that the learners have received are primarily surface-level ones.

The analysis of the second composition of the second term exam shows that the learners' productions have not changed to the better. The learners repeat the same mistakes

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that the teachers have already corrected and have given their comments on. Learners have always the same problems with tense as in “everyone have (has) his style” and “the Algerian people used to be (are) nervous”, vocabulary “it is inough” instead of (enough) and “The Kabyle were (wear) cloths” and mechanics “The algerian (Algerian) people”...etc. In the second composition, the same errors are identified; hence, similar written comments are provided compared to the first composition.

2.2. The Role of Written Corrective Feedback in Improving Learners’ Production

From our outcomes, it has been noted that the learners in their majority do not produce actual changes and progress in their second composition compared to the first one. They have repeated the same mistakes in the second composition. The negative findings obtained from the comparison between the first and the second trimester is not related to whether the teacher corrective feedback is useful or not, but it is related to the learners’ responses. The lack of the improvement on the learners’ production is due to learners’ ignorance and unawareness of the WCF. In fact, there are many factors that interact with the learners’ ability to respond and incorporate the comments in their revision process. These factors may be related to the stress and lack of self confidence that learners feel during the period of examination. Moreover, they find difficulties to correct themselves by using the corrective feedback that their teachers have already used on their papers. Furthermore, at the secondary school, the teachers do not follow a systematic way of teaching in which there is no method to follow. Hyland and Hyland (2006) specify many factors that may act as obstacles for the learners such as language proficiency, new teacher-learner experiences and different writing processes which can interact in significant ways with learners’ interpretation of teachers’ commentaries and their writing development.

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In this case, two research hypotheses of our study reach valid answers, the last one is refuted. For this reason, although the teacher corrective feedback plays a crucial role in the development of EFL learners' writing performance, learners in Stambouli Rabah secondary school do not take it into account and this kind of feedback has not proven progress on their written production. So, the teachers should take the learners' preferences and attitudes into consideration when giving their comments and feedback in order to enhance and motivate them to be aware of the importance of corrective feedback in the development of their written production.

Conclusion

This chapter has presented the results yielded by the two research instruments used in the current study. We have conducted the research study to answer the research questions and the research hypotheses. The obtained results from the study reveal that the learners consider the writing as a necessary and helpful practice in the learning process. Moreover, the learners at the secondary school have a positive view towards the teacher written feedback and consider it as an important technique to realize their weaknesses and improve them. While the two first hypotheses suggested in the introduction are confirmed, the last one is disconfirmed. Although the positive view towards this technique, the application of teachers' written feedback has not been taken into account by the learners as it is confirmed in the analysis of the learners' exam papers.

General conclusion

This dissertation has investigated the learners' attitudes towards teacher corrective feedback and its role in the field of teaching English as foreign language (FL) at Stambouli Rabah secondary school of Tizi Ouzou. It sought to assess to what extent this strategy affects the improvement of learners' written production. The investigation in this area is important because this subject is new especially at the secondary school context and it is conducted on the basis of Ellis' (2009) Typology of Written Corrective Feedback Theory which has been reinforced by many authors. The results confirm some points of the hypotheses and the previous findings in literature but refute others.

This study assigns three major objectives. The first objective focuses on the learners' views towards writing in English. The second one is meant to determine the learners' experiences and attitudes towards teachers' WCF. The third and last objective aims to prove the value of this teaching activity on the learners' progress.

To answer the advanced research questions and to test the hypotheses of the study, a mixed method approach combining the quantitative and qualitative research methods is used for data collection and data analysis. These data, indeed, are drawn from two distinctive research sources. Fifty (50) second year learners, from two specialties "Foreign Languages", "Letter and Philosophy" are randomly chosen from Stambouli Rabah secondary school of Tizi Ouzou to respond to the questionnaire. As well, a content analysis of the learners' exam papers is also used in order to collect data about the role of teachers' WCF on the learners' progress. For quantitative data analysis, a computer program known as SPSS is used for the evaluation of statistical data. In addition to the statistical method, the qualitative content analysis (QCA) is used to interpret the data gathered from the open-ended questions and the learners' exam papers.

Relying on the data analysis, the discussion of the outcomes of the questionnaire and those of the content analysis of the learners' exam papers has provided answers to the research questions advanced in the General Introduction. The findings obtained from the questionnaires show that the learners have a considerable ability to write and produce a paragraph and they have a positive reaction and attitude towards their teachers' feedback which they prefer to receive because they consider it as an important guide and direction to write a good production. According to them, this kind of correction is an important technique that teachers use to raise the awareness of the learners to their errors. The results show that the second year learners are interested in avoiding errors in their written production, and therefore, they want and expect their teachers to correct and give their feedback on all errors in their written work. The results suggest that written feedback should be used in coordination with a form of teacher-learners consultation about the kind of feedback which could help them to improve their writing. Such teacher-learners consultation helps the teachers to modify their learners' attitudes to make them conform to those feedback practices that are of some benefit for them, and it encourages the learners to take more responsibility for their learning.

As concerns the analysis of the learners' exam papers, it has been noticed that although the teachers provide written comments to correct the learners errors and the positive views of the learners towards it, the written work in the composition of the second trimester remains approximately the same as the one of the first trimester. This gives no improvement or no progress on the written production which means that those learners do not take the teacher comments into consideration when conducting a written product because of many factors such as anxiety, stress, and lack of vocabulary, lack of instruction and unclear feedback.

All in all, relying on the framework mentioned in the literature review of the study, especially, Ellis'(2009) Theory which covers different points (see chapter one) are the

techniques for providing WF, learners' response to this type and the role of WCF in developing learners' production. The following conclusion is drawn: in spite of the constant debates about whether teacher WF on learners' papers is harmful or useful for the learners development, one true and clear fact is that teacher written feedback is an important component in the field of teaching and learning. This is because whatever teachers write on learners' papers, they can capture and direct the learners' attention towards a specific correction. This direction can be beneficial if the learners are aware of its importance and explore it appropriately.

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Questionnaire:

Dear learners,

This questionnaire is part of a research study on the effectiveness of teacher written feedback on learners writing production. Please, take a few minutes to complete this questionnaire. Your answers will be definitely anonymous and confidential, so please feel comfortable to provide sincere responses to the questions.

Guidelines: For each item, please tick the right box or write in the space provided.

Section 1: participants' profile

- Age:
- Sex: Male ☐ Female ☐
- Specialty: Foreign Languages ☐ Letters and Philosophy ☐

Section 2: Views on written English (Choose ONE alternative)

1. Your ability to write is:

- Good ☐
- Average ☐
- Low ☐

2. Do you think that is important to develop the skill of writing in English

- Strongly agree ☐
- Agree ☐
- Neither agree nor disagree ☐
- Disagree ☐
- Strongly disagree ☐

3. How often do you produce a piece of writing?

- Once a week ☐
- Twice a month ☐
- At the end of each unit ☐

4. Do you think that you receive enough writing practice in English at school?

- Yes ☐
- No ☐

5. How do you manage to write a paragraph? (Choose ONE alternative)

- I write drafts that the teacher gives feedback on ☐
- I work alone with drafts ☐
- I work alone with the text, without drafts ☐
- Other.....
.....
.....

Section 3: Experiences with feedback on writing (Choose ONE alternative)

1. When your teacher corrects your paragraphs, does he give feedback?

- Always ☐
- Sometimes ☐
- Never ☐

2. Does your teacher encourage you to revise the drafts?

- Yes ☐
- No ☐

3. Is your teacher's written feedback legible (clear)?

- Totally legible ☐
- Some ☐
- Not legible at all ☐

4. Are there any comments or corrections that you do not understand? If so, why?

- Yes ☐
- No ☐

.....
.....

5. When your teacher corrects your paragraphs, does he

- Correct every kind of mistake ☐
- Concentrate on one kind of mistake each time ☐
- Other: Please, specify. ☐

.....

6. Which of the following areas would you like your teacher to emphasize more and why?

- Content ☐
- Organization ☐

- Language ☐

.....

.....

7. What are the most common errors that you make?

- Grammar errors ☐
- Vocabulary ☐
- Spelling ☐

8. How does your teacher correct your paragraphs, does he:

- Provide directly the correct form ☐
- Show the mistakes using symbols ☐
- Just cross the mistaken parts ☐
- Other: specify

.....

.....

Section 4: Attitudes about feedback (Choose ONE alternative)

1. Do you read your teacher's corrections?

- Yes ☐
- No ☐

If 'Yes', do you:

- Read them carefully ☐
- Look at some of them ☐
- Pay attention to teachers' comments on the ideas expressed ☐
- Other: Please, specify

.....

.....

2. Do you feel bothered (disturbed) when you receive feedback?

- Yes ☐
- No ☐
- If yes, why?

.....

.....

3. What do you think about teacher feedback? Justify your answer

- Important ☐
- Not important ☐

- Time consuming ☐

.....

4. Is the received feedback helps you to develop your writing?

- Strongly agree ☐
- Agree ☐
- Neither agree nor disagree ☐
- Disagree ☐
- Strongly disagree ☐

5. If your teacher gives you a kind of correction of mistake, do you repeat the same mistake?

- Yes ☐
- No ☐

If yes, why?

- Because of the ambiguity of feedback ☐
- Because of teachers' way of presenting the feedback ☐
- Others ☐

If others, mention them

.....

6. How do you want your teachers to indicate errors in your writing?

- Cross out what is incorrect ☐
- Cross out what is incorrect and write the correct form ☐
- Show the error and give a hint about how to correct it ☐
- Ignore errors and pay attention only to the ideas expressed ☐

7. If you made an error in your writing, what helps you to understand what you did wrong? And why?

- Having another student explain the problem ☐
- Having your teacher explain the problem ☐
- Looking in a grammar handbook (or other book) ☐

.....

8. Do you think that this kind of feedback (written feedback) helps you to develop your writing in English? And why?

- Yes ☐
- No ☐

.....

.....

9. Imagine the written section on your papers without feedback from you teacher. What is your impression?

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Thank you!