

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA**  
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**MASTER**

**Psycholinguistic Issues in Language Teaching**

**The Psychological Factor that Effect Language Learning.**

**Teacher Written Feedback and Students' Reactions.**

**The Case of Second -Year Students of English,**

**At university of Mostaghanem**

**Presented by:**

**Sahraoui Siham**

**Board of Examiners**

**Chair:**

**Supervisor: Mustapha Boudjelal**

**Examiner: Bentamra soumia**

**University of Mostaganem**

**University of Mostaganem**

**University of Mostaganem**

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# *Dedication*

*To my family and friends*

*I dedicate this work*

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## **Abstract**

This study intends to investigate the effects of the implementation feedback has on learners' performance, and how it can influence their psychological aspect. To answer the following research questions, to what extent the feedback provided by the teacher is useful or useless, and to what extent learners are aware of the importance of feedback, the hypotheses were suggested, that using coded feedback on learners' writings has a positive effect on their improvement. To test these hypotheses, the researcher did some field investigation. The respondents were second year students in the Department of English at the University of Mostaganem. The sample is made of 20 teachers and 20 students of English. Collected data through a teacher and student's questionnaires in which they were asked to give their own opinions about teacher written feedback and using correction symbols, the data of the questionnaire were analyzed by qualitative and quantitative methods aiming at find out correct results. The results show that feedback is very helpful and useful, it effects the learner's psychology positively and help them develop their writing skill, so use of the correction symbols is partially effective in eliciting an improvement of the experimental students in their writing. The results also show that, the effectiveness of correction symbols can enhance students' self-correction to avoid doing same mistakes over time, thus suggestion that correction feedback is suitable to be implemented the Algerian EFL context for the aim of help both teachers and students

### **Key words:**

Teaching written, feedback, psychological effects, corrective feedback, learner's preferences.

## **List of abbreviations**

EFL English as a Foreign Language.

CF Corrective Feedback.

TWF Teacher's written feedback.

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## **General Conclusion**

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## **General introduction**

The most important goal of teaching foreign language is to enable the learner to communicate. This communication is based on four basic skills: listening, speaking, reading, and writing. Listening and reading are considered as receptive skills; on the other hand, speaking and writing are productive skills. Writing in a foreign language is one of the most challenging skills for almost all learners. Developing the writing skill is thought to be highly complex if not the most complex in comparison to listening, speaking and reading.

Providing feedback in written tasks is also the most difficult role of teachers, they pay attention to all words, comments and advices they write in students papers in order to avoid misunderstanding and to do not affect the learners negatively.

Feedback is considered as a tool of teaching the writing skill, and learners expect their teachers to provide them with appropriate mistake correction. At the University of Mostaghanem, teachers of Written Expression apply different ways of providing feedback on students' compositions because some of them think that a good piece of writing depends on grammar and vocabulary, so they focus more on giving feedback concerning these two aspects. Others focus on text design and organization, so their response to learners' written production may be quite different.

Written still consider as the most hard skill for learners and teachers, it is a skill which needs a special attention from both of them.

The primary cause of these problems in this skill is that the students still believe and feel that the good written production comes from what they have learned about grammar; so, the student often rush toward grammar practice and tend to forget the specific steps and techniques which lead to produce better writing. Some student's paper were be examined, it was found that their achievement was poor both in terms of the content and form. In terms of content, the ideas were not clearly organized and the thesis statements were not clearly stated. In terms of form, there were long sentences, no parallelism, and many grammatical and spelling mistakes. These observations show that the students' papers were completely corrected by the teacher; he used to correct all types of errors, using the red pen, correcting symbols, in addition to give remarks and advices, it was observed that the majority of learners made the same mistakes, and they do not pay attention to teacher written feedback. Because of this, we have come to one major research question.

The present study is designed to determine to which extent the students are aware of the importance of feedback and how it is very effective when they take it into consideration. Also to know the impact of the teacher's written feedback on student learning activities and achievement,

furthermore knowing the psychological impact of the teachers' feedback on the students' performance.

Teacher's written feedback is considered as the most ambiguous issue, it was very interesting topic to deal with, it allows teachers and learners be aware of the great importance of feedback in order to facilitate learning and develop skills, this theme is useful for future teachers and novice ones.

The students develop their ideas on the topic and the text at the same time through different stages. Writing is considered as a difficult and challenging aspect to be learned in a foreign language. For this reason, it was putting the following research questions: The main research questions are. To what extent teachers' written feedback is effective? .To what extent learners are aware of the importance of feedback? And which type of feedback is good direct or indirect?

To check the validity of our research, it was hypothesized first, feedback is extremely important to achieve good results and to motivate learners, feedback has great impact on student's psychology that's way learners should be aware of it. Second, the student's difficulties in writing skills might be due to their lack of awareness of the different types of feedback so they do not take it into consideration. Third, regarding the third research question both direct and indirect feedback are useful and helpful to make the learners aware and conscious of the importance of feedback.

To check the validity of the research questions and hypothesis, a questionnaire were conducted a questionnaire in which the students and the teachers are asked to answer some questions about written and teacher's feedback and it's benefits.

Feedback refers to the information given to the learners about their performance. It is the input from a reader to the writer, with the effects of providing information to the writer for revision

In clearer words, any procedure used to inform a learner whether an instructional response is right or wrong, and via feedback, learners are provided with information on aspects of their performance through explanation or proposition of better options. Feedback is of three types; teacher written feedback, teacher -student conferences and peer feedback. Teacher written feedback takes many forms. The most common ones are; commentary, rubrics, minimal marking (correction symbols), taped comments and electronic feedback. The research seeks to investigate the impact of feedback on student's psychology and achievements.

Investigating the benefits of teacher's written feedback, in improving learner's attainment be realized through the use of a questionnaire. The questionnaire will evaluate the effect of effects of feedback and correcting symbols on the learner's achievement, the student's and teacher's questionnaire allow to test the hypotheses and answer the research questions.

The study is conducted at Mostaghanem University; the data are collected through the analyses of second year students' questionnaire in order to consider their opinions and to gain insights from their answers. The second analysis examines the teachers' questionnaire to get more information about their experience in teaching this skill and the techniques that they use of feedback correction codes.

The study is divided into two main parts theoretical and empirical one, Chapter One provides an overview of the definition of feedback and importance of feedback furthermore, factors affecting student reactions to teacher feedback and student uptake of teacher feedback in addition to the forms of teacher written feedback.

Chapter two deals with the data collecting and analyzing It contains the analysis of the learners' and teachers' questionnaires.

Chapter three provides recommendations and further suggestions

**Introduction**

Kepner (1991: 141) defines feedback in general as “any procedures used to inform a learner whether an instructional response is right or wrong” For the purpose of the assignment, however feedback will strictly refer to the written feedback given by teachers as response to their student’s errors in writing. The terms feedback, comments and correction in this project will used interchangeably and they do not constitute any real difference.

Teacher ‘s written feedback automatically excludes, but not in any way rejects, other known types of feedback such as peer feedback and oral conferences even if their implications on ESL writing may similarly produce results of remarkably substantial interest. The targeted proportion of students in this study is describe as EFL, a crucial fact that affects consequent discussion and therefore must keep in mind throughout the progression of this study. EFL, an acronym for English as a Foreign Language, originally referred to non-native speakers learners of English in an English environment e.g. immigrants in United Kingdom, but now it has become a standard term to mean learning English by non-native speakers regardless of the environment, which is exactly the case in this study as shall be seen later. Form feedback, which also known as grammar feedback and surface level feedback, is the type of feedback that looks into issues like spelling, grammar, punctuation etc. On the other hand, content feedback usually refers to matters like organization, choice of vocabularies, rhetoric use of the language, cohesion and coherence, and other more abstract and notional matters of writing. It is worthy to note that the distinction between the two types is not always clear but this will be overlook for now.

Other researchers defines feedback as the “information that is given to the learner about his performance of a learning task, usually with the objective of improving this performance”. Hence, feedback is the information learners provide with about how good or bad their performance is. If some distinguish correction and assessment as two separate evaluation tools, are two essential components of feedback, via assessment, the learner is simply tell how well or badly he has done, percentage grades can be an example, and via correction, learners are provided with information on aspects of their performance, through explanation, or proposition of better options.

## **I.1 Definition of Feedback**

### **I.1.1 Philosophically**

Feedback in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student's achievement and the success of educational programs. Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision making.

Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made by the results of alternative forms of assessment.

### **I.1.2 Socially**

Feedback is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When evaluating, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. For example, I often ask my students if they wanted to determine the temperature of the classroom they would need to get a thermometer and take several readings at different spots, and perhaps average the readings. That is simple measuring. The average temperature tells us nothing about whether or not it is appropriate for learning. In order to do that, students would have to poll in some reliable and valid way. That polling process is what evaluation is all about. A classroom average temperature of 75 degrees is simply information. It is the context of the temperature for a particular purpose that provides the criteria for evaluation. A temperature of 75 degrees may not be very good for some students, while for others, it is ideal for learning.

We evaluate every day. Teachers, in particular, are constantly evaluating students, and such evaluations done in the context of comparisons between what was intended (learning, progress, and behavior) and what obtained. When used in a learning objective, the definition provided on the ADPRIMA site for the behavioral verbal evaluate is to classify objects, situations, people, conditions, etc., according to defined criteria of quality. Indication of quality must give in the defined criteria of each class category. Evaluation differs from general classification only in this respect.

### **I.1.3 Psychologically**

It is widely known that evaluation is a very strong factor that effect language learning. Psychologists define it as follow: *«Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.»*

Mary Thorpe in “Handbook of Education Technology” (Ellington, Percival and Race, 1988)

### **I.2 the Importance of Feedback.**

As proposed by psycholinguist Eric Lenneberg (1967), writing is similar to swimming in the sense that both are culturally specific learned behavior. Since writing is not a congenital ability, the role of teachers in facilitating students to be good writers is needed. The anticipated authoritative role of teachers has inspired research on the role of teacher as a responder to students’ writing (Brown, 2001). This has also spearheaded various studies in the attempt to emphasize the role of teacher as a responder. The role of teacher as responder is achievable through TWF is an on-going process. This means it should happen continuously throughout the process of teaching and writing in achieving the final product (Ravichandran, 2002) (cited in Ravichandran .V. 2002. Responding to Student Writing: Motivate). What can be conclude from this is that teachers should provide feedback on students’ drafts so that students will be able to make revisions and improvements in their writing. While there are other feedback providing strategies such as peer feedback. a study by Paulus (1999) revealed that not only teacher feedback brought more influence in improving students ‘writing; also, the students prefer it as compared to peer feedback. (Cited in. M. Jalalifarahani, H. Azizi.2012. The Efficacy of Peer vs. Teacher Response in Enhancing Grammatical Accuracy & General Writing Quality of Advanced vs. Elementary proficiency EFL Learners). Similarly, Hyland (2003) found that students highly regard form-focused feedback from teachers and they believed that this kind of feedback would be helpful in noting their errors so that improvements can achieved. Courses in universities often demand students to produce

some kind of graded writing as a part of the course requirement. University students, likewise, regard their grades highly as it can be used to predict their overall grade at the end of the course. In order to address this issue, teacher written feedback can use as one method to facilitate students to improve their grades. This is because as written feedback from the teacher highlights the most important aspects in students 'writing that need to be improved. Through this, students would be able to make adjustments to improve their grades (Vardi, 2009). Albeit previous researchers such as Hillocks (1986), Knoblauch and Brannon (1981) who believed that written commentary on students' writing is generally ineffective. ( cited in Shubhada Deshpande.2014.Teaching writing skills in English), Silver and Lee (2007) confirmed in their study that teacher written feedback is crucial for EFL students' revision process as it helps to pinpoint their strengths and weaknesses( cited in 2014 IOSR Journal Of Humanities And Social Science. Other than helping in students 'revision, teacher written feedback can also help students to be better motivated in writing. Ravichandran (2002) contends that students feel more motivated to engage in writing activities when teachers are more interested in their content rather than their language forms (cited in Ravichandran Vengadasamy.2002. Responding to Student Writing: Motivate, Not Criticise). Correspondingly, Ferris (2004) asserts that students appreciate teacher's feedback on errors. "The lack of such feedback may lead to anxiety and resentment, which could decrease motivation and lower confidence in their teachers", (Ferris, 2004, p.56) (cited in IOSR Journal)

### **I.2.1 Feedback is integral to formative assessment**

Feedback on performance, when effective, is widely considered integral to learning. People learn faster and more deeply if they know what the strengths and weaknesses of their performance are and most importantly, how to improve future performance. One of the most valuable contributions anyone can make to another person's learning is constructive feedback. Whether as a student or as a teacher each one of us has the capacity to provide useful information to other people, which will help them to learn more effectively (Boud, 1991, p. 19). This potential to influence future performance is known as feedforward. In order to generate feedforward, feedback must not only identify the learner gap between actual and desired performance (by indicating the standard achieved on any given criterion for example) but also provide information needed to close that gap. It is this additional information, which is so important in making assessment formative. What's more, when specific guidance is

provided to close the gap, the feedforward effect is even greater and the focus of feedback quickly becomes learning rather than marks.

### **I.2.2. Feedback produces learner autonomy**

One of the most valuable aspects of effective feedback is its ability to foster learner autonomy. Students tend to become self-regulated learners when the teacher provide them with detailed feedback on performance as well as guidance for future improvement. Evidence of this self-regulatory process can be seen in an increasing ability to align aspects of thinking, motivation and behavior with assessment criteria, standards and learning outcomes as well as learning goals established by the learners themselves. A similar effect can be produced in students' written work. Feedback, which specifically identifies weaknesses in aspects of student writing, such as structural and language issues, and then offers guidance in addressing these can better equip the student to proofread and self-correct in the future. Feedforward then results in less dependence on support from lecturers and tutors. Even better, self-regulated learners are often more successful learners, being more resourceful, tenacious and confident.

### **I.2.3. Feedback Aligns Teaching and Learning**

Feedback can play an essential role in aligning teaching, learning and assessment. When explicitly linked to assessment tasks, learning outcomes and marking schemes, feedback functions to create and maintain meaning for teachers and students alike through a reinforcement of the purpose of assessment and how it relates to learning outcomes (Biggs, 1999; Dunn, Morgan, O'Reilly, Parry, 2004). Conversely, the absence of effective feedback reduces assessment to a post-script for learning and teaching and little more than a means of justifying the awarding of a particular grade (Orrell, 2006).

### **I.2.4. Feedback Directly Effects Student Experience**

Whether intended or not, feedback affects the self-esteem and motivation of students, they see all lecturers and tutors to possess power. Poorly worded or overly judgmental comments on assessments can easily damage student confidence. This can lead to a student with low self-esteem interpreting all future feedback personally (as a judgement on their ability). On the other hand, constructive, well-written feedback contributes to positive self-esteem and an

ability to interpret feedback, be it positive or negative, more objectively. As positive self-esteem and self-belief increase motivation to learn and improve performance, effective feedback has a flow on effect on student outcomes through increased success and retention. It is obvious then that feedback has a profound effect on student experience. Students want and value feedback; however, their experience of receiving satisfactory feedback is uneven. Recent research in Australian tertiary education highlights the frustration students experience with feedback. Three consecutive national surveys revealed two fifths of first year respondents were dissatisfied with the helpfulness of tutor comments on assignments (Krause, Hartley, James & McInnes, 2005).(cited in The importance of effective feedback. Western Sydney University).

### **I.3 Factors Effecting Student Reactions to Teacher Feedback.**

Students' reactions and attitudes to teacher feedback are an intricate matter, intertwined with, not only student characteristics like proficiency level, but also with teacher factors, such as teachers' beliefs and practices and their interactions with students, as well as the instructional context in which feedback is situated. Whenever teachers give their feedback or comment on the student's paper or writing they will react differently, plenty of factors may influence these reactions among them:

#### **I.3.1 Preference for Teacher Written Comments**

Regardless of proficiency level, students in the study asked for more written comments, and reading the comments was the most preferred activity for both groups of students. These results are irrespective of whether the teacher concerned had been giving written commentary or not. As Teacher A wrote comments on student texts, the HP students wished for more because they might find comments useful in terms of informing them of the quality of their writing other than of their grammatical accuracy. As for Teacher B, he rarely wrote comments on student texts, and this might have made the LP students curious about their teacher's judgment of their writing apart from how accurate it was. This confirms what is common about students wishing to get feedback on not only language but also other issues like content and organization (Hedgcock & Lefkowitz, 1994; Leki, 1991) (cited in BAGHZOU, S.2014. A Model of Feedback Made on Students' Writing). Written commentary can help students see how their teachers are reading their writing and what strengths and weaknesses they have (Goldstein, 2005), particularly in areas other than language accuracy. Given the teachers' error-focused feedback in the study, it is not difficult to explain why students asked for more

comments. Nevertheless, student preference for written comments has to be interpreted with reference to the instructional context that is, single draft classrooms where revision was not required. If feedback had been delivered in multiple-draft contexts where students were required to utilize comments to improve their writing, student reactions to written comments might have been different.

### **I.3.2 Demand For ‘More’ Teacher Effort and Students as Passive Recipients**

In the study, both HP and LP students showed a tendency to demand greater effort on the part of the teacher that is more written comments and more explicit error feedback (i.e., providing correct answers and/or categorizing error type). Such a reaction could be a direct result of the teacher-dominated approach to feedback. As teachers marked student writing in detail, responding to errors comprehensively and not providing opportunities for student centered activities like peer/self-evaluation, students were rendered passive and became more and more reliant on the teacher. Therefore, students wanted teachers not only to indicate errors but also to provide corrections and indicate error types. Belcher and Liu (2004) (cited in Icy Lee, 2008) Student reactions to teacher feedback in two Hong Kong secondary classrooms. suggest that as students relinquish power to their teachers, they want to tell what to do rather than take initiative to direct their own learning, which seems to describe the students in the study. While most of the HP and LP students in the study wished for more written comments and found reading the comments afterwards the most preferred activity, almost none of the students preferred revising the whole composition. Since both teachers in the study required only single drafts and minimal student participation in the evaluation process, students were likely to look up to the teacher as the sole authority in feedback and themselves as passive agents in the learning-to-write process. Revising their own writing based on teacher comments might not even have crossed their minds. The study has demonstrated that teachers’ feedback practices have a direct influence on student reactions and expectations. Simply put, teacher-dominated feedback practices breed passive and dependent learners.

### **I.3.3 Student uptake of teacher feedback**

Not all the students said that they were able to act on the teacher feedback (mainly by correcting errors) or found it useful, particularly the LP students. This confirms previous research, which shows that teacher feedback is not, always understood (Zamel, 1985). As the bulk of the feedback was on errors in the study, language proficiency is one possible reason to explain why more LP students said they were unable to correct their errors. A related factor is

student motivation. With low motivation, students are less likely to take teacher feedback seriously and find it useful (Guenette, 2007). Taught by a teacher who believed they had “nothing in their minds” and who did not appreciate their efforts in writing, the LP students are an example of a self-fulfilling prophecy that is, if no one, especially the teacher, believes they can achieve, they will not. MacDonald (1991), working from a social psychological perspective, suggests that students usually have one overall reaction rather than a separate set of reactions to teacher feedback. For weaker students particularly, when their papers receive poor grades, their overall reaction is usually are disappointment, and to reduce such tension they are likely to discredit teacher feedback. A caveat, however, is that, although the LP students in this study were assumed to be less motivated than their HP counterparts, there is no concrete evidence to suggest that these LP students necessarily lacked motivation because of their low language proficiency (though research has found motivation to be a main determinant in second/foreign language achievement e.g., Dornyei, 1994). Another plausible factor that can explain why teacher feedback might not have been perceived as useful is the quality of the feedback. Quality of feedback covers a range of issues, such as consistency, accuracy, and comprehensibility.

#### **I.4 Forms of Teacher Written Feedback**

Teachers written feedback have a significant role in improving students writing. Teachers often play the role of readers as they respond to their students` writing. Thus, teachers do not feel satisfied by only giving grades until they provide written comments as reader reaction.

##### **I.4.1 Commentary**

This is the most common form of teacher written feedback. This technique of providing feedback takes the form of hand written commentary on the student papers. Commentary feedback is considered as a responding to the students’ writing rather than evaluating what they have done. “If time allows, responses may take the form of both marginal and end comments. A comprehensive endnote allows more space and opportunities for the teacher to summarize and prioritize key points and to make general observations on the paper” (Hyland, 2003: 180)(Cited in Dana Ferris. (2007). Preparing teachers to respond to student writing). Such a form of feedback can be extremely useful and should help students to avoid mistakes in their final version.

##### **I.4.2 Rubrics**

“A variation on commentary, and often accompanying it on final drafts, is the use of cover sheets which set out the criteria that have been used to assess the assignment and how the

student has performed in relation to these criteria” (*ibid.*, 181) ( cited in Douniazed Bouzidi (2012). Importance of Formative Assessment in Developing Students` Writing Achievement)

1. An “A” Paper: It teaches something new. It offers an original idea or synthesis of ideas that takes course material beyond the lecture or discussion. It advances a provocative argument that is effectively developed and supported with compelling evidence. The prose is clear and there are no mechanical, grammatical, or syntactical errors.

2. A “B” Paper: It capably engages ideas covered in class. It engages the assignment, but in a limited way. The thesis is there, but it is too broad or not concisely stated. Support for the paper’s argument is sparse or sometimes unconvincing. Counter-arguments or alternative explanations are not take into account.

3. A “C” Paper: The paper does not demonstrate much critical thought. Potentially productive ideas are hamper by imprecise language or poor organization. The thesis is superficial. The arguments have little evidentiary support.

Rubrics can use for different genres, and they are useful in showing what the teacher values in a particular student work.

### **I.4.3 Correction Symbols**

Correction symbols refer to the indication of types and locations of students’ mistakes using correction codes such as those suggested by Oshima and Hogue (1997).

The application of correction codes is “normally done by underlining the mistakes and using some kind of symbol to focus the attention of the students on the kind of mistake they have made” (Byrne, 1988: 125) (cited in Donn Byrne 2001. Correction procedures Pearson Education Ltd). Therefore, the coding technique consists of using a number of different codes (either in the body or in a corresponding margin) to refer to the different aspects of language such as word order, spelling and verb tense. Correction symbols also are call minimal marking. Using correction codes is a convenient way of giving learners information on where they have gone wrong. “It is convenient to have a system of signals to the pupil in order to help him to know what he is looking for before he has acquired much proof -reading skill” .Bright and McGregor (1970: 156).In addition, “this technique makes correction neater and less threatening than masses of red ink and helps students to find and identify their mistakes” (Hyland, 2003: 181) and “makes correction look less damaging”( Harmer, 2007: 121).“These also have the advantage of encouraging students to think about what the mistake is, so they can correct themselves” (Ibid., 2001: 111) (Dr.K.Yugandhar.2014.Practical correction codes to English writing skills), correction codes encourage students to look at writing as a skill that can be improved, and train them in

looking for areas of improvement (Hedge, 2000: 316) (Farhana Ferdouse learning From Mistakes: Using Correction Code To Improve Student's Writing Skill). Students can therefore correct their mistakes because their mistakes occur in "the hurly-burly of conversation where there many things to get right at the same time. The learner knows the right form, but produces the wrong one" (Johnson, 2001: 335) (cited in Chan ka lon 2011. Process Writing and Effectiveness of Correction Symbols.). When responding to first and second drafts of students, teachers expect a new version to be produce, which shows that learners have taken into consideration the use of correction symbols. The reason for using symbols is that learners can identify their mistakes and correct them. The feedback process is finished once students have made changes in their written production (Harmer, 2001: 112) (Cited in J. Harmer.2001. How to teach English).

### **I.5.Commenting on Student Work.**

Perhaps nothing involves us so directly in the messiness of teaching writing as the attempts to comment on students' essays. Whenever conduct workshops in the marking and grading of student writing as mentioned in William Zinsser's Writing to learn (1988): "The writing teacher's ministry is not just to the words but to the person who wrote the words" (p. 48) (cited in John Bean2011.Engaging Ideas).

Either students were asked to describe their reactions to specific marginal comments that teachers placed on their essays-what they thought comments meant or how comments made them feel when a teacher wrote, "be more concise" each student will react differently from his classmate.

#### **I.5.1 Types of comments.**

Researchers have explored the effect of direct versus "mitigating" comments on student papers. Mitigating comments frame criticism in a positive way in order to buffer students' anger or mitigate feelings of inadequacy (Treglia, 2009; Weaver, 2006) (cited in John Bean Writing Comments on Students' Papers). In a study of marketing majors at a large Midwestern university, Smith (2008) showed students the following two examples of possible end comments for a paper-one presenting critical statements directly, with no attempt at mitigation, and the other including positive as well as negative statements:

##### **I.5.1.1Direct criticism.**

Direct criticism-no mitigation, example 'your paper has not fulfilled all of the assignment requirements because it is missing a conclusion discussing whether you are a good match for

the company you researched'. The writing needs proofreading, and several source citations are missing in the text of the paper. The paper could use more research on your employer.

#### **I.5.1.2. Mitigated criticism**

Mitigated criticism-positive and negative elements, example your paper's introduction was excellent, as was your detailed information on salaries and the career path for this position. The stages of the recruitment process are well cover and give good direction. Your paper has not fulfilled all of the assignment requirements because it is missing a conclusion discussing whether you are a good match for the company you researched. The writing needs proofreading, and several source citations are missing in the text of the paper. The paper could use more research on your employ.

The students overwhelm mingle preferred the mitigated version that mixed positive and negative elements. One person called the unmitigated end comment "mean"; another said it "only gives the bad and makes the student feel like a failure." Still another said, "If I were a student who was going to rewrite this paper, I probably wouldn't bother because the evaluation the professor wrote made it sound like he/ she didn't like it at all.

#### **I.5.2 Students' Responses to Teachers' Comments**

Part of the problem is that our comments on students' papers are necessarily short and therefore cryptic. We know what we mean, and we know the tone that we intend to convey. Often, however, comments are bewildered our students, and they sometimes read into them a tone and a meaning entirely different from our intentions. The extent to which students' misread teachers' comments is revealed in Spandel and Stiggins's (1990) (cited in Assessment Strategies to Inform Science and Mathematics Instruction It's Just Good Teaching) study, in which the investigators interviewed students about their reactions to teachers' comments on their papers. Students were asked to describe their reactions to specific marginal comments that teachers placed on their essays-either what they thought the When a teacher wrote, "Needs to be more concise," students reacted

#### **I.5.3 Principles of Effective Teacher Written Feedback on Student English Writings**

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions (Keh, 1990). Through feedback, the writer may learn the reader's confusion caused by the writer's insufficient information, illogical organization, poor development of ideas, or even inaccurate usage and choice of words and tense. Students are motivated to continue a series of revisions

especially through positive feedback. Hence, feedback drives the writer polishing their drafts repeatedly to bring expression closer and closer to intention in successive drafts and eventually accomplish the final product. Just as the saying goes, learning writing is through writing. Major types of feedback in a writing process approach are peer feedback (Dheram, 1995; Keh, 1990; Mei & Yuan, 2010) (cited in Yayun Wen 2013 Teacher Written Feedback on L2 Student Writings, conference and comment (sometimes, evaluation, and error correction are included).

Among them, teacher written feedback is the most important feedback that L2 students expect to receive. It is indispensable in the students' whole writing process. Usually we can easily find the interpretation gap between the teacher and the students, especially in written feedback. That is, a misfit between teachers written feedback on compositions and the learner interest between what teachers give and what students would like to get (Lee, 2008). In addition, this mismatch between the concerns of the students and those of the teacher is sure to affect the practical effectiveness of the written feedback. As a result, the students always feel at a loss how to handle the feedback in their revising work. Such unsatisfactory occurrence is rooted in lack of interaction between reader and writer either in spoken or in written language. As we know, a common feedback situation is one in which the teacher takes students drafts away and provides a written comment on them. After that, there is no opportunity for both to contribute to the discussion. On the one hand, the writer's ideas are represent only by the draft and they are not always so skillful in expressing their intentions. Thus, the teacher relying on the writer's inadequate performance is likely to give misguided comments. On the other hand, the writers, faced with the puzzled remarks, will not obtain the full evidence for revision. Misunderstanding is expanding. Under these circumstances, it may be necessary for several cycles of students' drafting and teacher comment to take place before an acceptable version can produce. Therefore, teachers and students need to work more at establishing agreement on their interpretation of feedback and at improving the students' writing strategies by gaining maximal benefit from the feedback they receive.

Teachers can provide their effective written feedback appropriately by adhering to four principles:

#### **I.5.3.1. Focusing on the Process rather than the Product.**

##### ***.1. The Product Approach:***

The product-focused approach to EFL writing mainly refers to controlled or guided composition as mentioned. It focuses the students' attention on specific features of the written language. It focuses primarily on formal accuracy and correctness, prefers mastery of

previously learned linguistic form of language to the production of original ideas, organization and style. The methodology involves the imitation and manipulation (substitution, transformation, expansion, completion, etc.) of model passages carefully constructed and graded for vocabulary and sentence pattern. “The writer is simply a manipulator of previously learned language structures; the reader is the ESL teacher in the role of editor or proofreader, not especially interested in the quality of ideas or expressions but primarily concerned with formal linguistic features” (Silva, 1990). To conclude, the product-focused approach views writing as a matter of arrangement, of fitting sentences into the prescribed pattern. Students learn to write by imitation of the given pattern, but they will not add anything of their own to it. What they have organized together is consider the product.

### ***.2. The Process Approach:***

In the late 1960s and in the 1970s, concentration in the teaching of writing was shifted from the written product to the process of writing. The process approach infuses “greater respect for individual writers and for the writing itself” (Hyland, 2003). Teachers begin to put increasing emphasis on how the learners write well rather than what they have written (Su & Yang, 2001). Current theory and practice in writing pedagogy acknowledges that the nature of the writing process is fundamentally social. “Writing is seen not as a de-contextualized solo-performance but as an interactive, social process of construction of meaning between writer and reader” (Arndt, 1993). (Cited in Yayun Wen 2013 Teacher Written Feedback on L2 Student Writings)

The process approach is defined as a multiple-draft process which consists of prewriting input (to generate ideas), drafting (to emphasize content, author’s ideas), revising more than once (to polish the communication of those ideas). As far as the rhetoric composition is concerned, successful writing technique learning still requires the process approach. The main concern of rhetoric in writing is the rhetorical, structural, logical construction and arrangement of discourse forms. It stresses the elements of the paragraph (topic sentences, supporting sentences, concluding sentences, and transitions), and various ways to the development of the paragraph (illustration, exemplification, comparison, contrast, classification, definition, and so on). Attention is also given to the essay development: elements of an essay (introduction, body, and conclusion), and organizational patterns (narrative, descriptive, explanation, and argumentation). It is likely that students will not be so skillful in performing such complicated writing techniques until after they have practiced several drafts.

The process approach is writer-centered, and it takes student writing as the central course material and requires no strict, predetermined syllabus; rather, problems are treat as they

emerge. In the students' whole writing process, the teacher only shows what should be corrected instead of correcting the compositions completely. With the relative freedom in students writing, teacher's immediate feedback through all the writing process appears more and more important for students to revise their drafts.

In the particular teaching context of college English teaching to non-English majors, because of large class size and very limited classroom instruction, the process approach has been viewed as impractical as too time-consuming. So, a teacher who uses a process approach needs to draw some techniques from other approaches as the students need them, such as the paragraph-pattern approach (rhetoric). We seldom find a writing classroom where a teacher only adopts one approach which excludes all others. It may be practical and beneficial to be eclectic in teaching writing, that is to say, to combine the merits of the approaches rather than stick to a single approach. Some elements of different approaches can be successfully combined. Therefore, the process approach connected with rhetoric, in the end, will be effective to develop learners' writing ability for its agreement with the nature of writing and its practicing of the specific writing techniques.

### **I.5.3.2. Engaging Students' Mind**

As for the various ways of providing feedback on the form of the students' writing, indirect marking that engages students' minds in interpreting has proved to be effective. Many earlier studies (Ferris, 2003; Frantzen, 1995; Lalande, 1982) (cited in C.G. Beuningen. The effect of direct and indirect corrective feedback on L2 learners' written accuracy) have found indirect error feedback can benefit students more than direct feedback in their writing in the end. Research generally indicates that overt error correction by the teacher is ineffective and may actually hinder students' progress and fail to help students learn on their own (Wang & Wu, 2012) (cited in Yayun Wen 2013 Teacher Written Feedback on L2 Student Writings). It is very tedious and time-consuming for the teacher, and disheartening for the students if they get back their compositions almost covered with too much ink. Simply writing out a correct response is unlikely to offer much of a stimulus to future improvement. Therefore, our approach must give the students clear awareness of their errors without reducing the benefit of conscientious marking. The widely-used means of accomplishing correction are to use a shorthand of correcting codes located above the errors or in the margins without showing where the errors are in the line; and to make crosses in the margins alongside the lines in which errors occur, either indicating how many errors there are or not. Whatever correcting

symbols teachers use, they must make students understand what they mean before or during this correction.

The obvious advantage of marking the students' errors with symbols is that teachers can save much time by freeing themselves from such correcting burden. What's more important, however, is that the students have to engage their minds in resolving their own problems. It leaves them with enough room for having the opportunity to identify their errors and correct them before returning the paper for reassessment. Correcting codes may generate pair and group discussion as students collaborate in the activity. With clues hinted by such minimal marking technique (Haswell, 1983; Hyland, 1990; Zheng, 1999)(cited in Yayun Wen 2013 *Teacher Written Feedback on L2 Student Writings* ), students are motivated to consider correction actively, which is more effective than the mere passive reading of teacher corrections. As a result, they can learn from their mistakes and the process of self-correction as well. Some studies suggest that students can improve their writing by being made responsible for correcting, their own grammatical errors, and suggest that students are able to reduce the number of errors in their subsequent writing. When the teacher has marked all errors using the correcting codes. (Shrum & Glisan, 2009, p.167-188)(Cited in Laura Levi Altstaedter 2009 *Writing Instruction in Foreign Language Courses: Multiple Perspectives on the Impact of Peer Feedback on Students' Writing Proficiency*). Regarding the specific techniques of marking, the teacher should note the proficiency level of the learners. When the students are unable to identify their own errors, the teacher assists them by marking the major errors with correcting symbols that help the learners identify their errors and fix them. Later, when the students have gained more competence as editors, the teachers indicate where the major errors have occurred by placing x's in the margins of the students' written papers. Apart from the minimal marking that involves in students minds to self-correct, a student self-monitoring technique (Charles, 1990) (cited in Karim, S .& Mehri,D.2012.*Relationship between Student Self-monitoring, Type of Peer Feedback and EFL Writing Performance*), in responding to problems in written English is also indispensable of the students' cognitive performance. That is, students annotate their drafts with comments or present their problems before handing them in. The teacher then gives corresponding opinions on the points raised by the students. Writers and readers' minds participate in one writing process. Regardless of the students' actions before or after the teacher written feedback, the teacher should make great efforts to activate the students' thinking about their writing problems on their own initiative all the time.

### **I.5.3.3. Ensuring Students' Positive Feelings**

Providing appropriate written feedback requires the teacher to think it over seriously not only in cognitive way (e.g. on form), but also in affective way. Krashen's (1982, p.31) (cited in Nick Miller (2013). *Bilingualism and Language Disability*. Psychology press) affective filter hypothesis "captures the relationship between affective variables and the process of L2 acquisition". As we know, human beings are emotional creatures. Their emotional states and affective factors filter what they take in. That is to say, affective filter controls the entry of input. A strong filter allows less input to be process whereas a weak filter allows more input to be processed. Hence, the writers' personality, such as self-confidence, self-esteem, must be take into consideration for the teacher to provide marking or comment feedback. Behavioral scientists have done countless experiments to prove that any human being tends to repeat an act, which has been immediately follow by a pleasant result. If kids know they are working for a reward and can focus on relatively challenging task, they show the most creativity. As Graham (2012) put it, "Instead of drowning students' compositions in critical red ink, the teacher will get far more constructive results by finding one or two things which have been done better than last time, and commenting favorably on them. I believe that a student knows when he has handed in something above his usual standard, and that he waits hungrily for a belief comment in the margin to show him that the teacher is aware of it, too." Demonstrated improvement can be a useful tool for increasing self-confidence and providing some hope. Therefore, positive comments are to be offer as much as possible to arouse and strengthen the writers' positive feelings in the process of their writing improvement. In most cases, positive words result in positive effects.

However, only praise or criticism feedback is not working as expected all the time to all the students. The students need the loving force-praising comment, from which all creation flows; and yet the approval alone is incomplete, even misleading, finally, destructive. It needs the balance of the force of these cautions, such as "Wrong. Correct. Review. Improve." The two conflicting evaluations are often working complementarily. Between the two poles of affirmation and doubt, both in the name of love and help, the students try to follow their true course with the guidance of the teacher to arrive at their destination. The results of behaviorists' experiments have demonstrated the importance of praise and criticism, and the necessity of feedback. Those who were praise improved dramatically. Those who were criticize improved also, but not so much. In addition, the scores of the children who were ignore hardly improved at all. Interestingly, the brightest children were help just as much by criticisms by praise, but the less able children reacted badly to criticism, needed praise the

most. As can be seen, the majority of the students are so eager to accept the teacher is approving feedback on their previous performance that we should be ready to ensure their positive feeling by providing effective feedback appropriately.

#### **I.5.3.4. Expanding Students' Language and Ideas**

Even though engaging the students' minds and ensuring the students' positive feelings need to be taken into account in providing the effective teacher written feedback, the teachers will never leave expanding the students' language and ideas out of account. Expanding the students' language and deepening their ideas are not only the signals of their improvement in writing but also the ultimate goal of their learning in writing.

Writing is a way of discovering meaning since it refines thought and empowers students by enabling them to affect their readers. Writing is a complex, creative and thinking process. Meaning of a composition is central and form develops from meaning (Scarcella, 1992, p. 1767) (cited in Yayun Wen 2013. Teacher Written Feedback on L2 Student Writings). They are as one. While the language in writing is expanded, the idea is opened up and thinking is deepened. Such expansion of language is far beyond the correction of form alone, which cannot solve all the language problems. It includes both correcting form and enlarging the meaning of one specific word. Not surprisingly, we often find that many students' compositions are lacking in content in spite of the correct usage of words in grammar. Therefore, to increase the quality of a composition is dependent on helping the students to widen the meaning of their words or sentences without straying away from the main idea. For instance, the details, which make a paper interesting and effective, are specific details. To increase students' awareness of what "specific" really means, the teacher ought to transform vague, general words and phrases into sharp and vivid ones.

Comments such as "Good" or "Good point" "Why?" are problematic, confusing students about what it compliments and leaving them no way of providing an appropriate answer. On the other extreme, if the advice is too detailed, it will hinder the students' creativity and they cannot use it on subsequent writing. Keh (1990) recommends the ways of writing effective and efficient comments: the teacher should:

- (1) Respond as a concerned reader to a writer rather than a grammarian or grade-giver.
- (2) Note improvements: "good", plus reasons why.
- (3) Refer to a specific problem, plus strategy for revision.
- (4) Write questions with enough information for students to answer.
- (5) Write summative comment of strengths and weaknesses.

(6) Ask “honest” questions as a reader to a writer rather than statements, which assume too much about the writer’s intentional meaning.

## **I.6.Feedback and learner’s cognitive understanding.**

### **I.6.1 The effectiveness of feedback**

The first question to ask is How effective is feedback? We answer this question by referring to the usual effects of schooling on student achievement and then comparing them with the evidence related to feedback. Hattie (1999) reported a synthesis of over 500 meta-analyses, involving 450,000 effect sizes from 180,000 studies, representing approximately 20 to 30 million students, on various influences on student achievement. This analysis included more than 100 factors influencing educational achievement and covered various aspects of those typically.

### **I.6.2 Addressing the Three Feedback Questions.**

Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating students’ understanding of this information, so that the next teaching act can be matched to the present understanding of the students. The second part is feedback, and it relates to the three major questions, Where am I going? How am I going? In addition, Where to next? These three questions address the dimensions of feed up, feed back, and feed forward. An ideal learning environment or experience occurs when both teachers and students seek answers to each of these questions. Too often, teachers limit students’ opportunities to receive information about their performance in relation to any of these questions by assuming that responsibility for the students and not considering the learning possibilities for themselves.

#### **I.6.2.1 Where Am I Going? Feed up.**

A critical aspect of feedback is the information given to students and their teachers about the attainment of learning goals related to the task or performance. These goals can be wide ranging and include items such as singing a song, running a race, noting beauty in a painting, sanding a piece of wood, or riding a bicycle. Judging the success of goal attainment may occur on many dimensions. The judgments may be direct, such as “passing a test”, or “completing an assignment” comparative,( such as “doing better than Mary” or “doing better than last time”); social (such as “not getting a detention” or “seeking teacher approval”); engagement related, (such as “singing a song” or “running a race”).

Automatic and triggered outside of specific awareness, (such as “doing well on a task”, or, “seeking more challenging tasks”) .On this last type, Bargh, Gollwitzer, Lee-Chai, Barndollar, and Trotschel (2001) (cited in Hattie, J & Timperley, H. 2007)the power of feedback.

Demonstrated that goals could promote goal-directed action (e.g., achievement or cooperation on tasks). Produce persistence at task performance in the face of obstacles, and favor the resumption of disrupted tasks even in the presence of more attractive alternatives. As Black and William (1998) concluded, “the provision of challenging assignments and extensive feedback lead to greater student engagement and higher achievement” (p. 13) (cited in doc Formative assessment).

Goals may relate to specific attainments or understandings or to differing qualities of experience, and they typically involve two dimensions: challenge and commitment.

Challenging goals relate to feedback in two major ways. First, they inform individuals as to what type or level of performance is to be attain so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy made as needed. (Locke & Latham, 1990, p. 23).

### **I.6.2.2 How Am I Going? Feed back**

Answering this question involves a teacher (or peer, task, or self) providing information relative to a task or performance goal, often in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task. This aspect of feedback could be termed the feedback dimension. Feedback is effective when it consists of information about progress, and/or about how to proceed. Students often seek information about “how they are going,” although they may not always welcome the answers. Too often, attention to this question leads to assessment or testing, whereas this is not the fundamental conception underlying this question. “Tests” are but one method used by teachers and students to address this question and, as discussed below, often fail to convey feedback information that helps teachers and their students to know how they are going.

### **I.6.2.3 Where to Next? Feed Forward**

Instruction often is sequential, with teachers providing information, tasks, or learning intentions; students attempting tasks; and some subsequent consequence. Too often, the consequence is more information, more tasks, and more expectations; students thus learn that the answer to “Where to next?” is “more.” The power of feedback, however, can use specifically address this question by providing information that leads to greater possibilities for learning. These may include enhanced challenges, more self-regulation over the learning

process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is / what is not understood. This feedforward question can have some of the most powerful impacts on learning.

Rather than the above three questions working in isolation at each of the four levels, they typically work together. Feedback relating to “How am I going?” has the power to lead to undertaking further tasks or “Where to next?” relative to a goal “Where am I going?” As Sadler (1989) convincingly argued, it is closing the gap between where students are and where they are aiming to be that leads to the power of feedback.(cited in Sadler, (2013) Opening up feedback).

### **I.6.3 aspects of Feedback (Positive and Negative).**

Kluger and Denisi (1996) (cited in *The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory*. Psychological Bulletin) noted that both positive and negative feedback can have beneficial effects on learning, and the argument presented in this article is that the untangling of these effects depends more on the level at which the feedback is aimed and processed than on whether it is positive or negative. Specifically, negative feedback is more powerful at the self-level, and both types can be effective as FT, but there are differential effects relating to commitment, mastery or performance orientation, and self-efficacy at the FR level. At the self-level (FS), it has already noted that no praise is more effective than praise if accompanied by FT. Furthermore, there is much evidence to suggest that negative feedback or disconfirmation can be more potent than positive feedback or confirmation at this self-level (Brockner, 1979; Brunit, Huguet, & Monteil, 2000; Campbell & Fairey, 1985; Hattie, 1992; Janoff-Bulman & Brickman, 1982; Kinch, 1963, 1968; Okun & Sasfy, 1977; Shrauger & Sorman, 1977). Swann (1985) and Swann and Hill (1982) found that individuals will go to great lengths to confirm their self-perceptions by attending most closely to feedback information that fits their view of the self and by trying to arrange their environment to acquire further self-confirming evidence(cited in , John Hattie and Helen Timperley 2011 , the power of feedback . Individuals also tend to reject or ignore negative accounts of their behavior that differ from their own (Greenwald, 1980; Markus, 1977; Tesser & Campbell, 1983) or invoke an external frame of reference (Marsh, 1987, 1990). At the self-regulation

level, the commitment to goals is a major mediator of the effectiveness of positive and negative feedback. Van-Dijk and Kluger (2000, 2001) demonstrated that positive feedback increases motivation relative to negative feedback for a task that people “want to do” and decreases motivation relative to negative feedback for a task that people “have to do.” Thus, when we are committed to a goal, we are more likely to learn as a function of positive feedback, but when we undertake a task that we are not committed to (and hence have to do), we are more likely to learn as a function of negative feedback (we need to be driven, in the older motivation terminology). However, this effect is short lived in that it may lead to avoidance behavior in the future. In circumstances in which students are committed to the goals, feedback can trigger.

#### **I.6.3.1. Positive aspect of feedback:**

The teacher written feedback encourages student revision, therefore, proving the Sociocultural Theory proposed by Lev Vygotsky. However, more need to done to help students fully utilize the feedback given to achieve better revisions. As recommended by Zamel (1985), teachers need to come out with better responses and correct their judgment of writing as a work in progress rather than as a finished product. Students like praise and this type of comment is usually associated with positive feelings. Alamis (2010) also found that students believed that feedback in the form of praise provided most help for them, to improve in their writing (cited in, Teachers’ Corrective Feedback in L2 Writing Revisited: Concerns Against and Suggestions for its Employment). Misunderstanding the feedback given and sometimes, students understand the problems pointed out but they do not have the strategies to revise, are among the problems related to the success of a revision (Conrad and Goldstein; 1999; Ferris, 1997) .(cited in ,2006 Feedback on second language students’ writing). Hence, students’ English proficiency level plays a role in determining the success of a revision.

#### **I.6.3.2 Negative aspect of feedback:**

Hillocks (1986), Knoblauch and Brannon (1981) believed that teacher written commentary on students’ compositions is normally not effective, the responses to student writing reveals that written feedback has not always been effective (Searle, & Dillon, 1980; Freedman, 1984; Zamel, 1985;Leki, 1990; Reid, 1994; Frankenburg-Garcia, 1999). Because teacher written feedback does not necessarily lead to successful revisions. general could be confusing to the students, making it difficult for them to respond and incorporate the comments in their revision process, while too much criticism on errors could demotivate students to revise. Other than that, other factors such as students’ inability to develop individualized strategies to incorporate teacher feedback in revisions (Paulus, 1999), and lack

of English proficiency and lack of strategies to elaborate and explain their points (Silver & Lee, 2007) also are the reasons why not all revisions are successful.

It is true that there are some negative aspects of feedback or teacher written comments, but no one can deny the previous studies that improve and show the other important side of teacher writing feedback, on enhancing and developing student's performance in written. Among them, Alamis (2010), Chandler (2003), and Ferris (1995), who purport that written feedback helps students in improving their writings. Therefore, this study proves the Sociocultural Theory by

Lev Vygotsky (1986) that teacher written feedback acts as a tool for mediation. The teacher, as well as, the teacher written feedback, act as the means for students to develop their writing.

#### **I.6.4 Issues in Teacher Written Feedback and Pedagogical Implications**

Although in general, most previous studies have proven that teacher written feedback has brought positive changes in students' writing and also motivation, feedback alone is inadequate in helping students to improve. This may be due to the students' metacognitive knowledge inadequacy on the successful way to do revision based on the feedback given (Silver & Lee, 2007). In order to achieve the students' awareness to the parts that need to be improved the teacher's task plays a big role in making them understand the feedback given to them.

In addition, Silver and Lee (2007) further maintained that low English proficiency and lack of appropriate strategies for providing explanations might not lead to successful revision by the students despite providing feedback. Result from a case study by Hyland (1998) concurs with this notion as it found that one of the participants writing problem is the ineffective use of writing strategies also low proficiency in English. Therefore, it is clear that improving students' writing performance should be beyond providing written feedback. Students need to incorporate their individualized strategies with the feedback provided by their teachers so that improvement in writing will occur (Paulus, 1999). To help students improve in writing, grammar instruction and strategy training are needed (Ferris, 2004). Teachers should also be aware that the nature of their feedback also plays a role in the students' affective. A corrected draft with red ink all over the paper may not be a good way of providing feedback as it might give a negative effect on the students' apprehension level (Ravichandran, 2002). While praises are good in leveling up students' enthusiasm in writing, it did not encourage students to make revisions on their second draft (Silver & Lee, 2007). Moreover, overly positive feedbacks are not to lead to any changes in students' drafts (Vardi, 2009). On the other hand, criticism as feedback leads to negative feelings from the students (Silver & Lee, 2007) (cited

in Razlina .R. Rohaiza J Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing. Lastly, teachers should try to communicate their written feedbacks with their students, as this will promote effective improvements and revision. As suggested by Bitchener et al. (2005) (cited in Ali mohammadi. B, Nejadansari. D .2014.Written Corrective Feedback) Focused and Unfocused, students will be able to make improvements on their writing if they already deal with oral and corrective feedback frequently. In addition, teachers should demonstrate the feedback to the students to raise their awareness about the aspects that need to be improved. This is maintained by Vardi (2009) that “global feedback was strongly related to change where it was augmented and supported by local feedback which modeled and made clear how and where the global feedback could be applied in the text” (p.355)( cited in N.Kluger A.DeNisi (1996) .The Effects of Feedback Interventions on Performance).

### **1.7. Information exchange processes**

Feedback loops between student and teacher. As with any system, the components of the student's teacher relationship interact in reciprocal exchanges, or loops, in which feedback is provided across components, allowing information to be calibrated and integrated in the feedback loops. In one way, these feedback processes can characterize dyadic relationships. This view of interaction as carrying information is somewhat broader than that of interaction as reinforcing or not. This perspective makes explicit the link between interaction and the participants' interpretation of the information embedded in the interaction, which is consistent with the focus on relational units of analysis. Furthermore, the qualities of information and it is exchanged (tone of voice, posture and proximity, timing of behavior, or contingency or reciprocity of behavior) may be even more important than what is actually said or done. Research on student–teacher interactions as they relate to student motivation provides some insight into associations between these interactions and the quality of student–teacher relationships. For example, a study of upper elementary teachers found that students had positive perceptions of the teacher when teachers were more involved with students within the social environment (Skinner & Belmont, 1993). A reciprocal association was found between teacher and student behavior: Teacher involvement fostered students' classroom engagement, and that engagement, in turn, led teachers to become more involved. This study and others suggest that students who are able to form strong relationships with teachers are at an advantage that may grow exponentially as the year progresses.

### **Conclusion**

Teacher written feedback plays an important part in coaching students, the conventions of writing in a particular culture as well as L2 grammatical forms (Paulus, 1999). Zhang (1995)

found that EFL students place greater appreciation and consistently rate teacher written feedback higher than other forms of feedback, such as peer feedback and oral feedback in writing conferences. Additionally, Ferris (1997) noted that teacher written feedback has resulted in text improvement where based on her research, it was found that the notes in the margin, requests for clarification and comments on grammar have led to students' revisions. To sum up the importance of feedback on learners' writing is due to the changing attitudes towards feedback. Teachers and researchers are aware of the challenges and complexities involved in providing feedback concerning what and how to correct. Teachers should ask students for their feedback preferences at the beginning in order to avoid vague and difficult responses, which confuse learners. In sum, there are good reasons to believe that teacher written feedback is effective in improving language writing.

## Introduction

Writing is a skill needs a special care from teachers and learners. It is useful to identify students' attitudes and concepts toward their teachers' feedback. Moreover, it is important to elicit teachers' different ways of providing feedback. This chapter is concerned with the data collection and analysis. It provides a description of the research methods, instruments and procedures used in this research. In addition. It presents the analysis of data from students' questionnaire and teachers' questionnaire and their interpretation. Data analysis have reported in tables and graphics so that the results will be clear.

### II.1.The Students' Questionnaire

The student's questionnaire aims at finding out learner's view about how the teachers' written feedback effect their psychology and how they react and feel after receiving feedback.

#### II.1.1 Description of the Questionnaire

The questionnaire consists of (14) questions, (7) questions are close-ended, in which the learners were asked to tick the correct answers, (7) are open-ended where they are asked to provide explanation and arguments for their answers. The (Q1) is to know whether the learners like writing or not. (Q2, Q3, Q4) are about teacher's feedback and how he corrects his learner's writing. (Q5, Q6, Q9) are to know the learner's preferences about teacher's feedback. (Q7, Q8, Q10, Q11, Q12, Q13, and Q14) the aim behind these questions are to know the effect of teacher's written feedback on students' psychology and how they react after receiving the feedback.

#### II.1.2. The Questionnaire Administration

The student's questionnaire was addressed to 20 second-year students at the department of English, university of Abd el Hamid ibn Badis Mostaghanem. On 12 of March 2017, and they handed it back as they have finished answering the questions.

### II.3. Result Of Students' Questionnaire

#### 1. Do you like writing?

a. Yes

b. No

	Number	%
Yes	19	95%
No	01	5%
Total	20	100%

**Table 01: Students Attitudes Towards Writing.**



**Graph 01: Students Attitudes Towards Writing.**

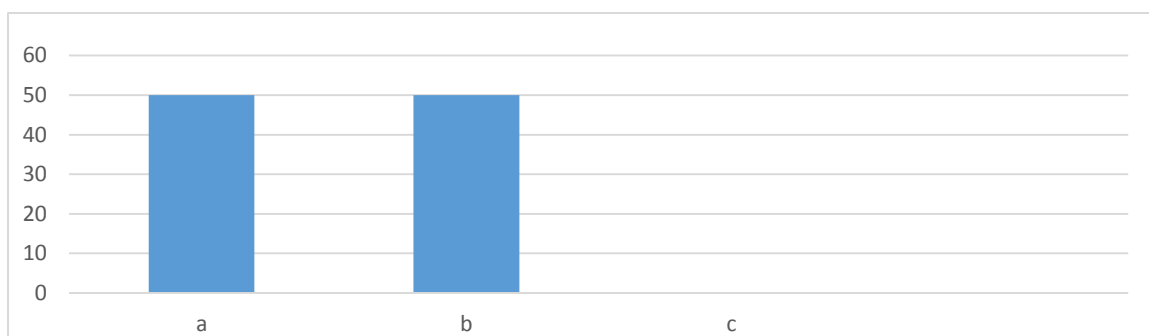
The majority of students 95% has answered that they do like writing, only (5%) one student answer that he does not like it.

**2. When your teacher of written expression corrects your paragraphs, does he give feedback?**

- a. Always
- b. Sometimes
- c. Never

	Number	%
Always	10	50%
Sometimes	10	50%
Never	00	00%
Total	20	100%

**Table 02: Frequency of Teacher's Feedback.**



**Graph 02: Frequency of Teacher's Feedback.**

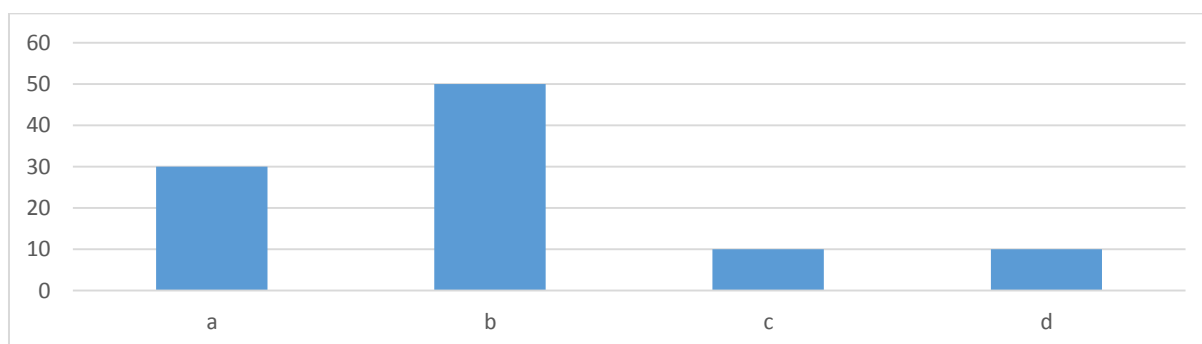
The results show that 50% of students say that their teacher always provides feedback, the other 50% say that the frequency of providing feedback by the teacher is sometimes.

**3. Which aspect does your teacher give more importance to?**

- a. Grammar
- b. Content
- c. Organization of ideas

	Number	%
<b>Grammar</b>	<b>06</b>	<b>30%</b>
<b>Content</b>	<b>10</b>	<b>50%</b>
<b>vocabulary</b>	<b>02</b>	<b>10%</b>
<b>Organization of ideas</b>	<b>02</b>	<b>10%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 03: Teacher's Focuses In Providing Feedback.**

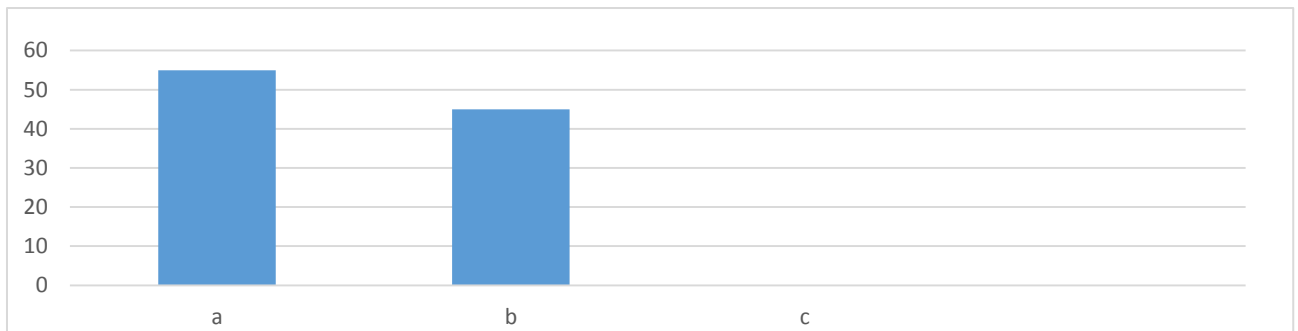


**Graph 03: Teacher's Focuses In Providing Feedback.**

The 50% of students agree that the teacher's focuses in providing feedback is on the content and 30% believe that is on grammar, the others think that the focuses is on vocabulary and organizing of ideas.

**4. How does your teacher of written expression correct your paragraphs?**





**Graph 05: Students' Preferences of Teacher's Feedback.**

The majority of students prefer their teachers to correct their mistakes 55% and only 45% of them prefer their teachers to show them the kind of mistake.

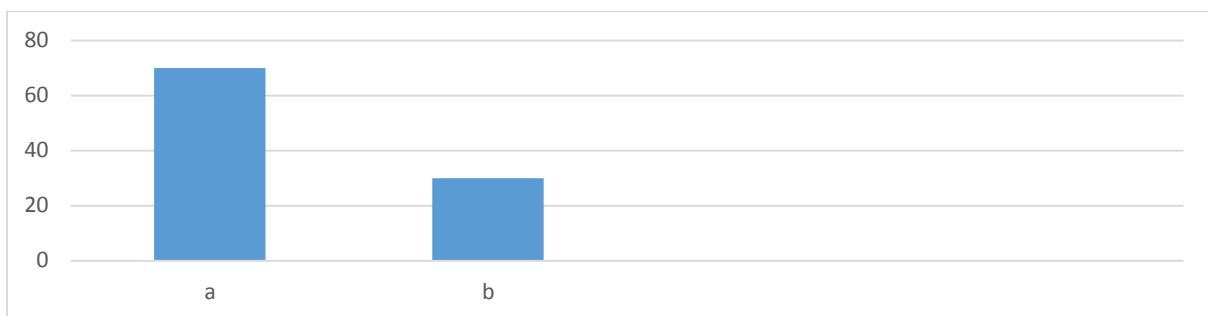
**6. Would you like your teacher to?**

a. Note every mistake you make.

b. Concentrate on one type of mistake each Time.

	Number	%
<b>A</b>	<b>14</b>	<b>70%</b>
<b>B</b>	<b>06</b>	<b>30%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 06: Students' Preferences in Correcting Mistakes.**



**Graph 06: Students' Preferences in Correcting Mistakes.**

Most of learners 70% want the teachers to note every mistake they make, 30% want them to concentrate on one type of mistakes each time.

**7. After receiving the teacher writing feedback, does it:**

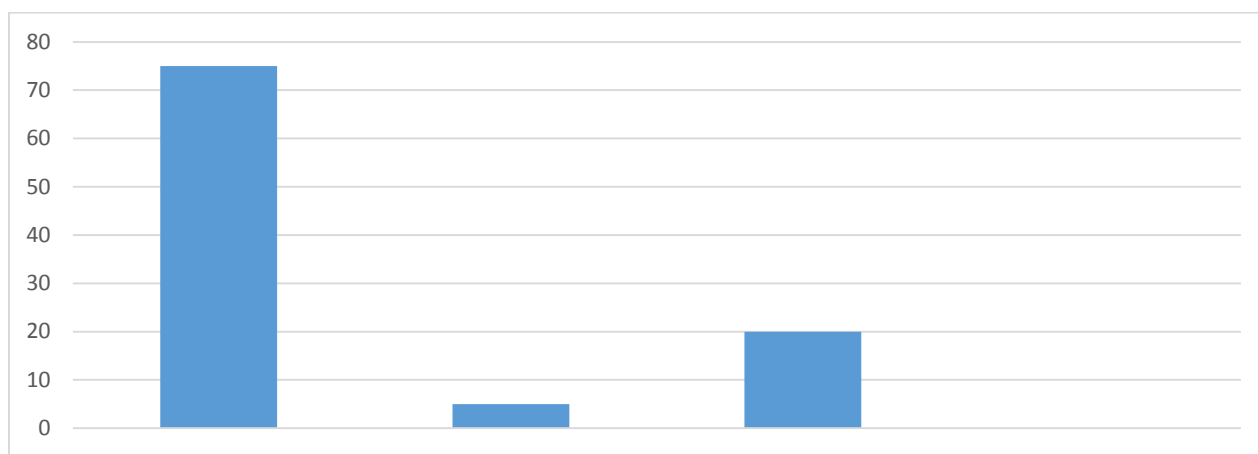
a. Motivate you

b. Demotivate you

c. Increase your energy towards written

	Number	%
<b>a</b>	<b>15</b>	<b>75%</b>
<b>b</b>	<b>01</b>	<b>5%</b>
<b>c</b>	<b>04</b>	<b>20%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 07: The Impact Of Feedback On Students.**



**Graph 07: The Impact Of Feedback On Students.**

The majority of students 75% have answered that the impact of teacher written feedback is positive by motivating the learners and 20% have answered that the feedback increase their energy towards written. Only 5% of students said that feedback demotivate them.

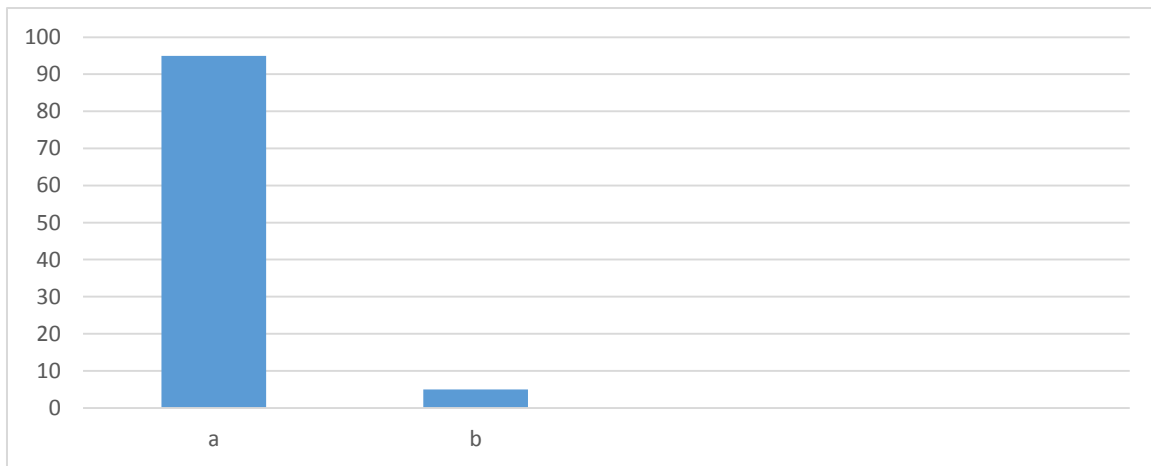
### **8. When your teachers give more details to your mistakes, does this effect you?**

a. Positively

b. Negatively

	Number	%
<b>a</b>	<b>19</b>	<b>95%</b>
<b>b</b>	<b>01</b>	<b>5%</b>
<b>total</b>	<b>20</b>	<b>100%</b>

**Table 08: Student's Attitude Towards Teacher's Correction Of Mistakes.**



**Graph 08: student's attitude towards teacher's correction of mistakes.**

The mainstream of students 95% have answered that when the teacher gives more details on the mistakes they will be affected positively. Only 5 % said that the details on their mistakes affect them negatively.

### 9. Which type of feedback do you prefer?

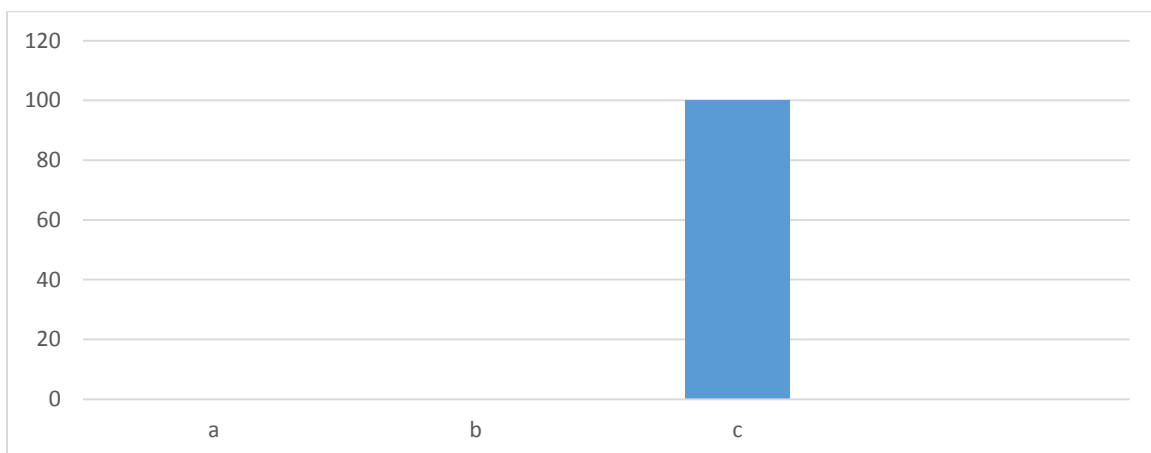
a. Criticism

b. Praise

c. Advice

	Number	%
<b>a</b>	<b>00</b>	<b>00%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>20</b>	<b>100%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 09: Student's Preferences Of Feedback.**



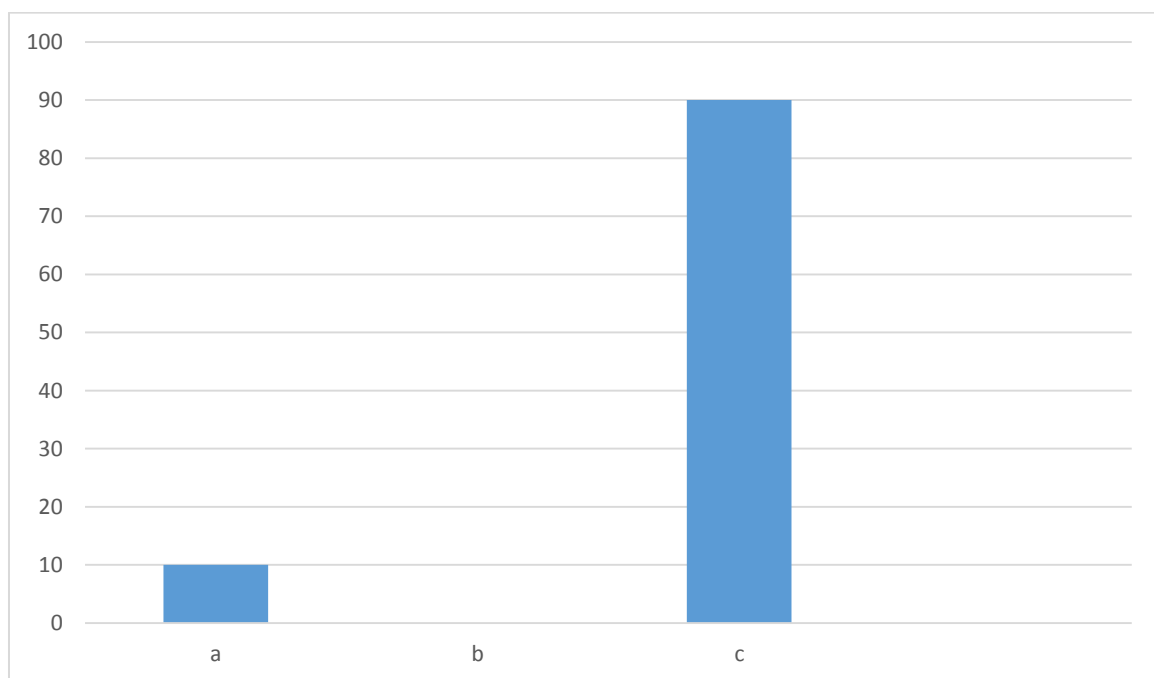
**Graph 09: Student's Attitude Towards Teacher's Correction Of Mistakes.**

The results show that 100% of students prefer advice as a type of feedback.

**10. The feedback on your paper makes you:**

- a. Feel angry with yourself.      b. Feel angry with the teacher      c. Work hard to develop your written skills.

	Number	%
<b>a</b>	<b>02</b>	<b>10%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>18</b>	<b>90%</b>
<b>total</b>	<b>20</b>	<b>100%</b>

**Table 10: The Effects of Feedback on Student's Emotions.****Graph 10: The Effects of Feedback on Student's Emotions.**

The results show that 90% of students claim that teacher's written feedback renders them work hard in order to develop their written skills, only 10% claim that the feedback make them feel angry with themselves.

**11. Do you pay attention to what your teacher comments in your work?**

a. Yes

b. No

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 11: Student's Care On Teacher's Comments.**



**Graph 11: Student’s Care On Teacher’s Comments.**

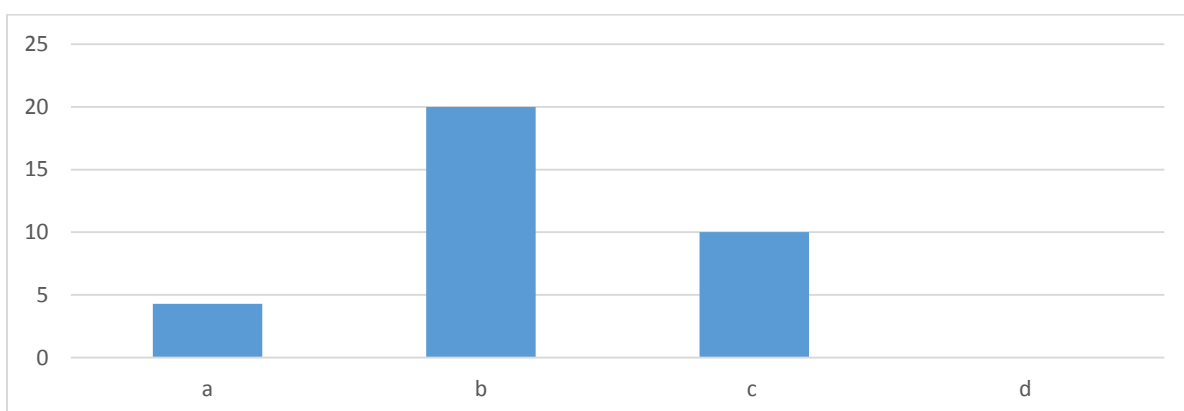
All the students 100% pay attention to the teacher’s comments, because they know the huge importance of it.

**12. Which way help you more to write correctly in future?**

- a. Correct
- b. Underline and Describe
- c. Describe
- d. Underline

	Number	%
<b>a</b>	<b>14</b>	<b>70%</b>
<b>b</b>	<b>04</b>	<b>20%</b>
<b>c</b>	<b>02</b>	<b>10%</b>
<b>d</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 12: Appropriate Kind Of Feedback To Write Correctly.**



**Graph 12: Appropriate Kind Of Feedback To Write Correctly.**

From the table and the graph, it can be noticed that 70% of students believe that correction is the good way to motivate and help them write correctly in the future so they know the importance of correction in motivating and helping them be good writers. Only 20% of students said that underline and describe are the good way.

### 13. Does the feedback motivate you or demotivate you?

- a. motivate
- b. demotivate

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 13: Feedback Motivate or Demotivate Students.**



**Graph 13: Feedback Motivate Or Demotivate Students.**

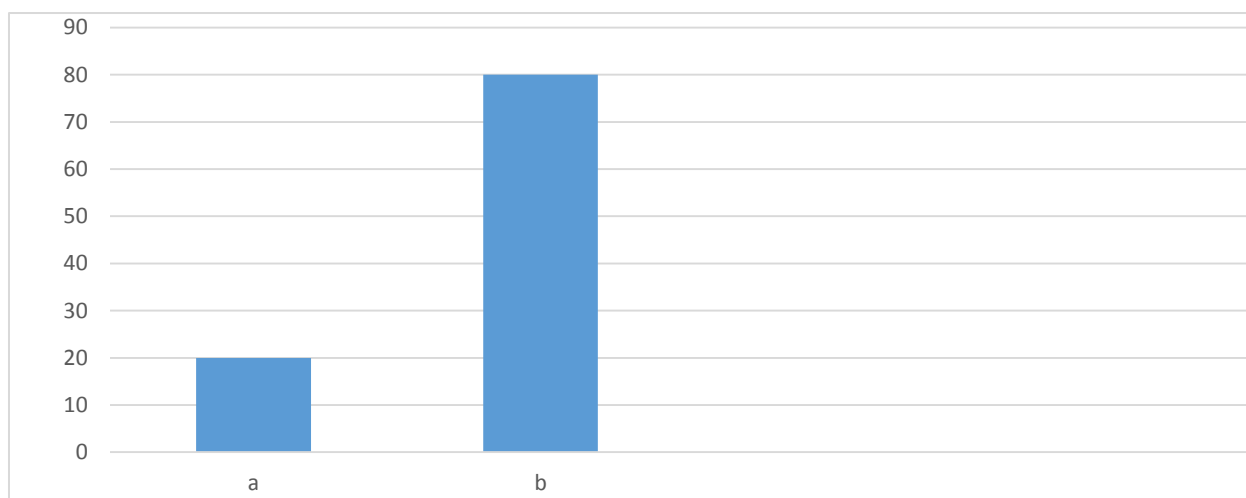
All the students 100% agree that teachers' written feedback motivate them.

### 14. When your teacher gives your paper back. The red pen makes you feel

- a. Disappointed and demotivated because there are many mistakes.
- b. Encourage and motivate you because you see your teacher's care.

	Number	%
<b>a</b>	<b>04</b>	<b>20%</b>
<b>b</b>	<b>16</b>	<b>80%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 14: The Impact Of The Red Ink On Student's Psychology.**



**Graph 14: the impact of the red ink on student's psychology.**

From the results on the table and the graph, the majority of students feel with positive feeling after having their papers back.

#### **II.1.4. Interpretation of the Result**

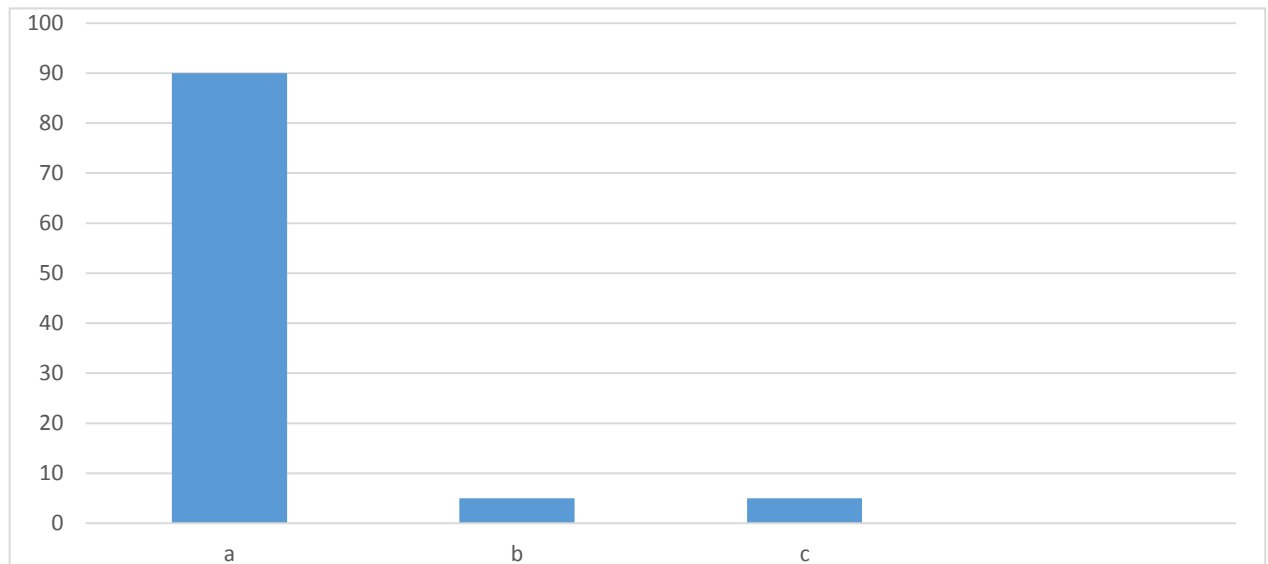
The results of the questionnaire show that most of the students like writing because they are aware of the necessities of developing this skill in order to master the English language, so they found it very important.

Concerning feedback, 50% of the students said that their teachers of written expression always gives feedback, the other 50% of the students said that their teachers sometimes provide them with feedback. Such statistics has explained by the few hours devoted for written expression per week and the huge number of students in each section. Therefore, teachers do not have time to provide enough feedback for all students since they are limited by time. This means that they are aware of the importance of feedback but time is an obstacle. Concerning the aspect, which the teacher gives more importance 50% of students, said that their teachers give more importance to the content and 30% said that the teacher concentrate on grammar.

Concerning the techniques used by the teacher in correcting student's paragraphs 60%, prefer to cross the mistakes while 25% would like him to show them the kind of their mistakes. Moreover, the teacher notes every mistake they make, and students prefer this kind of correction. About students' preferences of teacher's feedback 55% of students prefer their teachers to correct their mistakes because they are not able to correct them by themselves so they want their teacher to show and correct the mistakes, 45% prefer to only show them the kind of mistakes and they correct because they are aware of the importance of correction symbols. question fourteen illustrates that teachers 'most usable technique of correction is by



	Number	%
<b>a</b>	<b>18</b>	<b>90%</b>
<b>b</b>	<b>01</b>	<b>5%</b>
<b>c</b>	<b>01</b>	<b>5%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



**Table 15: Frequency of Giving Feedback.**

**Graph 15: Frequency of Giving Feedback.**

From the graph, it can be seen that all of the teachers (90%) said that they always give feedback, it means that they are aware of the importance of feedback and the great impact on the students psychology, only one teacher (5%) said that he sometimes give feedback may be he don't has enough time to do. One teacher said that he never give feedback to his students' written work, it means that he do not know the importance of feedback or he know very well that his students attitude towards teacher's feedback, according to him needless to wise time.

## 2. Which aspect do you give more importance to?

a. Grammar

c. Content

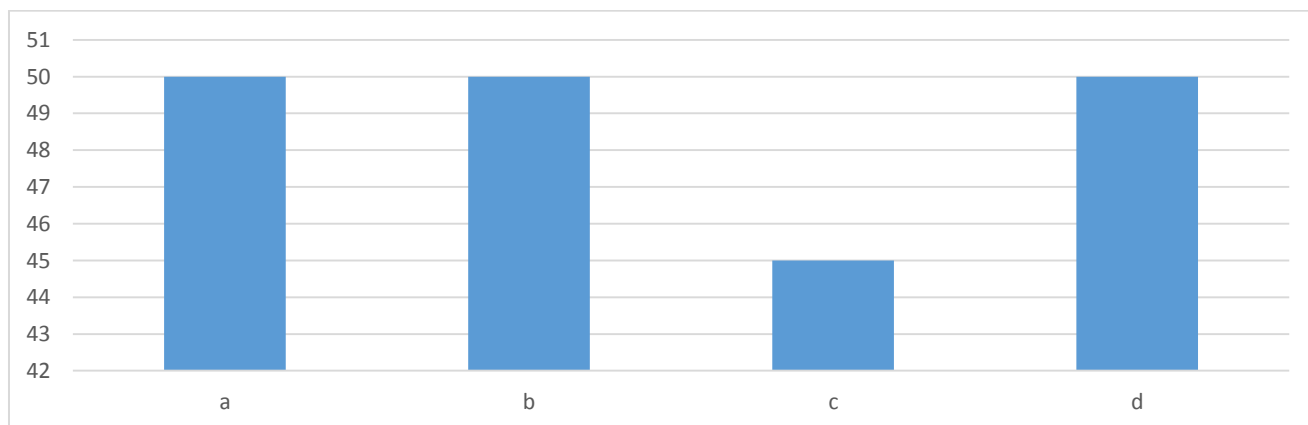
b. Vocabulary

d. Organization of ideas

	Number	%
<b>a</b>	<b>10</b>	<b>50%</b>

<b>b</b>	<b>10</b>	<b>50%</b>
<b>c</b>	<b>09</b>	<b>45%</b>
<b>d</b>	<b>10</b>	<b>50%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 16: The Most Import Aspect in Giving Feedback.**



**Graph 16: The Most Important Aspect in Giving Feedback.**

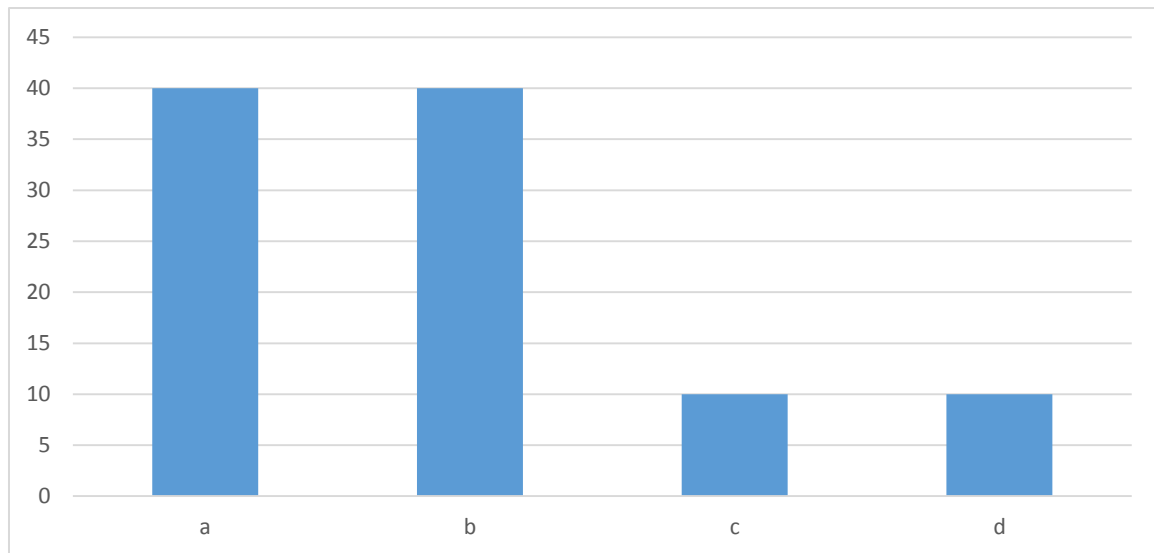
From the table and the graph it can be seen that (50%) of teachers said that grammar and vocabulary and organization of ideas are the most important while providing feedback, (45%) of teachers said that content is important.

### **3. How do you correct your student's paragraphs?**

- a. Provide the correct forms
- b. Show the mistakes using symbols
- c. Cross only the mistakes
- d. Other, please specify.

	<b>Number</b>	<b>%</b>
<b>a</b>	<b>08</b>	<b>40%</b>
<b>b</b>	<b>08</b>	<b>40%</b>
<b>c</b>	<b>02</b>	<b>10%</b>
<b>d</b>	<b>02</b>	<b>10%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 17: Techniques of Correction Adopted by Teachers.**



**Graph 17: Techniques of Correction Adopted by Teachers.**

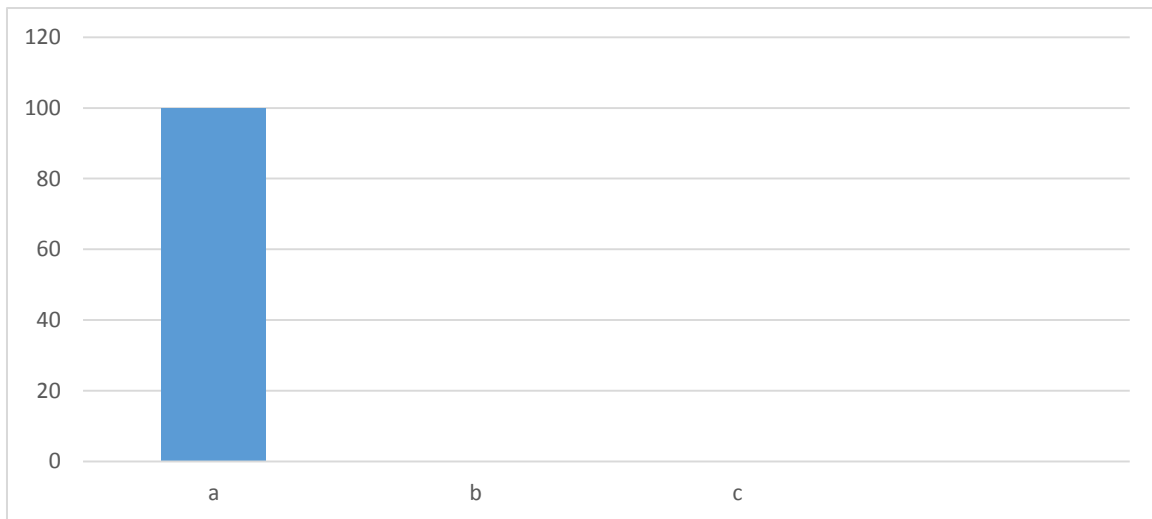
Techniques of correction adopted by teachers was answered as follow: provide the correct form (40%) and Show the mistakes using symbols (40%), only cross the mistaken form (10%).from this results it can said that each teacher prefer the technique he found good in enhancing student's achievement.

#### **4. When you correct, do you?**

- a. Correct every kind of mistakes
- b. Concentrate on one kind of mistake each time
- c. Other, please specify

	<b>Number</b>	<b>%</b>
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 18: Teacher Focuses While Correcting.**



**Graph 18: Teacher Focuses While Correcting.**

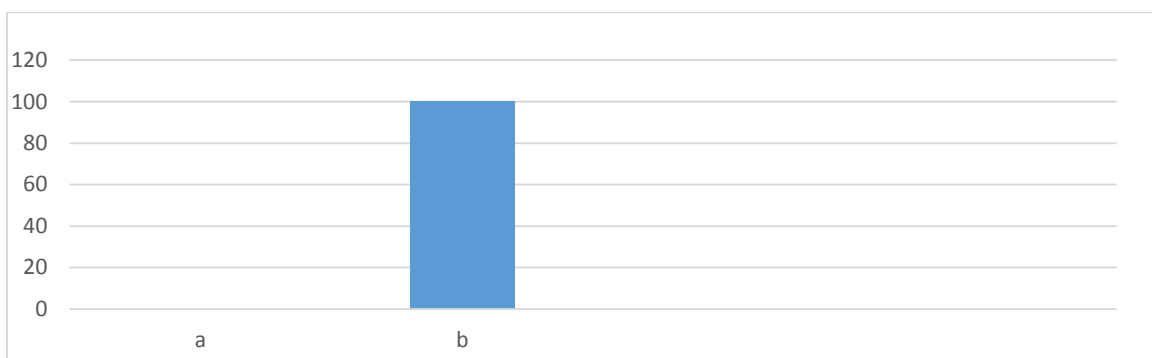
All teachers (100%) said that they correct every kind of mistakes, because they know very well the importance of errors correction on student’s psychology.

**5. Do you think that errors should be?**

- a. Neglected
- b. Carefully treated

	Number	%
<b>a</b>	<b>00</b>	<b>00%</b>
<b>b</b>	<b>20</b>	<b>100%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 19: The Importance of Error Correction.**



**Table 19: The Importance of Error Correction.**

From the graph it can be seen that all teachers are aware of the importance of correcting errors so they all (100%) have answered that errors should be carefully treated and it should not be ignored.

**6. When you correct your student’s works do you.**

- a. Not
- b. e every mistake they make
- b. Concentrate on one type of mistake each time

c.

Other,  
Please  
specify

	Number	%
<b>A</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 20: Teacher’s Correction of Student’s Mistakes.**



**Graph 20 Teacher’s Correction of Student’s Mistakes.**

All teachers (100%) said that they correct note every mistakes

**7. After giving students writing feedback, do you think they will?**

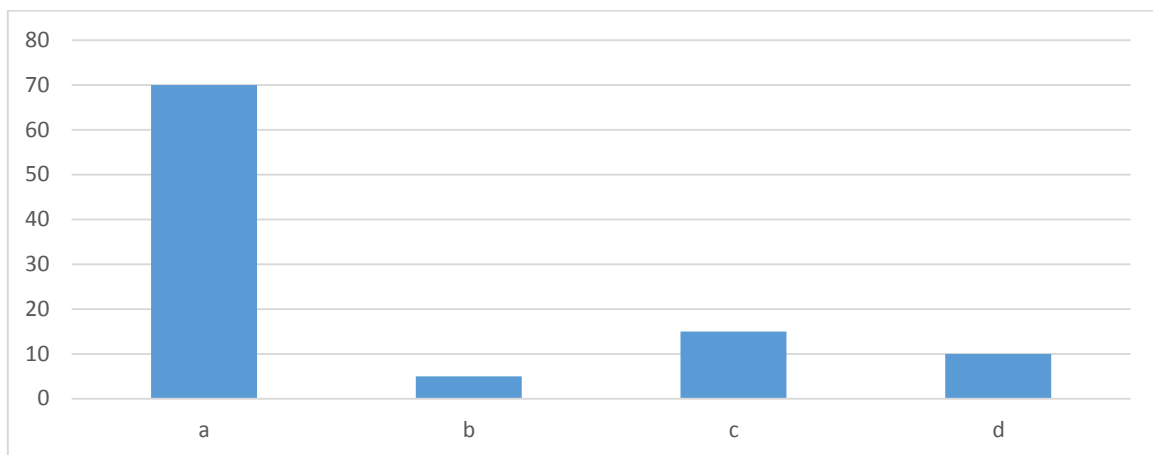
- a. Motivate them
- b. Demotivate them

c. Rise their energy towards written

d. other, please specify

	Number	%
<b>a</b>	<b>14</b>	<b>70%</b>
<b>b</b>	<b>01</b>	<b>5%</b>
<b>c</b>	<b>03</b>	<b>15%</b>
<b>d</b>	<b>02</b>	<b>10%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table21: The Effects of Feedback on Students.**



**Graph 21: The Effects of Feedback on Students.**

From the graph it can be said that (70%) of teachers said that after giving feedback to students they will be motivated, (3%) of teachers said that feedback will rise student's energy towards written, only one teacher said that feedback demotivate the students may be he gave this answer from his own experience.

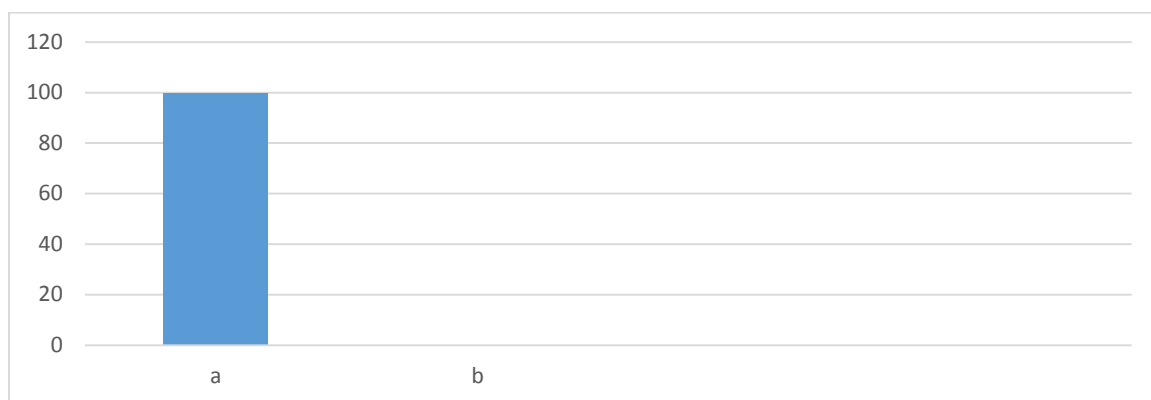
### **8. When you give more details to your students' mistakes. Does this, affect them?**

a. Positively

b. Negatively

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 22: How Feedback Effect The Students.**



**Graph 22: How Feedback Effect The Students.**

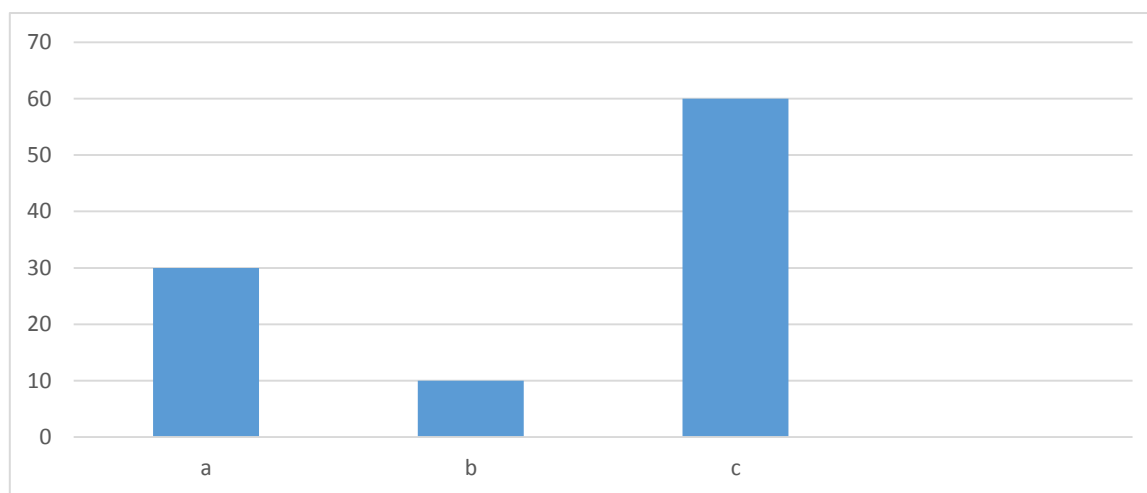
All teachers (100%) agree that giving more details on students' mistakes will be positive for them because they will have knowledge about their mistakes in order to do not repeat it again

### 9. Which type of feedback do you prefer?

- a. Criticism
- b. Praise
- c. Advice

	Number	%
<b>a</b>	<b>06</b>	<b>30%</b>
<b>b</b>	<b>02</b>	<b>10%</b>
<b>c</b>	<b>12</b>	<b>60%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 23: Teacher's Preferences of Feedback.**



**Graph 23: Teacher's Preferences of Feedback**

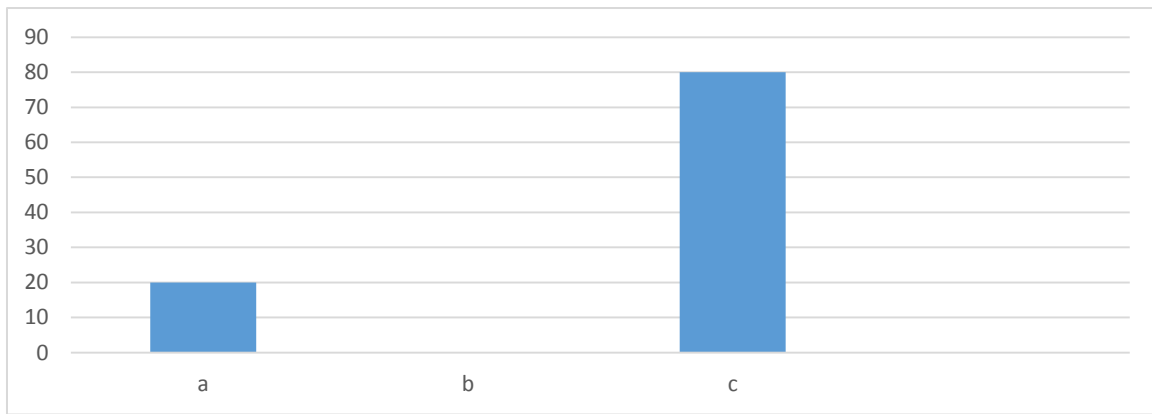
From the results, (60%) of teachers prefer advice as a type of feedback; because they know that students need encouragement and advice to feel better with teacher's feedback only (30%) of teachers prefer criticism because they know that it will be effective more than other type of feedback, and (10%) of teachers said, that price is good as type of feedback because it will affect the student's psychology positively and it is preferable by most students.

#### 10. The feedback should be?

- a. very short
- b. no more than ten word
- c. in between

	Number	%
<b>a</b>	<b>04</b>	<b>20%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>16</b>	<b>80%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 24: Description of Feedback.**



**Graph 24: Description of Feedback.**

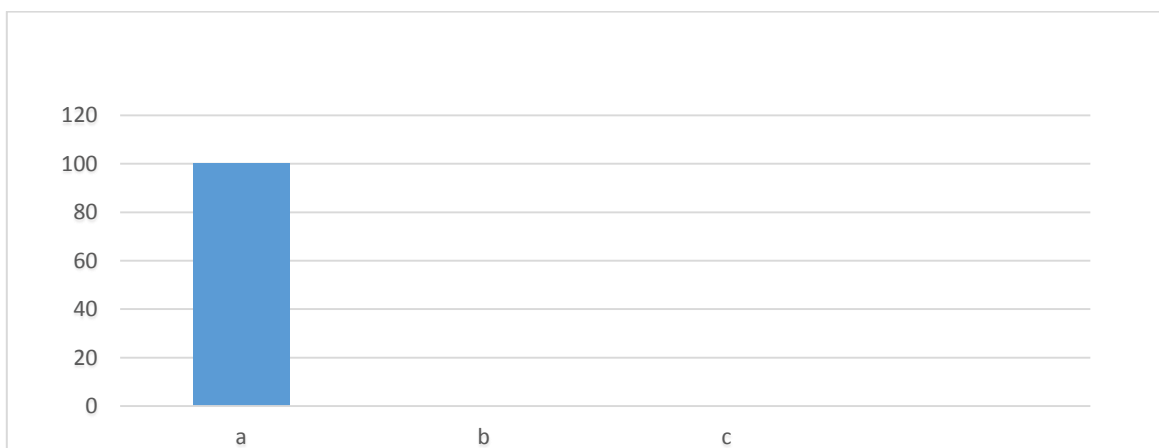
From the graph it can be said that (80%) of teachers said that feedback should be in between not short not long, only (20%) of teachers said that feedback should be very short to be effective.

**11. does your feedback to your students.**

- a. enhance their written proficiency?
- b. make them anxious
- C. demotivate them

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 25: The Impact of Teacher’s Feedback on Students.**



**Graph 25: The Impact of Teacher's Feedback on Students.**

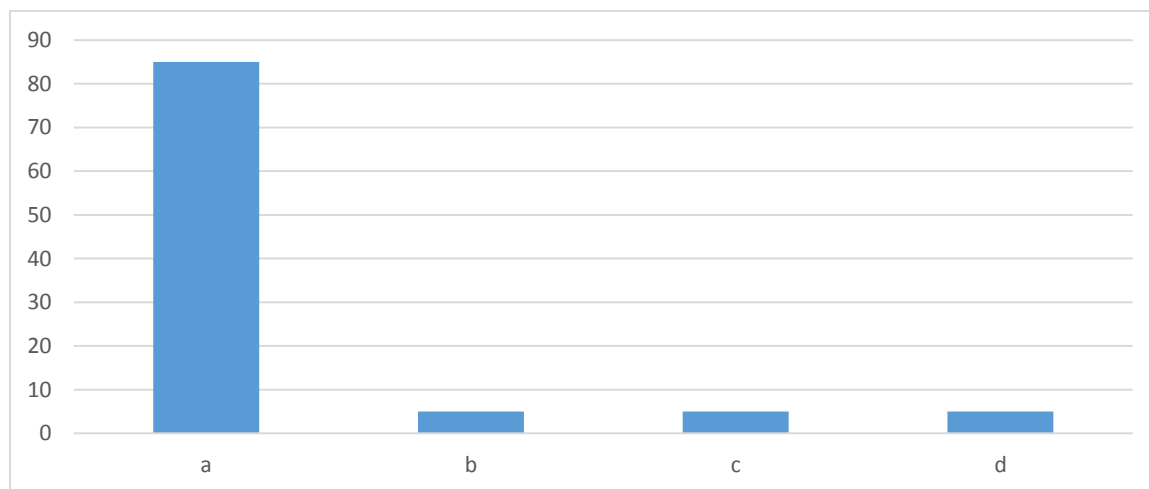
From the results, all teachers (100%) said that feedback has an impact on the students they all agree that feedback enhance the students' written proficiency

**12. Which way do you think is good for students to write more appropriately in future?**

- a. Correction
- b. Underline and Describe
- c. Describe
- d. Underline

	Number	%
<b>a</b>	<b>17</b>	<b>85%</b>
<b>b</b>	<b>01</b>	<b>5%</b>
<b>c</b>	<b>01</b>	<b>5%</b>
<b>d</b>	<b>01</b>	<b>5%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 26: The Good Way of Feedback, Which Make Students Good Writers.**



**Graph 26: The Good Way of Feedback That Make Students Good Writers.**

From the results it can be said that (85%) of teachers agree that correction is the good way to make the students good writers.

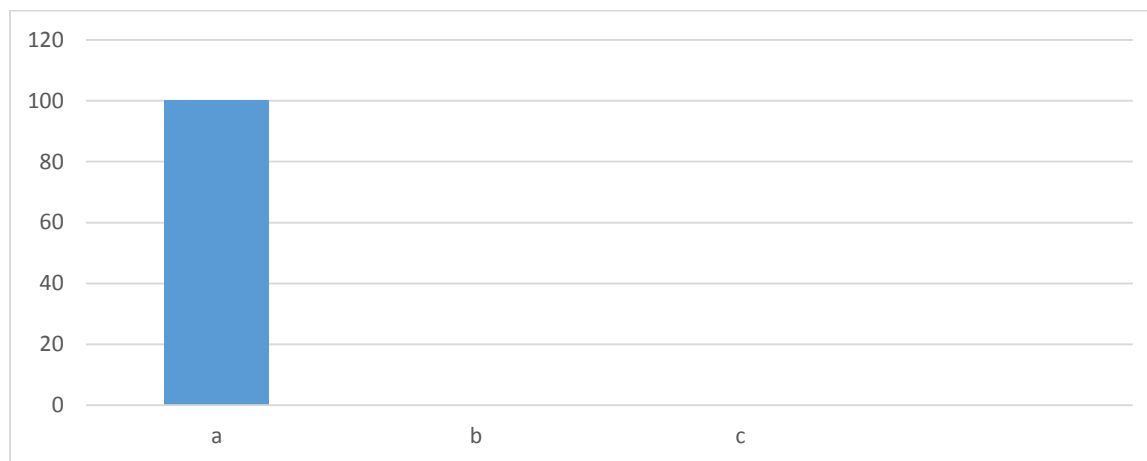
**13. Do you pay attention to your student's mistakes on them piece of work?**

- a. Yes
- b. No

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>

<b>b</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 27: Teacher's Attitude Towards Student's Mistakes.**



**Graph 27: Teacher's Attitude Towards Student's Mistakes.**

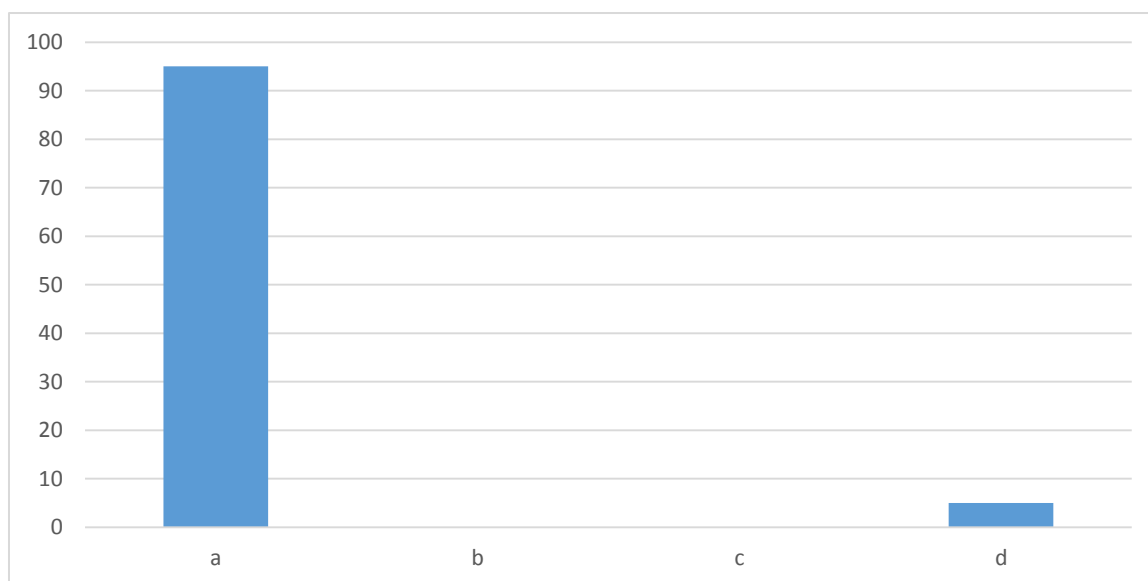
From the graph it can be said that all teachers (100%) has answered that they pay attention to student's mistakes on their piece of written.

#### **14. When you are proud of your students' writing do you?**

- show them that they were amazing?
- just write "carry on"?
- use very motivating comments such as: «you are genius». «Appreciate their work ».
- other, please specify

	<b>Number</b>	<b>%</b>
<b>a</b>	<b>19</b>	<b>95%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>c</b>	<b>00</b>	<b>00%</b>
<b>d</b>	<b>01</b>	<b>05%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 28: Kind of Feedback Teacher Use After Good Work.**



**Graph 28: Kind of Feedback Teacher Use After Good Work.**

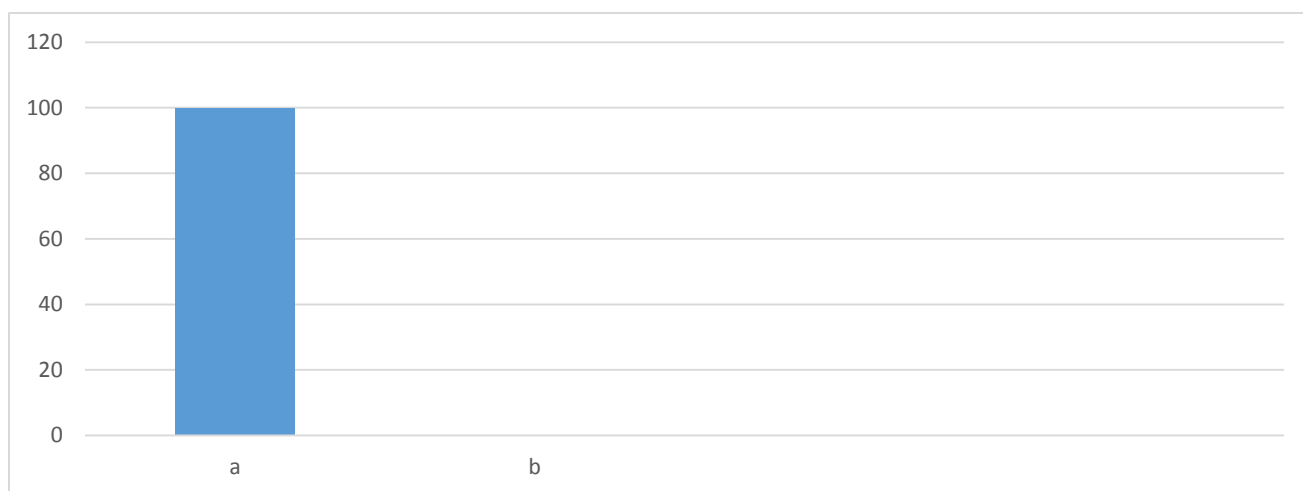
From the graph, it can be said that (95%) of teachers know how to motivate students after good work so they show them that they were amazing, (5%) of teachers said that they use very motivating comments such as: « you are genius». «Appreciate their work » because they know that students will be relaxed and encourage them work harder.

**15. Encourage and motivate your students by feedback is something:**

- a. easy
- b. hard

	Number	%
<b>a</b>	<b>20</b>	<b>100%</b>
<b>b</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 29: Teachers 'Views About Feedback.**



**Graph 29: Teachers' Views About Feedback.**

From the graph it can be said that all teachers has answered that providing feedback to students is something easy because they know the students very well and know how to provide corrective feedback.

#### **II.2.4. Interpretation Of The Result.**

Concerning feedback, all the teachers said that they always provide feedback 90% except one teacher 5% he said that sometimes he provides feedback, and they give more importance to grammar and vocabulary and organization of ideas. 40 % of them said that they provide the correct form, when correcting students' paragraphs, focusing on correcting every kind of mistake, the other 40% said that they show the mistakes using symbol because they are aware of the importance of using symbols to motivate students and affect positively the student' psychological aspect. All the surveyed teachers believe that students' mistakes should be carefully treated 100%, so they all 100% agree that they should note every mistake students make. 70% of teachers said that feedback effect the students psychology by motivating them and rise their energy toward written, that's why 60% of teachers prefer advice as a type of feedback in order to get good results on students achievements, 80% of teachers believe that feedback should be in between (not short not long). All the teachers said that feedback has a great impact on student's psychology for instance enhance their written proficiency this is the reason behind teacher care about students mistakes and giving feedback every time.

Students are active agents in the feedback process, and teachers should take into consideration their preferences in order get the exact aims behind providing feedback.

#### **Conclusion**

This chapter has presented the results collected by the research instrument used in the current study. Therefore, the analysis of students' questionnaire shows students positive attitudes towards the necessity of developing the writing skill as well as their positive preferences of teachers' correction during the writing course. In other words, the result shows that students are aware of their teachers' feedback in enhancing their writing skill and developing their achievements and motivating them, a great number of students know that teacher written feedback is extremely important in mastering a skill a language.

Even students have different preferences of feedback they all want the teacher always to give them feedback.

Concerning the analysis of teachers' questionnaire, teachers shed light on the importance of their role during the writing process. Particularly, they emphasized the importance of feedback during the various stages of students' writings in helping students improve their written production and helping them learn from the errors they made, without effecting the students' psychological aspect negatively.

In addition to the relationships between student reactions and their learning and performance in writing, and how teachers can vary, their feedback according to student needs to maximize the benefits of feedback such as teachers' beliefs and practices and their interactions with students.

### **III.1 Introduction**

So far, the review of literature related to the impact of feedback as well as the. The next step of any research design is to move to something more practical. It is necessary for data to be collected analyzed and discussed in order to, at the end draw the conclusion. This chapter is devoted to the findings of the research, some recommendations and suggestions.

If the problem of appropriate feedback is not conclusively resolved, the students will not be able to get the most from feedback. They may be confused and frustrated if teachers provide feedback that, they do not like and understand. It may be better if teachers provide feedback on both content and grammar at the same time. Furthermore, it is worthwhile if teachers provide both negative and positive feedback. This would mean many works for teachers but this would improve students writing in some way.

### **III.2 Limitations of The Study**

At the very beginning, it is important to indicate some difficulties when collecting background data. Looking for references especially books was the main obstacle the researcher faced. Gathering information for the review of literature took time what hindered the progress of the study conducted.

This research has conducted using questionnaire. Teacher and student's questionnaire needs a long period to give and to collect them. However some few teachers did not give the questionnaire papers back so I have to select others to replace them, even students were not that much serious, so analyzing the data from questionnaire was hard in which on some students' papers it was found opposite answers from the same student. This was the main reason for restricting the findings of the research. So it is hard to evaluate the reliability of the conclusion.

### **III.3 Recommendations**

#### **III.3.1 Recommendations of teaching written**

- ✓ The most important thing should be known is that teaching is not only a science through which instructor only provides knowledge, but also an art through which the instructor is sensitive to challenges that may hamper learning especially psychological ones.

- ✓ In addition to that the teacher has a decisive role in the teaching- learning process, there are the learners who have an integral part in the same process; they have to be consider as the core of the teaching- learning process.
- ✓ When selecting a strategy for TEFL, it has to be take into account students' needs. In other words, adopting a pedagogical strategy has based on the conception that "if a student's personal and interpersonal needs are not met, the academic needs may be never met" (Wrench, 2009, p.42). Strategy that never improves students' positive emotions is ineffective. So that the instructor fails to lead students to enhance learning.

### **III.3.2 Recommendations of teacher's written feedback**

- ✓ Teachers should use the amount of feedback, it is essential to increase the dosage of providing feedback in classroom. Much of feedback challenges the learning inhibitions. In fact, a classroom full of teachers' written feedback is the best context for learning to take place.
- ✓ The learner should be more conscious about the study of language acquisition and use it in relation to psychological factors controlling its use and recognition, in order to work with the feedback.
- ✓ The student's psychology is a very sensitive aspect every teacher should take into consideration while providing feedback, he must know very well each student and know personal differences in order to do not have problems with them when providing the feedback.
- ✓ In many cases students' reactions and attitudes towards teacher feedback are a complicated matter, intertwined with not only student characteristics like proficiency level, but also with teacher factors, such as teachers' beliefs and practices and their interactions with students, as well as the instructional context in which feedback is situated.
- ✓ It is believed that the investment of time in developing quality feedback is worthwhile, simply because students perceive developed feedback to be fair and helpful, contributing to a classroom atmosphere of respect and trust.
- ✓ Praise commentary was essential for learners to attend their teacher feedback in general and feedback comment in particular. Over all, participants appreciated praise and comments.

- ✓ Teachers are highly encouraged to support their learners with targeted positive encouragement and feedback during the writing task, and view them as good writers, given that learners are sensitive to teacher attitudes and perceptions.
- ✓ Teachers should respect learners' preferences concerning writing (choices of the topics, feedback), and should not only concentrate on grammar accuracy but also on content.
- ✓ Feedback is a way of developing students' writing, so teachers should make their students understand the positive outcomes of feedback.

### **III.3.3 Recommendations of the impact of feedback on learner's psychology**

- ✓ Enhancing students' learning is only by providing suitable feedback that facilitate learning and teaching at the same time, in which the impact of feedback on student's psychology is very clear and it is important to know that positive influence by teacher's feedback and comments by the students is extremely helpful to both learners and teachers.
- ✓ Students' awareness of the importance of feedback make them always wait the time of returning papers to see if the teacher is satisfy or not.
- ✓ Teacher feedback help students feel law anxiety, motivate and encourage them to learn.
- ✓ There are differences between expert and novice teacher in providing feedback, the expert teachers know how to use and benefit from feedback in which they gain students trust by feedback. Whereas novice teachers sometimes are not familiar with students and are not aware of the impact of feedback on student's psychology that is why they do not provide feedback, they just give marks without any kind of feedback.
- ✓ Written feedback is intended to improve writing accuracy and is one of the essential and challenging tasks of classroom instruction. In a teaching and learning context, in psycholinguistics feedback is consider as a very important factor that effect students psychology and their achievements.
- ✓ The main purpose of written feedback is to bring students' attention to their writing errors, and to teach them how to correct them by themselves, if the teacher misuse feedback students will be effected negatively, here the feedback is demotivating and will impact the learners psychology in which their reaction to this kind of feedback will be unexpected.
- ✓ The misunderstandings of teacher comments can even be an obstacle in learning, influenced by personal beliefs learners bring with them into the classroom.

- ✓ No matter what methods the teacher adopts in written responding, it ought to bear in mind that the teacher written feedback should aim at enabling the students to monitor their own performance and to correct themselves. The ultimate pedagogic goal is simply to lead the students to become independent of the teacher's instructions.
- ✓ Teachers prefer advice as a type of feedback; they are aware that it is helpful and it is consider as a stimulus factor of student's desire to concentrate and learn.
- ✓ It can be difficult for teachers to provide feedback that will serve all students, because each student may have different perceptions of what is a useful feedback.
- ✓ Help students to be good writers by feedback without effect their feelings and emotions and without effecting their psychological aspect become a challenge for teachers, because it is such a hard to do all these without facing problems.
- ✓ The main objective of teacher written feedback is to motivate, develop and improve learning; many teachers agree that the frequency of providing feedback should to be always provided in order to achieve the objectives.
- ✓ The ambiguity of feedback can affect the student's psychology and the achievements in the same time, so teachers should be very careful when giving feedback to avoid students' depression and failed.

#### **III.3.4 Recommendation of student's attitude towards feedback teacher's feedback**

- ✓ Reading students' good papers in the classroom is a form of positive feedback, many teachers are agree with that, they find it useful to make the students feel proud of themselves and of each other, this will challenge the students who have bad essays and marks and create a kind of competition between them.
- ✓ Inspiring the students by providing positive feedback will affect and support them develop their written skills in addition to help them avoid common mistakes.
- ✓ The teacher's feedback to students' writing is undeniably a key component and a crucial part of the process of writing. It is supposedly the guide that students follow throughout the process of writing and the means that enables them to produce a readable product.
- ✓ Teachers make considerable efforts and spend a long time circling, underlying, and correcting errors, rearranging ideas, trying to make suggestions for improving the written piece and grasp what the students intend. Yet surprisingly, the students do not take into consideration the teacher's feedback, they are only interested on marks, neglecting the great importance of feedback and the efforts made by the teacher.

### **III.4 psychological factors affecting student's academic performance**

While providing written feedback each teacher must consider these psychological factors:

#### **III.4.1. Stressors Related to Examination**

Exam can be a cause of stress. High level of exam stress can cause nausea, stomach pains, and changes in eating and sleeping disorder (Mechanic 1978). Through his study, he found that majority of students stress level reduced after the first exams. According to the study, for a student it is the prospect of taking exam not the exam itself that contributes to the stress levels. Gadzella et al. (1998) that it is the anxiety associated with the exam rather than the exam itself that creates emotional and physiological stress also prove it in a study

#### **III.4.2. Depression**

Depression among adolescents can lead to increase in suicidal behavior, tobacco consumption and other substance abuse in adulthood. Through the study, it was seen that depression and anxiety is more among females than among males. Depression, anxiety and stress is found to be higher among students whose parents continuously fought among themselves or inflict physical violence among them and to them. The pressure to perform well also leads to stress, depression and anxiety among adolescents. The general purpose of this study is to understand the cognitive and non-cognitive factors affecting . The young adults was defined as students pursuing higher education in the age group of 21-23 years.

Depression is a common disorder that affects an individual's ability to perform life activities, especially in the workplace. Depression related reductions in academic performance are an important outcome of the disorder. It reflects a reduction in learning opportunities, a decrease in the level of information absorbed and/or a decrease in their ability to demonstrate learning. Additionally, depression can have an effect in students' future careers by delaying entry into the job market or obstructing the job search process (Hysenbegasi et al 2005). Suicide is defined as the act of deliberately taking one's own life. Suicide is a fragile state of mind where the individual becomes very vulnerable to take his/her own life. In a Report by Centers for Disease Control and Prevention, (2011), there has been 39,518 suicides reported in the U.S., making it the 10th leading cause of death that year. It is important to note that most students who are suicidal suffer from depression or other mental illnesses. Many students experience frustration and doubt, but sometimes those thoughts gain a frightening momentum, bringing students to a place where they seriously consider ending their lives.

### III.4 Discussion

Most students and teachers would agree that feedback is an important element in language learning. One of the major factors that plays a crucial role in the feedback is the learners themselves. learners' beliefs and perceptions of feedback are important in determining their responses and reactions towards feedback. providing effective feedback to student writing, has been a perennial concern of teachers and researchers, student reaction to various types of feedback has received relatively little attention.

Error correction comes later, often days or even weeks later, when the original task may no longer have much relevance to the writer. Even if it does come within a single lesson, if the teacher carries out correction of the written work, and his or her involvement with the learners is consequently reduced. This will often lead to a quiet period when learners are, perhaps, reading or doing more writing tasks. The effect on place and classroom dynamics can be negative. The hustle and bustle of the 'market-place' of oral interaction and correction is lost.

Students expect to have their writing corrected and think it is very important. The teacher's failure to correct may result a frustrated and demotivated students. There is evidence that university lecturers find non-native speakers' written errors annoying and penalize students for their errors (Janopoulos 1992; Santos 1988; Vann et al 1991, 1984)

Students need to be able to correct their errors on their own, and teachers must show them how to do this. If teachers do not correct errors, they are sending out the message that error correction is not important, and students will not learn how to edit their own texts. On other words, teachers and students are responsible, teacher's responsibility is about providing feedback and using correcting symbols, student's responsibility is about pay attention to these feedback and take them into consideration with the intention of develop the writing skills and improve their ability to understand the teacher desire after his feedback.

Many researchers claimed that feedback in grammar errors is forbidden among them Truscott, who thought that correction is harmful, he claimed that the correction process is very time-consuming, both for teachers (who have to spend hours correcting writing) and for students (who have to think about and correct their mistakes). Truscott said that it is harmful because teachers and students could spend their time on something else that is not a waste of time, like focusing on the organization or content of the students' writing. Again, Bruton (2009) has identified flaws in Truscott & Hsu's research: although the learners made roughly the same number of errors, they were often different errors to those that had been corrected.

The other researchers thought that feedback is useful and helpful they did not agree on Truscott's ideas, in a number of recent books and articles (including a 2004 article in *Journal of Second Language Writing*); Ferris persuasively shows how Truscott's radical conclusions must be treated with caution.

The problem is that, although there have been a number of studies, they looked at different things, and the teachers corrected errors in different ways, so it cannot confidently say that correction does not work, because we simply do not have enough evidence to prove this.

Ferris and other scholars (e.g. Bitchener & Knoch 2010) have pointed out that some of the error correction studies were badly designed, and so we cannot say with confidence whether their results are sound or not. For instance, Bitchener & Knoch (2010) point out that seven well-known error correction studies did not include a control group (i.e. a group that received no corrections). So, it may have been said that the error correction did not improve accuracy of the writing, but the fact the students had to re-draft and try to notice the errors themselves.

The results that have obtained from the instruments has proven the hypothesis that has suggested at the beginning of the research:

1. Teachers provide feedback on student writing to support their development and nurture their confidence as writers.
2. Teacher feedback often takes the form of written comments on the final graded composition, received by students at the end of their writing process.
3. Verbal or written feedback can be a powerful teaching tool if it is giving when students are in the process of writing drafts.

The literature review and teachers/students' questionnaires were very helpful to prove these hypotheses, in which it can be said that student's papers without teacher's feedback and comments are demotivating, frustrating, and harmful because students need their teacher as guider and promoter to show them the mistakes they made and even correct them,

All this will help the learners organize and prepare themselves for the next tests and competition; here every one can touch the role and the importance of teacher feedback, in addition to the great impact on student's psychology for instance increasing their energy towards writing, and self-efficacy about learning.

It is assumed that feedback's main function is motivating goal pursuit and a remaining question is whether people seek feedback strategically to motivate themselves. For example, novices could seek positive feedback and experts could seek negative feedback in order to overcome upcoming obstacles in pursuing their goals.

The majority of teachers confirm that feedback during the course of teaching hinders student's written improvement. For them, students can be corrected immediately so that the correction will be memorized at the moment and thus avoided later on while if it is at the end of the instructional unite, it will be useless and provide no opportunity for improvement. On the other hand, some teachers think that it will be best if feedback take both forms.

### **III.5 Suggestions**

Teachers are advised to consider all or some of the following suggestions adopted from Ferris (2003) and which address the nature of the comments.

-Teachers need not tackle every problem noticed in students' writings. They need, rather, to establish priorities and address only major and/ or common troublesome issues in students' performances.

-Teachers need to provide feedback that is as clear as possible for learners, logically, take a lot of time to process the feedback they feel difficult to understand. Hence, because the use of coded feedback is deemed not too much time-consuming, composition teachers need to agree with students upon the list of codes to be used in responding to writing

-Teachers need to have a general idea about what their students expect from their feedback.

-They need construct encouraging comments that trigger the learner to utilize the feedback given.

-Teachers should devote some time to conferencing with individual students on feedback issues, to explain to the students the main essentials of providing feedback to avoid a mismatch between what we do and what students expect. Conferencing allows learners to get the "specific" feedback that they demand and allows students to clarify the teacher's comments.

- The students may understand the feedback but they may not know what to do with it, teachers therefore may need to discuss the written comments with them, Instead of pointing

out mistakes; it may be helpful for teachers love to state the revision strategies required to improve the writing.

- Any comments are shaped by the students' individual needs and strengths. Meanwhile, it also have to admit that each teacher has his own preference to evaluation. No matter what methods the teacher adopts in written responding, it ought to bear in mind that the teacher written feedback should aim at enabling the students to monitor their own performance without affecting them negatively.

-Teacher written feedback aims at providing a tool for students to reassess and redraft their work. To ensure that all the teacher's hints are absorbed and carried out by the students. It must persuade students to reflect on and to act on the feedback the teachers provide, even press them to do so if necessary because researches show that most of the students do not really act on the feedback except for making a mental note of the grade.

The correction and the comment. Therefore, it is urgent to reinforce the students' consciousness of revising work. The students' redrafting functions as a key to converting the teacher's instruction into the students' own achievement in writing. So, as soon as the teacher has offered the thoughtful feedback on both the form and content of the students' compositions before the next lesson, he ought to be responsible for the monitoring and checking the students' subsequent revising assignments. If the students are reluctant to edit their work, an added incentive is that no grade has recorded for the assignment until self-correction has been attempted. In consequence, with the co-operative engagement of both the teacher and the student, the student's following article tends to be better in either the accuracy or vividness of language or in the profundity and substantiality of content.

### **III.6 Key Considerations in Providing Written Feedback**

#### **III.6.1 Stylistic Differences versus Errors**

One of the most important considerations for any writing teacher is to determine if a certain paragraph, sentence, phrase, or word needs to be corrected or improved. Ferris (2011) cautioned second language writing teachers against correcting too much, especially when the structures or language being corrected is not erroneous. What teachers need to bear in mind, according to Ferris, is to be cautious of stylistic differences and erroneous linguistic constructions. If student writing is correct but may not be written the way the teacher would write, correction may not be necessary, as there may be differences in composing styles. There may be a fine line between what needs correction and what does not, but it is relatively

easy for a teacher to determine if student language is accurate and clear. If the language is correct and the meaning is clear, there is no need for correction. Most advanced learners of a language can easily produce correct language, but the meaning may not be clear to the teacher as a reader. In such a case, it is necessary for students to improve the structures to communicate their meaning more effectively.

### **III.6.2 Teachers' role in enhancing students writing through feedback**

Verbal feedback may be given as teachers circulate around the room while students are writing. Students may request their teachers' input, or teachers may offer a commendation or suggestion as students draft and revise their writing. Verbal feedback may also be given in student-teacher conferences. Students may sign up to meet with their teacher when they feel ready for feedback, or they may meet with teachers on a regular basis. Effective as both teaching and assessment tools, student-teacher conferences provide individualized instruction for students and opportunities to gather information about students' thinking and writing processes. Scheduling one-on-one time with students is always difficult. It is not necessary to read and respond to every student's writing every week. Reasonably, teachers should aim to provide feedback to each student in five to ten minute student teacher conferences, every two to three weeks. It is important to keep a record of the topics of these conferences, to create an ongoing picture of students' writing development.<sup>5</sup> Teachers can use the notes to praise students for the improvements they see from one conference to the next. Students can use the notes to reflect on the challenges they have had in trying to achieve goals set in previous conferences.

### **III.7 Conclusion**

The obtained results show that the writing skill is a complex activity that requires much time and practice from the learner's part and a lot of experience and guiding from the teacher's part. Teachers should guide students through the writing process by effective feedback avoiding an emphasis on the form to help them develop strategies for pre-writing, drafting and organizing ideas. Awareness of the importance of the writing feedback, as the results showed, is essential in the writing activity. Learners need to know that providing

feedback by the teacher is not a waste of time; each stage contributes in making effective writing and in diminishing the troubles students face when they write, and when they receive their papers back.

Our participants agree that feedback is helpful to learning; they appear to differ in certain aspects regarding their preference for and attitudes towards feedback and its various forms. The sample is too small to make any general judgments; however, it does point towards differences in individual learners with regard to feedback, a finding echoed in previous studies.

The analysis of the questionnaires shows that teacher written feedback is an effective technique in enhancing students' self-confidence and self-esteem. Concerning the analysis of the students and teachers' questionnaires, it shows that there are some concepts about the writing skill that need to be reviewed. In addition, there seems to be a gap between some of the students' preferences and needs and those of their teachers in providing feedback.

## **General conclusion**

It is an acknowledged fact that there is consensus in the teaching English as a foreign language context about feedback. Many teachers still favor some ways of providing feedback without taking into account students' preferences; however, they should examine their ways when responding to students' written production. Moreover, teachers must be aware of the effect of their feedback practices on their students through observing their improvement in writing, and identifying their attitudes.

Through this work, investigation have been made to know the effectiveness of feedback and correction symbols on promoting students' self-correction. The results show that students are interested in developing their writing skill and correcting their own mistakes, and therefore, want and expect their teachers to use feedback and correction codes in marking their written work. The study emphasizes that feedback cannot be rigidly based on any standardized practice derived from the opinions of teachers alone, but must be flexible enough to incorporate the attitudes and needs of the student. In addition, feedback should be used in which students benefit from it and they are encouraged to take more responsibility for their learning without effecting their psychology, and thereby, result in better learning.

The many aspects surrounding the issue of feedback call for a continued systematic research to investigate whether there are particular types of feedback should be followed and which are more effective than others, and to what extent this may be dependent on the attitudes of learners. This work was expected to give a glimpse of the effect of feedback and correction symbols, and can pave the way for those interested in the different techniques used in providing feedback and it student 'effects on learning and psychology.

To end with, there are many theories the effectiveness of feedback; Nativist theories of L2 acquisition reject any role for CF because language acquisition requires only positive evidence on the other hand cognitive theories view CF as making an important contribution to L2 acquisition by assisting learners to pay attention to linguistic form and facilitating rehearsal of linguistic forms.

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# Appendixes

## Appendixes

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### **The Teachers' Questionnaire**

Dear teachers,

This questionnaire is a part of a research work on the impact of teacher evaluation and written feedback on the psychology of the learners. It aims at finding out the importance of teachers' feedback and their preferences about error correction.

I would appreciate your collaboration if you could fill in this questionnaire.

Please, tick (X) the appropriate answer or make a full statement when necessary.

# Appendixes

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1. When your students write, do you correct and give feedback?

Always

Sometimes

Never

2. Which aspect do you give more importance? (You may opt for more than one).

a. Grammar

b. Vocabulary

c. Content

d. Organization of ideas

3. How do you correct your student's paragraphs?

a. Provide the correct forms

b. Show the mistakes using symbols

c. Cross only the mistakes

d. Other, please specify.....

.....

4. When you correct, do you?

a. Correct every kind of mistake

b. Concentrate on one kind of mistake each time

c. Other, please specify.....

.....

5. Do you think that errors should be?

a. Neglected

b. Carefully treated

6. When you correct your student's works do you.

a. Note every mistake they make

b. Concentrate on one type of mistake each time

c. Other, Please specify.....

.....

## Appendixes

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7. After giving students writing feedback, do you think they will be?

a. Motivated

b. Demotivated

c. Rise their energy toward written

d. other, please specify.....

.....

8. When you give more details to your students' mistakes. Does this, effect them?

a. Positively

b. Negatively

9. Which type of feedback do you prefer?

a. Criticism

b. Praise

c. Advice

And why? .....

.....

10. The feedback on your students 'papers. Should be?

a. very short

b. no more than ten word

c. in between

11. does your feedback to your students.

a. enhance their written proficiency?

b. make them anxious?

C. demotivate them and influence their achievement

## Appendixes

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12. Which way do you think is good for students to write more appropriately in the future?

- a. Correction
- b. Underline and Describe
- c. Describe
- d. Underline

13. Do you pay very careful attention to your student's mistakes on them piece of work?

- a. Yes
- b. No

If no, please mention the cause.....  
.....  
.....

14. When you are proud of your students' writing do you?

- a. show them that they were amazing?
- b. just write " carry on"?
- c. use very motivating comments such as: « you are genius». «Appreciate their work ».
- d. other, please specify .....

15. Encourage and motivate your students by feedback is something:

- a. easy
  - b. hard
  - d. if hard, please mention the causes .....
- .....  
.....

**Thank you for your cooperation.**

## Appendixes

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### **The Students' Questionnaire**

Dear students,

This questionnaire aims at finding out students' views about teachers' evaluation of writing tasks and their preferences of teachers' feedback.

I would appreciate your collaboration if you could answer this questionnaire.

Please, tick (X) the appropriate answer or make a full statement when necessary.

# Appendixes

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1. Do you like writing?

a. Yes

b. No

2. When your teacher of written expression corrects your paragraphs, does he gives feedback?

a. Always

b. Sometimes

c. Never

3. Which aspect does your teacher gives more importance? (You may opt for more than one).

b. Grammar

c. Content

d. Vocabulary

e. Organization of ideas

4. How does your teacher of written expression correct your paragraphs, does he?

a. Provide the correct form

b. Show the mistakes by symbols

c. cross the mistaken parts

d. Other, Please specify.

.....

5. Would you like your teacher to?

a. Correct your mistakes

b. Show you the kind of your mistake

c. Other, please specify. ....

.....

6. Would you like your teacher to?

a. Note every mistake you make

b. Concentrate on one type of mistake each time

c. Other, please specify.

.....

# Appendixes

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7. After receiving the teacher writing feedback, does they:

- a. Motivate you
- b. Demotivate you
- c. Increase your energy toward written

8. When your teacher gives more details to your mistakes, does this effect you?

- a. Positively
- b. Negatively

9. Which type of feedback do you prefer?

- a. Criticism
- b. Praise
- c. Advice

10. The feedback on your paper makes you feel

- a. angry with yourself.
- b. angry with the teacher
- c. Work hard to develop your written

11. Do you pay attention to what your teacher comments on your work?

- a. Yes
- b. No

If no, please mention the cause.

.....  
.....

12. Which way help you more to write correctly in future?

- a. Correction
- b. Underline and Describe
- c. Describe
- d. Underline

13. Does the feedback motivate you or demotivate you?

.....  
.....

## Appendixes

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14. When your teacher gives your paper back. The red pen makes you feel

a. Disappointed and demotivated because there are many mistakes.

b. Encourage and motivate you because you see your teacher's care.

**Thank you for your cooperation.**