



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language

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**Investigating the Role of Teachers' Written Feedback in Developing EFL students**

**Academic writing**

**A Case of First Year EFL Master Students at Mohamed Kheider University  
of Biskra**

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A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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**Academic Year: 2020-2021**

## **Dedication**

**“ our dead are never dead to us, until we have forgotten them”**

To the soul of my maternal grandfather: Ali.

To the soul of my maternal grandfather: Fatima.

**“ A parent’s love is whole no matter how many times divided”**

To my dear father “Sliman” for his support and guidance.

To my tender Mother “ Fatiha” whose love and prayers are always with me.

**“A real friend is one who walks in when the rest of the world walk out”**

To my intimate friends who I have ever met “Ben Moussa Fadoua, Haddoud  
Khaoula,Hitama Laila, Nouar kharkhach Sabrina, Boudina Aya” for their moral support.

**“Blood is thicker than water”**

To my lovely sisters “ Hanan, Yassmine, Bassma, and Aya” and my kindest brothers”.

“ to my beloved sister “Amina” for encouraging me in writing my thesis with boundless  
patience and deepest love ”.

To my dear aunts “Houria and Nora” for encouraging me to carry out the research with  
patience, determination and will.

**“By teaching we learn, by learning we teach”**

To my gorgeous and delightful Supervisor “ Mrs. Mallem Samia” for giving me positive  
feedback.

To my honorable teachers “ Houssam Eddine Ghamri, Ben Abdelrezak Abdelnacer”.

**To all the readers of my work**

**Thank you all**

**DJEFAFLA Maroua**

## **Acknowledgements**

There is no way to express my praise to Allah who gave me health and thoughts to enable me accomplish this work.

I would like to express a sincere gratitude to my supervisor **Mrs. MALEEM Samia** for her kindness, her support, her precious advice. Without here this work could not be achieved.

I would like to express my deepest thanks to the jury members **Dr. BACHAR Ahmed, Mrs. MALLEM Samia, and Mrs. BAHKOUCH Rim** for their valuable comments donating time and efforts to evaluate my research. Their feedback and remakes have helped me to better this work.

I would like to express a great thanks and appreciation to “Douida Brahim” for helping me to collect valuable data to carry out my research.

I would like to thank all who have support me and encourage me to believe in myself and “ **Never Give up to Follow my Dreams until They Become True**”.

**“A Moment of Gratitude Makes Difference in your Attitude”**

**Thanks to all who have touch in this work**

## **Abstract**

The current study aims to investigate the role of teachers' written feedback in developing students academic writing. This research was conducted to measure relationship between teachers' written feedback and students' academic writing, and to describe their attitudes towards subject study. Furthermore, it was conducted to find out the main difficulties which face Master one students when writing academically. Therefore, we hypothesized that teachers' written feedback helps students to enhance their academic writing. To test the validity of our hypotheses, a descriptive study is conducted with mixed method approach to collect, describe, analyze, and interpret data. These latter, comprised two different data gathering tools; students' questionnaire and teachers' interview. According to sampling, five teachers (5) of academic writing module were chosen to respond interview. On the other hand, thirty (30) Master one students at Mohamed Kheider University of Biskra were chosen randomly to answer the questionnaire. Finally, based on the analysis and discussion of students questionnaire and teachers' interview results, the study revealed that both teachers and students have positive attitude towards teachers' written feedback which improve students' academic writing. The gathered data were analyzed using tables and graphs. At the end of thesis, suggestion and limitation take place.

## **List of Abbreviations and Acronyms**

**AW:** Academic Writing.

**CSUSB:** California State University San Bernardino.

**EFL:** English as a Foreign language.

**ESL:** English as a Second Language.

**Et al:** And others.

**IRA:** International Reading Association.

**L1:** First language.

**M1:** Master one.

**(n.d.):** No date.

**NCTE:** National Council of Teachers of English.

**WF:** Written Feedback.

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المخلص

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# **General Introduction**

## **Introduction**

English language has a crucial role in all over the world since it becomes an international one. Learning English as a foreign/second language requires learners to master the productive and the receptive skills. During the achievement of the productive skills; especially the writing one, the learners face obstacles that prevent them from producing an academic piece of writing. In this vein, academic writing is one of the complexities and technical difficulties that students may face in learning environment. In addition to that, academic writing has certain aspects that EFL students must follow in order to develop it. One of the most vital aspect is to be aware of teacher's feedback; particularly, written feedback because it helps students to reduce different types of difficulties. According to Nicol (2010, p. 501) asserts that, "Providing written comments on students' assignments is seen as a central feature of feedback processes in higher education". It is not an easy effort to grasp the capacity to write academically; however, students are acquired to be more aware towards teachers' written feedback.

### **1. Statement of The Problem**

In our study, Master one EFL learners at Mohamed kheider university of Biskra face a significant problem in improving their academic writing skill which is weakness in writing production. This refers to several factors; one of them is neglecting the role of teacher's writing feedback during the writing process. Fundamentally; we attempt to investigate the role of teacher's written feedback to improve learners academic writing in the learning process. In addition to that, the current study designed to upraise the learner's awareness towards teacher's written feedback in the classroom, also to highlight the significant relation between academic writing and teacher's corrective feedback.

## **2. The Research Questions**

This research seeks to answer the following questions:

- ✚ Does teacher's written feedback helps the students to improve their academic writing?
- ✚ What is the students' and teachers attitude towards teacher's written feedback ?
- ✚ What are the difficulties that face master one students in academic writing?

## **3. The Research Hypothesis**

Based on the above research questions:

- ✚ We hypothesis that EFL teachers and students at Biskra university may have positive attitude towards teacher's written feedback.
- ✚ We suppose that Teacher's written feedback is effective in developing students' academic writing.

## **4. The Research Aims**

This study investigates the role of teacher's written feedback in order to develop students' academic writing. Our aims are:

- ✚ Improve students' academic writing through teacher's written feedback.
- ✚ Investigate students/teachers' attitude towards teachers' written feedback.
- ✚ Shed the light on some difficulties faced by EFL learners in academic writing process.

## **5. Significance of The Study**

The researcher opts to investigate the role of teacher's written feedback in developing EFL learners' academic writing. It may benefit the teachers and the earners through up-raising their attitude and awareness towards written feedback as a helpful strategy in teaching/learning process. Moreover, the results of this study may contribute to develop master one students' academic writing.

## **6. Research Methodology**

Conducting a research study requires from researcher to follow certain research methodology. She will follow particular research approach based on the nature of her study. In addition to that, she will use two different data gathering tools to collect more reliable information, also the researcher will select particular population and sampling for the study.

### **6.1 Research Approach**

In the current study, we use descriptive method of research. She describes the students' and teachers' attitude towards teacher's written feedback in order to enhance the level of master one students' in academic writing. Furthermore, we investigate the relationship between the corrective feedback(written feedback), and the learner's productive skill (academic writing). Based on that, a mixed method approach will take place in which the researcher describes and measures the two variables to see the impact of each one the other. It suites our research because we are mixing two data gathering tools.

## **6.2 Data Collection Tools**

The researcher will choose master one EFL students of applied linguistics at Biskra university to be the population of her study (N=181) because they have academic writing module, and they need this skill for their master thesis next year. She selects a sample of thirty (N=30) students randomly. Furthermore, eight (N=08) teachers will be chosen as a sample. The researcher will make the interview with the teachers of academic since they have more experience in academic writing. Therefore, those samples may contribute to have valuable data and to enrich our results of the study.

### **6.2.1 Students' Questionnaire**

In the current study, the researcher uses semi-structured questionnaire which is submitted to master one student at Mohammed Kheider university of Biskra. It includes both open-ended, and closed-ended questions. Their answers help to investigate their attitudes towards teachers' written feedback, and to identify the main difficulties that face EFL students in academic writing process.

### **6.2.2 Teachers' Interview**

She uses semi-structured interview through recording teachers' answers in order to get repayable information. Furthermore, it is a method to collect their opinions about the role of teachers' feedback in enhancing level of EFL learners in academic writing. Also, it could help to answer research questions and to test the proposed hypothesizes.

## **7. Population and Sampling**

The researcher will choose master one EFL students of applied linguistics at Biskra university to be the population of her study (N=181) because they have academic writing

module, and they need this skill for their master thesis next year. She selects a sample of thirty (n=30) students randomly. Furthermore, eight (N=08) teachers will be chosen as a sample among eighty (80) ones. The researcher will make the interview with the teachers of writing expression since they have more experience in academic writing. Therefore, those samples may contribute to have valuable data and to enrich our results of the study.

## **8. Key Terms**

**Written feedback:** is a tool for helping students to move forward in their learning. It provides students with a record of what they are doing well, what needs improvement and suggested next step.

**Academic writing:** is a style of writing that makes your work easier to read and understand. There are rules and guidelines that you can follow. These rules and guidelines will cover the way you write, the language you use and the format of your assignment.

## **9. Structure of The Study**

This research is composed of three main chapters; the first two ones are devoted for the theoretical background of the study. Chapter one indicates the main ideas of the academic writing as a whole process. Such as, definition, importance, features, and stages. It highlights the difficulties that face EFL learners in academic writing, it also gives more details about the structure of academic writing. Chapter two deals with teachers' written feedback. It contains a general overview of feedback, definition of written feedback, major types, etc. While, the third chapter is designed for field work and interpretation of the results. The researcher is going to describe data and analyse them.

# **Chapter One: Academic Writing**

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## **Introduction**

Academic writing is considered as the most important skill compared to other skills. Fundamentally, it is a difficult and challenging skill in the teaching and learning process. It requires from the learners to translate their ideas and thoughts into foreign language regarding the academic form. In this respect, Oshima and Hogue (2007, p.3) say, “academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way”. This chapter attempts to provide a further explanation of the academic writing process. Starting with, definition of academic writing takes place; also the importance of teaching it. It lists types, stages, and approaches of academic writing. Furthermore, it spots light on the main difficulties that face students during achieving the process of academic writing, and its’ assessment in teaching and learning process.

### **1.1 Definition of Academic Writing**

Academic writing is a highly organized process that allows the writers to have a formal format for their academic researches and papers. It has been defined from different angles by several scholars according to their backgrounds and perspectives. Bowker (2007.p, 3) says, “academic writing is a special genre of writing that prescribes its own set of rules and practices.” He argues that academic writing differs from other types of writing because it has a set of rules and specific structure to organize thoughts and ideas.

Furthermore, different scholars insist that academic writing is addressed for a specific type of audience or readers who have a background to the studied field. In addition to that, it allows the researchers to share their main results of the presented study. Such as Monippally and Pawar (2010) point out :

Academic writing—broadly defined—is for communicating scientific knowledge. It is generally addressed to scholars knowledgeable readers who are familiar with that branch of knowledge. The most rigorous academic writing is found in scientific journals and doctoral dissertations in which scholars share with fellow scholars their research findings, leading to advances in knowledge in different disciplines.(p.77).

In the same vein, Murray (2005) asserts that academic writing is the collection of discussions that we observe in our fields' thesis or published papers, a definition that gets more exact once writer examine examples of published writing in his/ her target journal.

Additionally, Geyte (2013) indicates that academic writing may have different forms. For example, journal articles, textbooks, dissertations, group project reports, etc. Moreover, Garell and Brillinger (2008) give some fundamental elements that characterize academic writing from other type of writing. The following figure presents the main difference between academic writing and informal writing:

| <b>Informal Writing</b>           | <b>Academic Writing</b>                                   |
|-----------------------------------|---|
| - is for a general audience       | - is for subject-area specialists and students            |
| - is about personal experiences   | - favours impersonal, objective, neutral expression       |
| - uses everyday words and phrases | - uses specialized words and subject-specific terminology |

**Table 1.1 Difference between Informal Writing and Academic Writing ( Garrell and Brillinger, 2008, p.4)**

Table 1.1 shows the main difference between informal writing and academic writing. Starting with informal writing, which is presented for general audience. However; academic writing is addressed for specific ones. In addition to that, informal writing is about subjectivity (personal experience), and the writer uses every day words and phrases. While; academic writing is about objectivity in which the researcher emphasizes on the information and arguments s/he wants to present rather than what s/he received. Moreover; s/he avoids to express what to think and what to believe, also the writer uses specific terminology according to the field of study.

Overall, academic writing is a type of writing addressed to high level audience, in which the researchers (teachers or students) present their ideas following appropriate stages. In addition to that, it is used to assess students' writing in the learning process, and it allows them to express themselves clearly.

## **1.2 Importance of Academic Writing in Teaching Process**

Academic writing has significance role in the process of teaching. It gives the students the opportunity to express their thoughts and to develop their writing ability. It helps teachers and students to communicate language in writing form. Harmer (2004, p.3) asserts, “ In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students’ writing proficiency in order to measure their knowledge”. He claims that, students’ writing proficiency is required to assess their background knowledge about foreign language or other skills.

Schanze (2016) explains that academic writing is important for students because it gives them the opportunity to present their work appropriately. He focuses on the presentation of data in academic paper. In other words, academic writing provides students with right methodology of presenting figures, graphics, schemes, tables, and tell the story in terms of the data. He adds that, academic writing is challenging task; particularly, for non native speakers of English, and it is preferable to get draft before presenting the final product, and ask for help from native speakers.

Additionally, Irvin (2010) mentions that academic writing in college provides students with different writing situation; moreover, students should be aware of its rules and conventions. The writing situations are presented with some details in the following table.

|                                 |  |
|---------------------------------|--|
| Who's your audience?            | Primarily the professor and possibly your classmates (though you may be asked to include a secondary outside audience).    |
| What's the occasion or context? | An assignment given by the teacher within a learning context and designed to have you learn and demonstrate your learning. |
| What's your message?            | It will be your learning or the interpretation gained from your study of the subject matter.                               |
| What's your purpose?            | To show your learning and get a good grade (or to accomplish the goals of the writing assignment).                         |
| What documents/genres are used? | The essay is the most frequent type of document used.  |

**Table 1.2 Different Writing Situations in Academic Writing (Irvin, 2010, p.7)**

Table 1.2 presents writing situations that are important in academic writing. They allow students to recognize their audience, to indicate the appropriate context, to select purpose of writing, and to distinguish various genres.

### **1.3 Types of Academic Writing**

Academic writing has different types that allow the researchers to document their work following the right process. These types are used differently according to the research requirements, and the main three ones are academic research papers, theses reports and dissertation reports, and academic papers of students for course requirements.

#### **1.3.1 Academic Research Papers**

Academic research papers are a form of academic writing that are done in the process of research. They are divided into two main types, namely, conceptual research papers and empirical research papers. Monippally and Pawar (2010) point out:

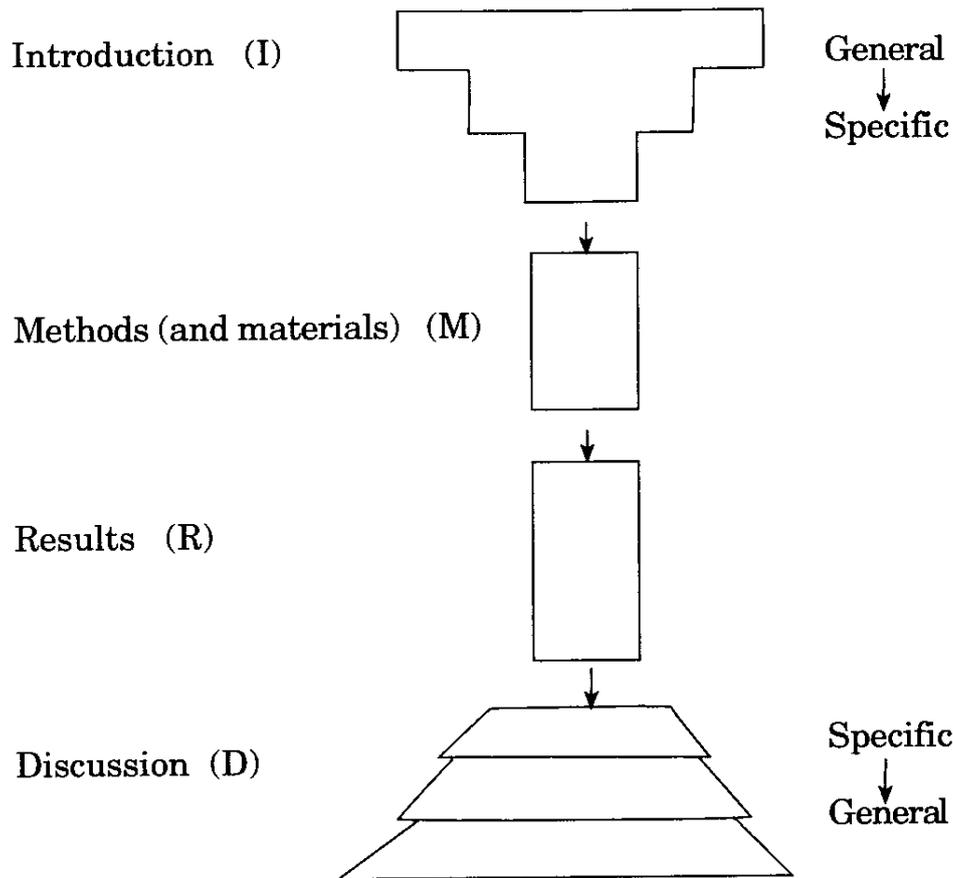
First, academic writing could take the form of a research paper that can be submitted to an academic journal for possible publication.

Such research papers, consistent with the division of research into two parts pertaining to theory building and theory testing, broadly get divided into two categories, namely, conceptual research papers and empirical research papers. (p. 26).

Additionally, they point out that each type has a particular structure and content. For conceptual paper, Monippally and Pawar (2010) indicate that Conceptual paper differs from empirical papers in terms of collecting and analyzing data, also it inform about process and outcome of research study. Furthermore, they report that conceptual paper consists of seven main parts; namely, abstract, introduction, specification of a theory or propositions, discussion, closing paragraph and references.

However, empirical paper aims at describing the process and the outcome or research in which the researcher tests the reliability of collected and analyzed data to the suggested hypothesizes, that are the key component of the study. (Monippally and Pawar, 2010). The same scholars assume that empirical paper composed of eight parts, namely, abstract, introduction, hypothesis, methods, results, discussion, closing paragraph and, and references.

Furthermore, Shewan (2000, p.1) defines research paper through mentioning its characteristics, he says “a research paper deals with limited topics and is based on information gathered from documents, books, periodicals, (...) with experts in particular area of knowledge”. (as cited in Hamada, 2019, p.38). In other words, research paper has specific topics, and it includes data that are obtained from different sources in particular field of study.



**Figure 1.1 Overall Shape of Research Paper ( Swales and Feak, 1994, p.157)**

Figure 1.1 shows the academic format of research paper that researcher should take into consideration while collecting and analyzing data.

### **1.3.2 Thesis and Dissertation**

In higher education, graduate students are required to document their research in a written form. They report the analyzed data in form of thesis for master degree, and in form of dissertation for doctoral degree. Merriam Webster dictionary defines thesis as “a dissertation embodying results of original research and especially substantiating a specific view (...) written by a candidate for an academic degree.” (as cited in Sied, 2019, p.32). While, Brause (2012) emphasizes on making writer’s dissertation different from other

works through adding new perspective based on his/her background. In addition to that, the researcher conduct an intensive data search in which s/he raises his/her awareness about the studied phenomenon. Also, the researcher's work adds more information to the field of study.

Moreover, Monippally and Pawar (2010) confirm that the particular institutes may provide the writer with repayable structure and content of both thesis and dissertation. S/he gets guidelines and instructions to accomplish his/her work academically. Woodford(1999) actually stressed the main elements that graduate writers should take into confederation in writing their theses and dissertations through pointing out:

Graduate writers must often integrate disparate ideas, synthesise perspectives, and extend theory-which demands higher-level construction skills and perspectives-taking, as well as greater concern for accuracy, voice, and audience. In addition, the range of writing tasks may now vary to a greater degree as students are faced with writing opinion papers, article critique, journal articles, theses, and research grant applications.

(as cited in Lavelle and Bushrow, 2007, p.809)

### **1.3.3 Academic Papers of Students for Course Requirements**

In post-graduate level, the students are required to write academic papers to fulfill the course requirements. Academic papers are considered as a kind of assessment to check the students' progress in academic writing. Monippally and Pawar (2010) confirm that course requirements involve from students to report the results or the research papers as a form of empirical study.

In the same sense, Jordan (2003) suggests to teachers to vary genres of academic writing for students during preparing their studies based on course requirements. In addition to that, he asserts to give students concrete examples about the academic paper. Such as, essays, and reports that are related to the required type of writing. Also, he claims that providing students with data about course requirements could be helpful for their academic papers.

Course requirements allow students to experience academic writing and to develop their knowledge. In this vein, a participant in academic writing module at Strathclyde University shares his/ her experience of writing process. S/he states:

The writing process was something I hadn't given much thought to before starting the [writing] course. . . . One of the first topics explored was how is academic writing learned? The answer . . . seems to be by trial and error. On reflection I cannot recall being given formal instruction on the specifics of academic writing during my undergraduate career. This trial and error process is not just confined to academic writing; it extends to all forms of writing. (as cited in Murray, 2005, p. 3-4)

This participant indicates that, at first s/he does not give much focus on writing process much ideas. S/he starts writing about the way of learning academic writing. In this respect, the participant's answer include trial and error which is not only limited to academic paper.

## **1.4 Academic Writing Stages**

Academic writing is a difficult process to achieve because it has certain rules that make it different from other types. It requires several stages to make it formal and effective. According to Harmer (2004), academic writing has four major stages, namely, planning (pre-writing), drafting, editing (reflecting and revising), and final version.

### **1.4.1 Planning ( pre-writing)**

Planning is the first stage in the process of writing that makes the students decide what they are going to write. In addition to that, they choose the appropriate topic in which they gather ideas and organize them. Zemach and Rumisek (2005) argue that the writer should have a topic already in his/her mind before s/he starts writing. After that, s/he plans how to write it down. In addition to that, this stage has different techniques for experienced writers. Harmer (2004) emphasizes:

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they do all their planning in their head. (p. 4).

He argues that, experienced writers plan their writing differently. Some of them take clear notes through mentioning its' details, while others like to write key words of the chosen topic. In the other hand, the last type of writers prefer to plan it in their heads, and they organize the elements of the topic mentally. Additionally, planning has a significance role in improving students academic writing. Gillett, Hammond, Martala (2009) illustrate

it as follow: “If you compare lack of planning in your writing to lack of planning in your life in general you may learn to appreciate it more.”(p. 23). They compare planning of writing to planning of life. For example, if the student ignores to plan for his/her exams, s/he will fail to have good marks. This later refers to luck of organizing the target task.

### **1.4.2 Drafting**

Drafting is the next step that comes after pre-writing. It needs from the student to write down his/her ideas in a form of sentences or paragraphs. S/he does not worry about punctuation, grammar, and spelling mistakes. The crucial idea in this step is to translate the planned ideas into piece of writing. According to Harmer (2004), the first version of piece of writing is called draft. The writer makes the first draft as it is supposed to be presented later. Since the writing process still requiring editing, the writer may do many drafts until s/he arrives to the final version. As Geyte (2013) indicates when discussing drafting that, it illustrates the warming-up phase that makes the student active while proceeding the writing process, and she presents this stage through comparing it to competitive sports, where the player works hard to achieve success in his/her performance without any comments on your preparatory work.

### **1.4.3 Editing ( reflecting and revision)**

Editing is the step that follows drafting, where the student makes some changes to the content that will improve his/her writing. Manninen (2016) indicates that editing is working with a nearly finished version of your essay and attempting to improve its quality. The writer has the option of working on the entire essay or just a portion of it. For example, in a section or paragraph, the goal is to ensure that the contents of what s/he has written make sense, and that you’ve organized and presented the information in a logical

manner. Ensure that the writer has organized and presented the material in the best possible way . S/he also aims to ensure that your argumentation is free of contradiction and other problems.

In the same line with thought, Armstrong (2011) adds that this stage takes two different approaches, namely, line by line approach, and holistic approach. A line by line approach is to read each line carefully, and to revise word choice, grammar mistakes, phrasing, and so on. While, holistic approach is to look for information that are related to the whole piece of writing. The writer may ask some questions such as, what is it trying to say?. After that, s/he rearranges the text by making some changes. As a last step, s/he checks punctuation and choice of words. Furthermore, Bowker (2007) estimates that, the writer checks type of errors weather they are grammar, spelling, or punctuation. S/he asks different questions that leads for necessary modification to have formal writing.

#### **1.4.4 Final Version**

It is the last stage in the writing process in which the student rewrites the final product, and s/he shares it with audience. Harmer (2007) maintains that in the final version when the writer finishes all the previous stages; namely, planning, drafting, and editing, s/he makes the final version in which s/he completes his/her written text. Furthermore, this stage looks different from the original plan because the writer makes the necessary modification in editing process. Thus, s/he is now ready to present the final product to the target audience.

He means that rewriting stage is different from other stages, since the writer makes the necessary changes. After that, s/he presents the work as a final version to the target

audience. Geyte (2013, p.135) emphasizes on the main points that irritate the receivers while reading the final product:

- ✚ you still make basic mistakes (e.g. spelling), especially in subject specific vocabulary
- ✚ you make mistakes that are easily avoidable (e.g. an unfinished word or sentence)
- ✚ you make too many mistakes.

Hence, Murray( 2005) maintains that in final version the writer is supposed to read all the paper gradually from beginning until the end to make it clear to readers. In addition to that, s/he checks if the used data are supporting the written topic, and if s/he can refer to that work after submitting it to the editor.

### Pre-writing

**STEP ONE: Choose a topic.** Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

**STEP TWO: Gather ideas.** When you have a topic, think about what you will write about that topic.

**STEP THREE: Organise.** Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

### Drafting

**STEP FOUR: Write.** Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

### Reviewing and revising

**STEP FIVE: Review structure and content.** Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

### Rewriting

#### **STEP SIX:**

**Revise structure and content.** Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.

**Proofread.** Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

**Make final corrections.** Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.

**Figure 1.2: Stages of Academic Writing ( Zemach and Rumisek, 2005, p. 4)**

Figure 1.2 explains the main stages to follow in order to have come up with a correct process of writing. To start with pre-writing, the student selects a topic which can be chosen by your teacher or by yourself. Then, s/he gathers information that are related to the topic. The student organizes his/her ideas by giving them logical order. In addition to that, drafting is writing using notes indicting all what the student want to write.

Furthermore, reviewing and revising is to check what has been written. The student makes some modification on the work. S/he may add information or remove unnecessary ones. Drafting helps to exchange ideas and share different opinions with classmates. Finally, rewriting stage in which revising the structure and content takes place. It is based on the previous stage to improve academic writing. After that, proof read step in which the student reread the text to check spelling and grammar, and s/he finishes the text through making the final correction.

### **1.5 Approaches of Academic Writing**

Teaching academic writing involves different approaches stressing on students requirements. According to several scholars like Coffin et al.(2003), Tuffs (1993), and Nunan (1991); academic writing has three main approaches, fundamentally, process approach, product approach, and genre approach.

#### **1.5.1 Process Approach**

Process approach is the stages that writer goes through in order to have academic piece of writing. Coffin et al.(2003, p.10) determine that, the process approach is obtained from individualist and expressivist. They say, “Process writing emerged from the individualist, expressivist impulse popular throughout education in the 1960s and 1970s, and parts of it retain much currency today.”

According to Applebee (1986, p.96 quoted in Kroll 1990, p.8), “the process approach provided a way to think about what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar).” In other words, this approach allows to indicate the different stages

that writer follow in order to achieve the final product. It sheds light much more on the stages rather than the final product itself. ( as cited in Dakhmouche, 2008, pp. 21 -22).

In the same line with thought, Westwood (2008, p.70-71) mentions that any piece of writing cannot be correct from the first time. It may be changed different times. He says, “Students are able to see that any piece of writing does not have to be perfect from the start but can be polished and improved many times. Writers are guided and supported as they move through the complete process of drafting, editing and publishing.”

Furthermore, Tuffs (1993) confirms that the main focus of process approach is on the stages that writers use to reach the final product. Also, he studies the significance role of process approach in writing L2. He assumes that this approach clarifies the students’ ability to make clear piece of writing, and it is used as a tool to improve language progress. (as cited in Seid, 2019, p. 20). In addition to that, Steele (2004) mentions the main characteristics of process approach

- ✚ Text as a resource for comparison.
- ✚ Ideas as starting point, necessitating more than one draft.
- ✚ Focus on purpose, theme, text type.
- ✚ The reader (audience) is emphasized.
- ✚ Collaborative with other peers.
- ✚ Emphasis on creativity. ( as cited in Klimova, 2014, p.148)

Flower and Hayes (1977 cited in Spack 1984, p.650) provide perspectives from theories of cognitive psychology. They argue that successful process approach implies three main questions:

- ✚ What should the writer write about?
- ✚ How should the writer get started?

✚ For whom is the writer going to write? (as cited in Dakhmouch, 2008, p.14)

In other words, the writer should know the topic precisely, s/he indicates the way of presenting data, and s/he determines the target audience.

### **1.5 2 Product Approach**

Product approach focuses on the final product in the learning process. It requires from learners to get involved with the correct use of language. Nunan (1991) writes that product approach focuses on the final product in the learning process, in which the learners are supposed to use the language in a correct form i.e. they need to be fluent and competent in using it. (as cited in Ben sahla, 2015, p.14).

Additionally, Hyland (2003) agree that, product approach emphasizes on the final product of the writer. He indicates that, writing is considered as product that is formed through grammatical and lexical knowledge, and progress in writing comes through imitating and manipulating provided by teacher. ( as cited in Mehr, 2017, p.164).

Moreover, in product approach the learners are supposed to imitate the given text in which they produce similar one. In this context, Pincas (1962, p.185-186) says that, “The learner is not allowed to “create” in the target language at al... The use of language is the manipulation of fixed patterns ... these patterns are learned by imitation; and ... not until they have been learned can originality occur”. ( as cited in Dernoun, 2015, p.15).

To sum up, product approach highlighted much more on the composition process rather than the form. On one hand, it requires from learners to imitate the presented model text, which was given by the teacher; on the other hand, learners may know the structure of the text, and how it is composed and organized.(Klimova, 2013).

### 1.5.3 Genre Approach

The word 'genre' is derived from the French language meaning 'form' or 'type'. Then, originally, the word 'genre' which is also used in Biology science means 'genus' referring to the classification of flora and fauna (Stokes, 2006 and Himawan, 2007). This means that the early concept of genre is to classify the species into a certain class due to its typical similar characteristics (Dirgeyasa, 2015, as cited in Dirgeyasa, 2016, p.46).

In line with the concept of genre, Derewianka (1990) states further six main genres according to their primary social purposes: (1) narratives: tell a story, usually to entertain; (2) recount: to tell what happened; (3) information reports: provide factual information; (4) instruction: tell the listeners or readers what to do; (5) explanation: explain why or how something happens; (6) expository texts: present or argue a viewpoint. (as cited in LUU, 2011, p. 122).

Additionally, researchers have demonstrated that genre approach is different from one type of writing to another according to its purpose. Swales (1990) determines that genre approach includes particular communicative events, that have specific purpose. This later make the schematic structure of discourse, and they influence on choosing content and style of the target text.

Furthermore, Thoreau (2006) simply states that genre approach in writing has three main aspects; namely, writing, readers, and goal. (as cited in Dirgeyasa, 2016, p.46). The writer in this approach highlights the writing process, know the target audience, and sets purpose.

## 1.6 Structure of Academic Writing

Academic writing has a particular structure that is different from other types of writing. Swales and Feak (1994) refer to structure of academic writing as a data that are presented to readers in particular format, and they add that each piece of writing has equivalent organization. In this aspect, the organization of formal piece of writing includes the same elements; introduction, development, and conclusion. Jordan (2003, p.9) reports:

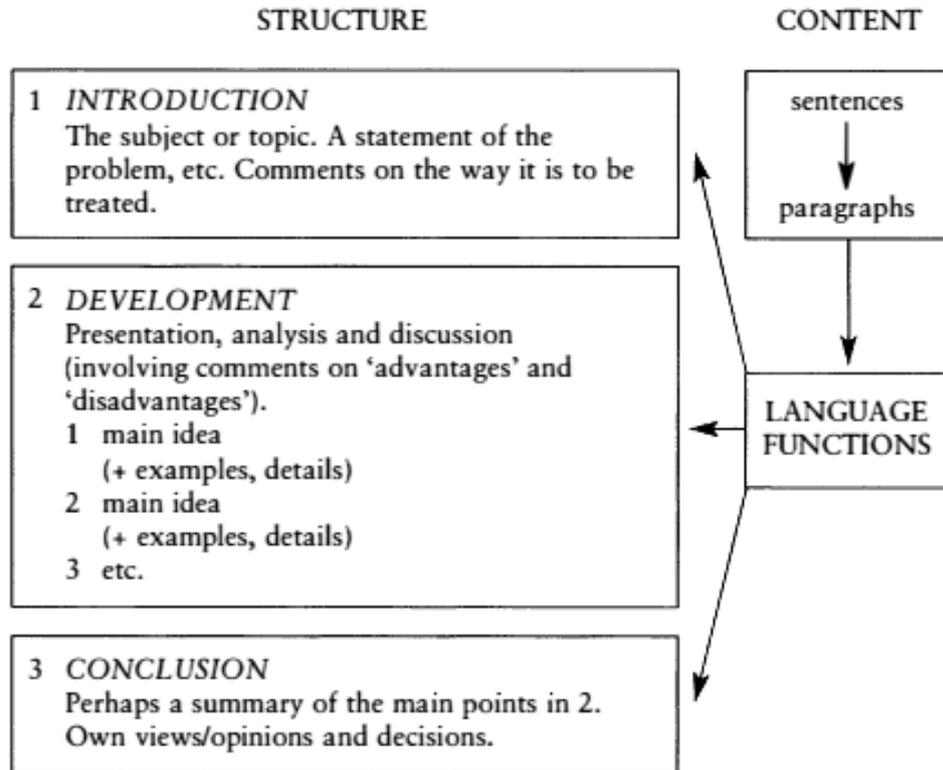
Most pieces of formal writing are organised in a similar way - introduction; development of main ideas or arguments; conclusions. Each part of the writing will consist of language functions: particular uses and structures of the language organised according to the specific purpose that the writer has in mind in wishing to communicate ideas etc. to other people - describing, defining, exemplifying, classifying etc.

In the same sense, Oshima and Hogue (2007) elucidate that, introduction is the first part in formal writing. It functions to present the topic and to get readers attention. In addition to that, introduction may has different kinds, such as, funnel introduction. This last has two main parts, namely, general statements, and thesis statement. In general statements the writer mentions the main topic gradually from top (beginning) to bottom (end). Then, comes thesis statement is the last sentence in introduction. It allows the readers to indicate the specific topic, to figure out some subtopics, and to show the method of organization.

Moreover, development is the second part in academic writing. The writer gives further details about the topic with clear explanation and analysis. Jordan (2003) contends

that in development, all ideas are interrelated gradually. Also, it includes discussions to add more details about the topic, arguments to convince readers, and comments to explain the key elements. Besides, university of Essex (2008) determines that, in development the writers' position should be clear for readers, and s/he reports information clearly i.e. do not let the readers in suspense until the end. In this phase, the writer states logical argument to support his/her topic; moreover, s/he makes sure that all the ideas are linked together in order to have academic work.

Accordingly, Geyte (2013) indicates that conclusion is specific not general as introduction. At this part, the writer cannot present new ideas or evidence; those last should be added in introduction or development. Also, he deduces that conclusion includes no more than ten percent of the word count. Bailey (2011, p. 88) emphasizes that student's paper should have a concise conclusion. He says, "Some articles may have a 'summary' or 'concluding remarks'. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered". Overall, conclusion tends to hold all the main ideas of the topic divers than introduction.



**Figure 1.3: Structure of Academic writing ( Jordan, 2003, p. 9)**

Figure 1.3 presents the fundamental structure of academic writing where it gives more details about each part. Jordan indicates that introduction comes as a first part. It contains the topic, and the writer states the problem with mentioning the way of solving it. Next, development is the section where analysis and discussion of information takes place. The writer starts with the main idea. Then, s/he riches the whole aspects of the treated subject. Finally, conclusion is the last part in formal writing. At this stage the writer may conclude by summarizing the main points, indicating his/her opinion, or discussing the key elements. The whole structure of academic writing are based on language functions which includes sentences and paragraphs.

## **1.7 The Students' Main Difficulties in Academic Writing**

Different scholars assume that academic writing is difficult process since it requires particular rules . Thus, most of EFL students face different problems in producing academic piece of writing. Pablo and Lasaten (2018) clarify what make writing a difficult process. They say, “writing is a complex process sine it requires a cooperation of other skills. Writing based on good fine motor functions, visual-motor planning, attention, sequencing, thinking, memory, and knowledge of grammar, sentence structure, vocabulary and the purpose of writing. They assume that this process requires different elements that are related to the aspects of language and to the cognitive ability of the writer. Fundamentally, the main difficulties for students in academic writing are: grammar, punctuation, spelling, and vocabulary.

### **1.7.1 Grammar**

Grammar is a sophisticated task in writing process. It requires from teachers to use a clear strategy in explaining its rules. Thus, the learners can perceive correct grammar structure. Seely (1998) contends that grammar has a specific rules that indicate how language functions. It studies the order of words to form sentence (syntax), and it indicates the internal structure of words and how they are formed (morphology). ( as cited in Tabet, 2015, p.18).

In addition to that, Thornbury (1999, p.13) indicates that grammar is “a description of the rules for forming sentences, including an account of the meanings that these forms convey, and that it adds meanings that are not easily inferable from the immediate context”. ( as cite in Dakhmouch, 2008, p.45). It means that, grammar shows the rules and

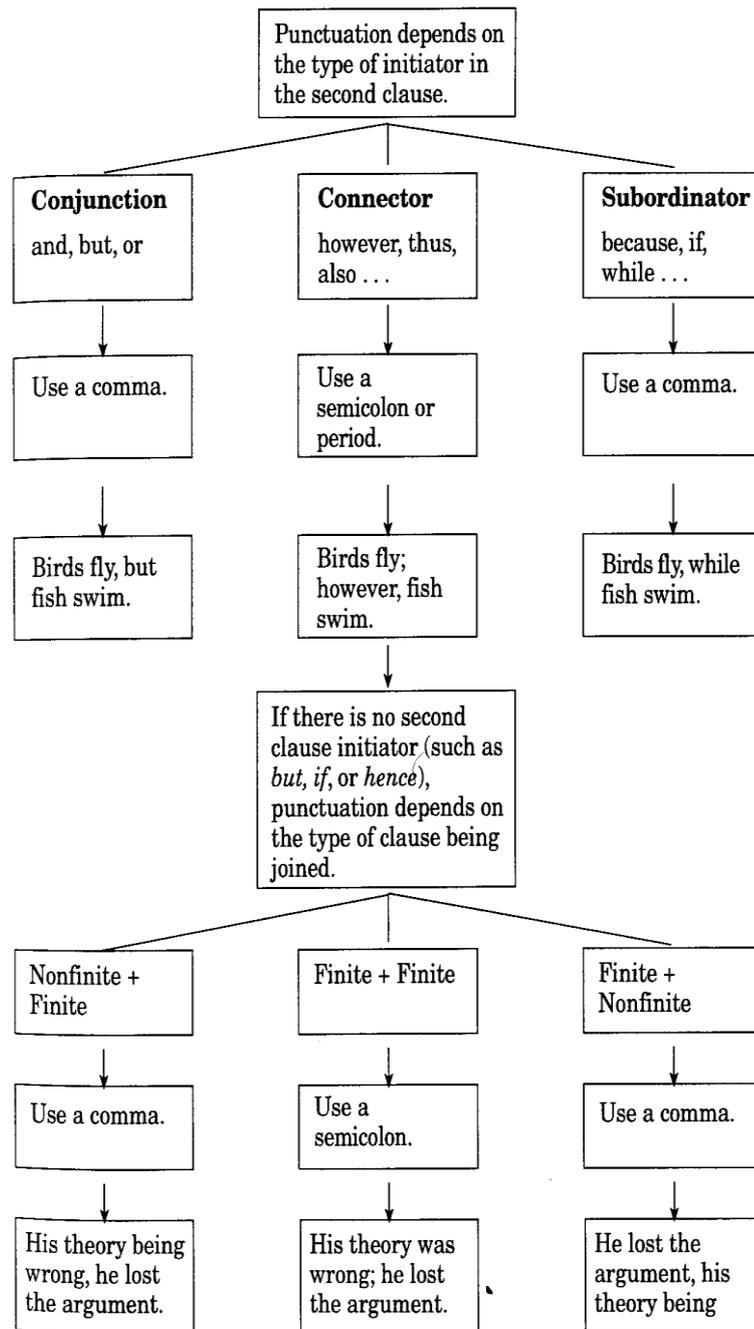
structure of the sentences, and it indicates different meanings in different context according to the used form.

Celce-Murrice(1991), Celce Murrice and Hilles(1988), R.Ellis(1990- 1994), Fries(1945), Hammerly (1991), and Schmidt(1994) identify grammar as important aspect for L2 learners. They indicate that grammar is an important aspect for L2 learners because it offers them academic, professional, and social opportunities. Furthermore, it allows them to have reasonable degree of grammatical accuracy. (as cited in Hinkel, 2004, p.66).

### **1.7.2 Punctuation**

Punctuation marks are crucial aspect in teaching and learning EFL, particularly, in producing academic piece of writing. They indicate positions for writer as well as to reader to have a pause. Different students neglect value of punctuation marks and how they effect on the formality of their work. In this vein, Said (2018, p.32) explains that punctuation marks have a specific system that it is used in a highly organized manner. They may affect the meaning of sentence, paragraph, or any other passage. She points out:

Punctuation marks in English language are used methodically and in a highly organised way in order to present some stylistic, semantic, as well as grammatical functions, besides achieving impacts, which could add and affect the meaning to varying degrees. Consequently, punctuation marks are not applied in a random manner, and are not only a decoration, which has nothing to do with the written paper, whether it is a sentence, paragraph, or even a long passage.



**Figure 1.4 Academic Punctuation Marks (Swales and Feak, 1994, p.23)**

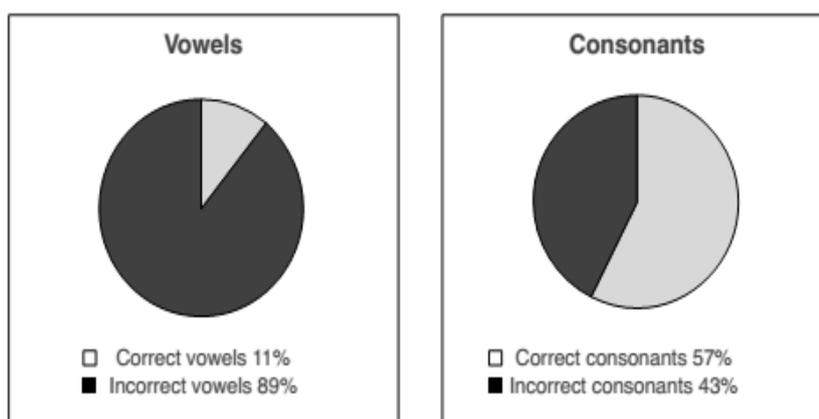
Figure 1.4 explains when and where to use the appropriate punctuation marks depend on the second clause. It gives concrete examples for both cases i.e. when there is a second clause, or when there is no second clause.

### 1.7.3 Spelling

EFL learners face several challenges in spelling different words precisely when they get involved in writing process. Westwood(2008) reports that there are several reasons that reduce learners' accuracy in spelling. First, they lack the appropriate method in receiving correct guidelines about spelling principles. In addition to that, learners' neglect applying effective strategies of recalling words

Bowen (2011) reveals that, various tests confirm the absence of students' metacognition while spelling a word. She adds, the main students' spelling difficulties are confine around vowels. She says, "They may not know how to correct mistakes indicated by teachers, and often exchange one erroneous form for another. Spelling errors commonly centre around difficulties with vowels, especially short vowels." (p.90).

Referring to the previous statements, Ryan and Meara (1996, as cite in Bowen, 2011) indicate the main results in investigating students' difficulties in spelling. The following figure presents the percentage of making mistakes on vowels and consonants:



**Figure 1.5 The proportion of correct/incorrect vowels and consonants in the 250 word analysis (Bowen, 2011, p.92)**

Figure 1.5 presents the percentage of correct and incorrect vowels and consonants while spelling words. In the process of spelling words with vowels, the percentage of incorrect vowels is higher than the correct one. However, learners' achieve the process of spelling consonants with 57% and they fail in 46%. In this respect, what can be deduced is that learners have difficulty in spelling vowels more than consonants.

#### **1.7.4 Vocabulary**

Choosing the appropriate vocabulary is a difficult task for EFL or ESL learners. They should take into consideration that academic writing requires specific vocabulary during the process of transferring their thoughts into language. Swales and Feak (1994, p.15) hold that vocabulary is one of the main characteristics in academic writing. In their words, "A distinctive feature of academic writing style is choosing the more formal alternative selecting a verb, noun, or other part of speech". Moreover, they confirm that since English language obtained its vocabulary from different languages, it allows writers to express their thoughts differently. The writer should opt for words that are less informal and concise. They add that language that is used in speech is less formal than the written one.

Nation and Schmitt (2000, p.5) proposes that knowing words requires from the learner to have various types of knowledge: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word. (as cited in Rohmatillah n.d., p.71). In addition to that, Levine and Reves (1990, p.37) report that learners may acquire general and specialized vocabulary through reading. They claim:

A widespread approach to vocabulary learning seems to be based on the belief that vocabulary acquisition is only a by-product of the instruction of reading. According to this view, exposing the student to a large amount of only partially understood reading material will, by the simple fact of quantitative exposure, bring about a qualitative change, namely, the acquisition of both specialized terminology and general vocabulary.

Additionally, Grauberg (1997) contents that, learning vocabulary involves four major stages .First, discrimination requires from learners to differentiate sound, letters from those next to them, and from similar words; to successes in speaking and writing them. If learners fail in this stage, they will make errors. Second, understanding meaning is to understand the concept of new word, and to know the appropriate usage according to context. Then, remembering; when learners find meaning of the word, they will be careless about it which leads to forgetting it. Finally, consolidation and extension of meaning; learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. (as cited in Rohmatillah, n.d., pp.72-73).

### **1.8 Assessment of Academic Writing**

Assessing students' academic writing is an important aspect in teaching process. Brown, Bull and Pendlebury (1997) state different advantages of assessment in teaching. They report that it allows students to see what is crucial, how they manage their time, and how they progress in their learning career until graduation. (as cited in Alister, 2013, p.1). In addition to that, assessment may take two forms; namely, formative assessment is to check students progress in learning by using feedback while teaching them, and summative

assessment, on the other hand, is to evaluate students learning at the end of teaching process.

In this vein, Alister (2013) determines the significance of assessment in learning process. He provides that assessment is a fundamental issue in learning process for students, teachers, course designers, accreditation, and review of courses. In addition to that, Kandlbilder (2009) supports the previous statements by reporting that, assessment is a powerful force in students' learning. From the students' perspective only the most important activities in a subject are assessed (as cited in Iseni, 2011p.61).

Furthermore, assessment raises students' awareness to its process, they are predicted to have questioning mind in which they ask different questions: "What knowledge or skills do I aim to develop? How close am I now? What do I need to do next?" (Brookhart, 2008, p.1). In addition to that, teachers have a significant role in assessing students' work since it leads them to learn more. The national council of teachers of English (NCTE) and international reading association (IRA) (2009) prove the previous statement. They single out that:

Most educational assessment takes place in the classroom, as teachers and students interact with one another. Teachers design, assign, observe, collaborate in, and interpret the work of students in their classrooms. They assign meaning to interactions and evaluate the information that they receive and create in these settings. (p.13)

Hence, teachers have to assess students' academic writing using effective strategies to become better writers. Assessment helps teachers to diagnose difficulties that face students while accomplishing their academic writing. One of those strategies is the use of

teachers' feedback to enhance academic writing. Hyland (1998, p.255) indicates that giving effective feedback is a fundamental issue for any teacher of writing and an crucial aspect in writing research for both L1 and L2.

The following table presents different methods of assessing students academic work, and it gives further details by indicating meaning of the used technique and its skill areas developed:

| <b>Table 2 Alternative assessment techniques and their relative merits</b> |   |
|--|---|
| <b>Method of assessment</b>  | <b>Meaning and skill areas developed</b>  |
| Group assessment   | This develops interpersonal skills and may also develop oral skills and research skills (if combined, for example, with a project).   |
| Self-assessment  | Self-assessment obliges students more actively and formally to evaluate themselves and may develop self-awareness and better understanding of learning outcomes.  |
| Peer assessment  | By overseeing and evaluating other students' work, the process of peer assessment develops heightened awareness of what is expected of students in their learning.  |
| Unseen examination   | This is the 'traditional' approach. It tests the individual knowledge base but questions are often relatively predictable and, in assessment, it is difficult to distinguish between surface learning and deep learning.                          |
| Testing skills instead of knowledge  | It can be useful to test students on questions relating to material with which they have no familiarity. This often involves creating hypothetical scenarios. It can test true student ability and avoids problems of rote- and surface-learning. |
| Coursework essays  | A relatively traditional approach that allows students to explore a topic in greater depth but can be open to plagiarism. Also, it can be fairly time consuming and may detract from other areas of the module.                                   |
| Oral examination   | With an oral exam, it is possible to ascertain students' knowledge and skills. It obliges a much deeper and extensive learning experience, and develops oral and presentational skills.   |
| Projects   | These may develop a wide range of expertise, including research, IT and organisational skills. Marking can be difficult, so one should consider oral presentation.  |
| Presentations  | These test and develop important oral communication and IT skills, but can prove to be dull and unpopular with students who do not want to listen to their peers, but want instead to be taught by the tutor.                                     |
| Multiple choice  | These are useful for self-assessment and easy to mark. Difficulties lie in designing questions and testing depth of analytical understanding  |
| Portfolio  | This contains great potential for developing and demonstrating transferable skills as an ongoing process throughout the degree programme.   |
| Computer-aided   | Computers are usually used with multiple-choice questions. Creating questions is time consuming, but marking is very fast and accurate. The challenge is to test the depth of learning.   |
| Literature reviews   | These are popular at later levels of degree programmes, allowing students to explore a particular topic in considerable depth. They can also develop a wide range of useful study and research skills.  |

**Table 1.3 Alternative Modes of Assessment ( Miller, 2002., p.8)**

Table 1.3 shows alternative modes of assessment. Such as, teacher uses group assessment which help students how to act and react with each other to finish the target task. Furthermore, the use of self-assessment in order to assess aspects that are important to students' identity. In addition to that, students' may evaluate the work of his/her partner through peer assessment. In this type of assessment, they learn more how to become more responsible, and it raises their awareness towards the process. Moreover, Miller (2002) emphasizes on testing skills instead of knowledge. In this method teacher may propose questions about materials that are not familiar with. Also, oral examination helps teachers to assess students' speaking skill, and how they perform in front of audience.

## **Conclusion**

In short, this chapter is an attempt to cover the main issues that are related to academic writing. It introduces different definitions of academic writing, and it indicates its importance in teaching process. Additionally, it provides types, stages, and approaches of academic writing; moreover, it highlights structure of academic writing, and spots light on the main difficulties that face EFL students in producing academic writing. Furthermore, it is ended by indicating how to assess academic writing in EFL classrooms with the foci on teachers' corrective feedback. For that, the next chapter will present the role of teachers' written feedback in improving students' academic writing.

# **Chapter Two: Teachers’ Written Feedback**

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## **Introduction**

Providing students with written feedback is an important issue in teaching /learning process; particularly, in developing students' academic writing. This chapter is devoted to indicate relevant elements to teachers' written feedback. It presents different scholars' views toward notion of feedback in general. After that, it spots light on defining written feedback. Moreover, it explains various types of feedback, and casts light on the role of teacher while providing feedback on students' writing. In addition to that, this chapter lists types of learners while adjusting feedback, and it clarifies how they perceive teachers' feedback. As a last element, it states the purposes of teachers' written feedback. For that, we attempt to investigate the role of teachers' written feedback in developing EFL students' academic writing.

### **2.1 General Overview of Feedback**

Feedback has a major influence on students' learning and achievements. Different scholars define the notion of feedback based on their backgrounds and perspectives. Hattie and Timperley (2007, p.81) define it as, “ feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.” They proclaim that feedback may be received from different sources that enhance learners' understanding. While, Winne and Butler (1994) explains that, Feedback has effective results on learners' memory in which they restore different types of data. In addition to that, it allows them to add, confirm, overwrite, and restructure information. Thus, they can develop their cognitive abilities. (as cited in Yusoff, 2013, p.6).

Additionally, Knoblauch and Brannon (1981) emphasize on the value of feedback in teaching process. They indicate that Offering feedback on student papers is perhaps the most valuable teaching activity of a composition instructor. (as cited in Cavanaugh and Song, 2014, p.122). Furthermore, Archer (2010) believes that effective feedback leads to positive and desirable progress when teacher uses previous background information. However, Hattie and Timperley (2007) indicate that feedback has great impact on learning process, and it may take two forms either positive or negative.

Moreover, Evans (2013), Boud and Soler (2016), Ajjawi and Boud (2017) indicate that in higher education, the notion of feedback is seen from co-constructive view which emphasizes the nature of learning. (as cited in Karlsen, 2017, p.1). Pintrich and Zusho (2002) define feedback from co-constructive perspective as fundamental issue in learning process, and it refers to constructive and active process in which learners indicate goals for their learning. After that, they try to monitor, organize, and manage their cognition. Eraut (2006, p.118) confirm that the received feedback has a significant role in constructing students' learning. He point out:

When students enter higher education . . . the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback. (as cited in Al-Bashir, Kabir, and Rahman, 2016, p.38)

Overall, in teaching/ learning process feedback is related to teacher's response or reaction about learners' information. Thus, teachers while giving feedback, they take into

account four major aspects; namely, form, content, students' needs, and how they act and react. This last, allows teachers to identify areas that needs improvement. According to Curtin university of technology (n.d.) contends that feedback accurse when students react to their work through assessment task, performance, or product. It can take two forms either oral or written, which is presented by teacher, an external assessor, or student's partner.

| Feedback Content Can Vary In . . . | In These Ways . . .  | Recommendations for Good Feedback  |
|------------------------------------|--|--|
| Focus                              | <ul style="list-style-type: none"> <li>• On the work itself</li> <li>• On the process the student used to do the work</li> <li>• On the student's self-regulation</li> <li>• On the student personally</li> </ul>  | <ul style="list-style-type: none"> <li>• When possible, describe both the work and the process—and their relationship.</li> <li>• Comment on the student's self-regulation if the comment will foster self-efficacy.</li> <li>• Avoid personal comments.</li> </ul>  |
| Comparison                         | <ul style="list-style-type: none"> <li>• To criteria for good work (criterion-referenced)</li> <li>• To other students (norm-referenced)</li> <li>• To student's own past performance (self-referenced)</li> </ul> | <ul style="list-style-type: none"> <li>• Use criterion-referenced feedback for giving information about the work itself.</li> <li>• Use norm-referenced feedback for giving information about student processes or effort.</li> <li>• Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.</li> </ul>                                  |
| Function                           | <ul style="list-style-type: none"> <li>• Description</li> <li>• Evaluation/judgment</li> </ul>   | <ul style="list-style-type: none"> <li>• Describe.</li> <li>• Don't judge.</li> </ul>  |
| Valence                            | <ul style="list-style-type: none"> <li>• Positive</li> <li>• Negative</li> </ul>   | <ul style="list-style-type: none"> <li>• Use positive comments that describe <i>what</i> is well done.</li> <li>• Accompany negative descriptions of the work with positive suggestions for improvement.</li> </ul>  |
| Clarity                            | <ul style="list-style-type: none"> <li>• Clear to the student</li> <li>• Unclear</li> </ul>  | <ul style="list-style-type: none"> <li>• Use vocabulary and concepts the student will understand.</li> <li>• Tailor the amount and content of feedback to the student's developmental level.</li> </ul>  |
| Specificity                        | <ul style="list-style-type: none"> <li>• Nitpicky</li> <li>• Just right</li> <li>• Overly general</li> </ul>   | <ul style="list-style-type: none"> <li>• Tailor the degree of specificity to the student and the task.</li> <li>• Make feedback specific enough so that students know what to do but not so specific that it's done for them.</li> <li>• Identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which doesn't leave students <i>anything to do</i>.</li> </ul> |
| Tone                               | <ul style="list-style-type: none"> <li>• Implications</li> <li>• What the student will "hear"</li> </ul>   | <ul style="list-style-type: none"> <li>• Choose words that communicate respect for the student and the work.</li> <li>• Choose words that position the student as the agent.</li> <li>• Choose words that cause students to think or wonder.</li> </ul>  |

**Table 2.1 Feedback Content ( Brookhart, 2008, pp. 6-7)**

Table 2.1 shows the different elements that compose the content of feedback, than it gives the suitable instructions to each element with identifying appropriate recommendations. Feedback content can vary in various aspects. Such as, focus,

comparison , function, valence, clarity, specificity, and tone. Each one of them has particular characteristics. Then table presents some statements to ameliorate each element.

## **2.2 Definition of Teacher's Written Feedback**

Written feedback is a kind of written comments that are given by teacher after the task , in order to guide students and develop their learning process. Brookhart (2008) considers written feedback as a type all its own, and as an issue of selecting words and tones. While, Duncan (2007), Lizzio and Wilson (2008), Poulos and Mahony (2008), and Walker (2009) define written feedback from different angle, and they see it as an input message: this message, it is argued, is often unclear and deficient in quality, therefore more effort should go into improving the way in which feedback comments are formulated. ( as cited in Nicol, 2010, p. 502).

Moreover, written feedback has fundamental impact in students' learning. "Written feedback can be a strong method for helping students to achieve progress in their learning. In addition to that, learners can use it as reliable source in which they refer to it whenever they need." ("Written feedback: Improving students learning" as cited in Boughazzoula, 2016, p. 11). Therefore, Brookhart (2008) provides three main methods that teacher uses to deliver written feedback; namely, "Comments directly on the work, usually close to the evidence; Annotations on rubrics or assignment cover sheets; A combination of both." (p. 36).

In the same line with thought, Ferris (1997) conducts a study in which she investigates the effects of teacher's written feedback on students' drafts, and she checks out if that type of feedback leads to enhance students' writing. She notes that most revisions that are related to written feedback results to improve students' text. Her findings

indicate that, remarks in the margin, demand for explanation, and comments on grammar lead to real revision. However, she does not take students' personality, culture, or ability into consideration in her study. ( as cited in Hyland, 1998, p.257). Weigle (2002) adds that teacher uses different techniques while providing students with written feedback. For example, s/he can give feedback that is related to the content and to the organization of the written work, also to word choice, and language rules. (as cited in Hadzic, 2016, pp.10-11).

### **2.3 Types of Feedback**

Feedback's types differ according to their use, purpose, and learners' needs. Oral Feedback versus written feedback, evaluative feedback versus descriptive feedback, and peer feedback versus self feedback are the major types.

#### **2.3.1 Oral Feedback versus Written Feedback**

Oral feedback is related to correcting learners verbally without making written comments. Frey and Fisher, (2011, pp.77-78) claim where oral feedback takes place. They say, "oral feedback occurs mainly through spoken form the oral feedback should characterized by the structure, setting and the tone for positive outcome of learners during learning process."(as cited in Boughazzoula, 2016, pp.9-10). In addition to that, Brookhart (2008) recognizes that oral feedback is similar to written feedback in terms of word selection, but it has some specific items. Then, she replays to question where and when should you give oral feedback? Teacher needs to get students involved with oral feedback through indicating it at the right time and in the right place.

However, written feedback refers to written instructions and corrections that are provided by teacher to get their learning process into progress. To stress the previous

statement, Ongphet (2013, p.5) say, “Writing feedback refers to the teacher’s writing corrections, written marks and symbol which give to the students to help them revise and edit their writing. Also, it is to help improve students’ writing ability.” In addition to that, Kulhavy (1997) believes that written feedback needs more time and awareness from the teacher to make it an effective strategy. The goal of written feedback is to give students more chance to discover their errors which leads to up-raise their knowledge. Furthermore, the main goal of this later is to make students gain data about the corrected concept in particular situation. (as cited in Ongphet, 2013, p.37).

### **2.3.2 Evaluative Feedback versus Descriptive Feedback**

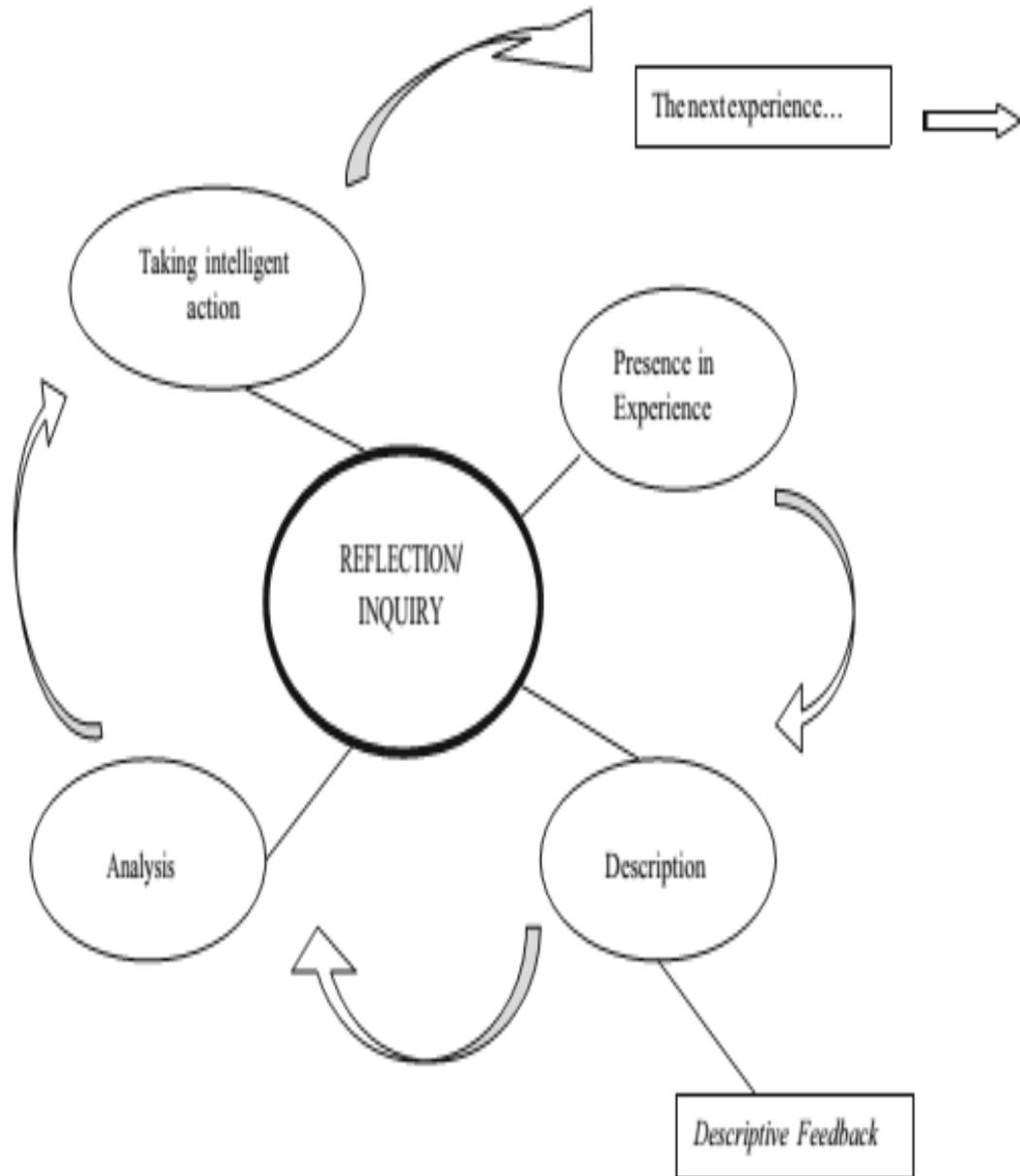
Evaluative feedback refers to written or oral comments that comes as form of grades or short remarks such as very good. Hattie and Timperley (2007) say that evaluative feedback “...is one of the most powerful classroom interventions that teachers use to foster learning and improve student motivation”. (as cited in Wilbert, Grosche, and Gerdes, 2010, p. 43). In another aspect, Roberts and Hoeksema (1989) find that evaluative feedback has different reactions according to learners’ gender. They report that women are influenced more than men in the process of evaluation; moreover, women are effected in both types of evaluative feedback either positive, or negative one. However, men allow positive feedback to influence them.

In the other hand, descriptive feedback is about providing students with particular information to improve their learning. This type of feedback eventuates when students describe their experiences as learners. Therefore, Rodgers (2006) indicates that teacher can make it as usual practice in which they can observe students’ attitudes and tasks.

In the same line with thought, teacher assesses students work to increase their awareness towards next steps. In this vein, Rodgers (2006, p. 209) defines descriptive feedback as:

a reflective conversation between teacher and students wherein students describe their experiences as learners, with the goals of improving learning, deepening trust between teacher and student, and establishing a vibrant, creative community on a daily basis. It is distinct from student assessment or self-assessment because it is, by nature, descriptive rather than evaluative. (as cited in Rodgers, 2018, p.3).

The following figure explains the whole process in which descriptive feedback comes from:



**Figure 2.1 The Concept of Descriptive Feedback in Reflection Inquiry Process  
(Rodgers, 2018, p.4)**

Figure 1.5 shows that descriptive feedback comes from reflection inquiry process which occurs when teacher helps the student to think about their situation, and it allows them to have new point view. This process requires from student be present in experience. Then s/he describes that experience in order to create a descriptive feedback. After that s/

he in analyzes the previous phase to make him/her take an intelligent action. Thus, student can make new experience in the process.

### **2.3.3 Peer Feedback versus Self Feedback**

In peer feedback, a kind of interaction between student and his/her partner takes place in which s/he gives and receives feedback to improve their learning. This type gives them the opportunity to share different ideas and perspectives. Smith (2017, p. 183) indicates that peer feedback occurs when “Faced with restrictions on instructor time, a popular substitute for feedback provided by the instructor is feedback provided by other students, so-called “peer feedback””.

Moreover, Liu and Carless (2006) seeks to place emphasis on main reasons to engage with peer feedback. They mention them from pragmatic perspective. First, it develops students’ learning since they are more aware about to comprehend subject matter. Thus, it enhances their performance during the assessment process. In addition to that, it shortens their time while receiving comments. Also, since academics often do not have the opportunity to give feedback, peer feedback becomes crucial part in learning process. Therefore, it encourages student’s personal knowledge to be shared with others and becomes public.

However, self feedback is the process where student relies on him/her self to evaluate the work in which s/he becomes independent. It is considered as a kind of self assessment where Boud (1991) defines it as the participation of students to apply the distinctive characteristics in their work, and they make a personal assessment to know their strengths and weaknesses in the work. (as cited in Bedford and Legg , 2007, p. 82). In addition to that, Mallett (1995) sets its benefits as follow:

- ✚ The students learnt more about their own working style.
- ✚ The students became more self aware, and were encouraged to think more carefully about the criteria, aims and objectives of a module.
- ✚ The staff were able to give more directed feedback.
- ✚ The tutor learnt from the comments made by students how to tone comments made on future assignments. ( as cited in Bedford and Legg , 2007, p. 82).

---

|   |
|---|
| <i>Type: check-list/structured</i>                                      |
| <i>Objective/focus:</i>   |
| TS: definition/function   |
| logical connectors  |
| support with examples   |
| restatement sentence  |
| <b>1</b> What is the author's purpose in writing?                       |
| —to show the importance of something;                                   |
| —to convince the reader to do something;                                |
| —to explain how something is done.                                      |
| <b>2</b> <u>Underline</u> the author's topic sentence                   |
| Does the topic sentence tell you, the reader, what to                   |
| expect in the remainder of the paper? yes no                            |
| <b>3</b> Are the author's points clearly presented to the reader?       |
| Put a triangle $\triangle$ around every logical connector.              |
| Can you suggest any other connectors?                                   |
| <b>4</b> Does the author give enough examples to support his/her point? |
| Put a question mark ? beside anything not clearly explained.            |
| Put an exclamation mark ! beside a good example.                        |
| <b>5</b> Does the author provide a good conclusion?                     |
| As the reader, do you feel satisfied with the ending?                   |
| <u>Underline</u> the author's restatement sentence.                     |

---

**Figure 2.2 An Example of Guidelines/ Training for Peer/Group Feedback in Assessing Academic Writing (Keh, 1990, p.298)**

Figure 2.2 presents main check-list that student can use to share his/her feedback with partner/ group while assessing academic writing . For example, s/he checks if others writing includes comprehensive definition, logical connectors, and supporting sentences. Besides, s/he puts a particular symbol to identify any ambiguous point such as question

mark “?”, or drawing triangle  $\triangle$  around every logical connector. This check-list helps student to share his/her feedback academically.

## **2.4 Teacher’s Roles in Providing Feedback on Students’ Writing**

Teacher has different roles in teaching process; particularly, when s/he gives feedback on student’s writing. S/he may be as a reader or respondent, writing teacher or a guide, grammarian, and assessor.

### **2.4.1 Reader or Respondent**

During the teaching process, the teacher reads students’ writing and s/he interacts with it through giving certain comments that leads him/her to play the role of respondent/reader effectively. Keh (1990, p.301) says, “I write as a reader interacting with a writer—that is, responding to the content with comments such as ‘good point’ or ‘I agree’”. Furthermore, Semingson (2009) argues that teachers can focus on themselves as a readers and begin to consider their own interests and reading styles. So that, when they talk to their students, they can tell them about the things that they have learned about themselves as a readers. Thus, when teacher reads students’ work, and s/he responds to their writing effectively, s/he encourages students to produce well formed product.

### **2.4.2 Writing Teacher or Guide**

Writing teacher or guide is required to give written notes to students’ writing; particularly, in places that need further explanation while s/she still play the role of reader. Thus, s/he focuses more on the content of the student’s text. Keh (1990, p.301) claims that:

The next role is that of a writing teacher concerned with points of confusion and breaks in logic, but still maintaining the role of a

reader. The types of comments written here refer to the specific point of confusion—the effect the confusion has on a reader (actually using the words, I as your reader am confused by . . .). They also refer to strategies for revision—choices of problem solving, options, or a possible example.

Furthermore, *Aspiring teachers* (2020) assert that teacher should function as a guide to assist students in discovering new information or learning new facts. What can be deduced from previous statement is that, students need who guide them in doing their tasks, since s/he is considered as fundamental writing teacher who gives them more instruction to improve their learning.

### **2.4.3 Grammarian**

In this role, the teacher gives written remarks on student's writing referring to grammar. For example, s/he indicates student's spelling errors, sentence structure, and the use of tenses. Keh (1990) explains that these remarks are written in the context of grammar, and they explain why a particular grammatical form is inappropriate. In this respect what can be deduced is that, teachers provide feedback in the form of comments or corrective feedback based on grammatical errors and applicable grammatical rules. Teachers explain why a certain grammatical form, such as the usage of the article or the preposition is inappropriate for a given context .Furthermore, they may also provide detailed explanation of grammatical rules to assist students in improving their writing in this situation.( Purnawarman, 2011).

The following table illustrates some sentences that are corrected by the teacher as a reader:

| Original Sentence  | Suggested Revision  |
|--|---|
| A closer look to the consumption pattern of the rural India reveals that not only there is an increase in... | A closer look at the consumption pattern of rural India reveals that not only is there an increase in...                            |
| But off late we have seen that rural entrepreneurship opens the gate of...                                   | But of late we have seen that rural entrepreneurship opens the gate of...   |
| ...the Telecom Industry with a CAGR of whopping 173% in subscriber base since 2000.                          | ...the telecom industry with a remarkable CAGR of 173% in subscriber base since 2000.   |
| There are lack of funds to manage the system effectively.  | There are no funds to manage the system effectively.//There is no money to manage the system effectively.                           |
| The government has decided for not charging any entry fee for 3G spectrum.                                   | The government has decided not to charge any entry fee for 3G spectrum.   |
| ...the drugs for diseases that are unique to India like malaria.   | ...the drugs for diseases like malaria that are common in India.  |
| Even though there were 20000 entities only 10 odd companies actually undertake proper R&D.                   | Even though there were 20,000 entities, fewer than 20 companies actually undertook proper R&D.                                      |
| One of the most important aspect of any crisis management is communication...                                | One of the most important aspects of any crisis management is communication...  |
| India is moving fast towards its endeavour of being a developed nation.                                      | India is moving fast towards its goal of being a developed nation.  |
| It may well take anything between 2 to 5 years for the courts to dispose off a case...                       | It may take two to five years for the courts to dispose of a case... // It may take courts up to five years to dispose of a case... |
| While foreign companies spend in the tune of about 15 to 20 % of profits for R&D...                          | While foreign companies spend 15 to 20 per cent of their profits on R&D...  |
| They want to pay as less as possible towards the...  | They want to pay as little as possible towards the...   |
| This ... growth has translated into increased diversity in the income of rural and urban India.              | This ... growth has led to increased disparity between the incomes of rural and urban India.  |

**Table 2.2 Mistakes that Annoy but do not Block Comprehension (Monippally and Pawar, 2010, p.99)**

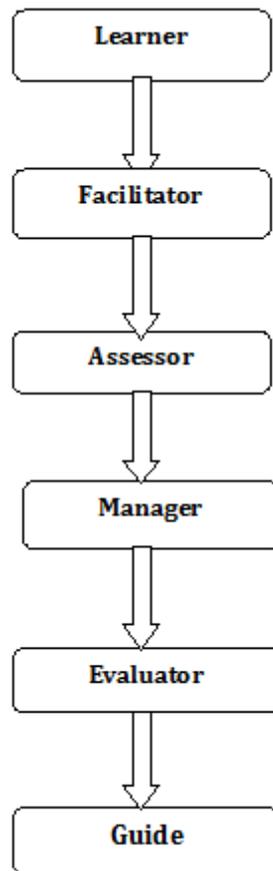
Table 2.2 shows examples of mistakes (grammar, vocabulary, and punctuation) that irritate readers, but they do not prevent them from deducing the correct meaning from the context. For example the fifth sentence includes grammar mistake that is related to the use of tense.

#### 2.4.4 Assessor

Assessment is process that allows teacher to judge the quality and the characteristics of students' work. It summarizes the students' comprehension of the presented lesson. This later, helps the teacher to see their real level and to improve their weaknesses; particularly, in academic writing courses. In this vein, Archana and Rani (2016) agree that as a teacher, one of the most crucial techniques for extracting students' information through providing continual feedback is assessing. We would not be able to fulfill our function as teacher only by teaching a lesson. Assessing is a powerful tool for ensuring that students are improving their learning. Before assessing student, a teacher should analyze their own conclusions to see how much a student will gain from their proper assessment. These evaluations can be done in a variety of ways, including verbal feedback, quizzes, and tasks. An evaluation allows a teacher to plan for future teaching techniques and to assist students in mastering their language. Furthermore, Skrypkina(2019) explains that teacher as assessor evaluates his/ her students' language ability through a variety of formal and informal methods.

Miller (2002, p.7) determines that assessment has five main purposes:

- ✚ To provide feedback to lecturers on student learning.
- ✚ To evaluate a module's strengths and weaknesses.
- ✚ To improve teaching.
- ✚ To ensure the module is creditworthy.
- ✚ To monitor standards over time.



**Figure 2.3 Different Roles of a Teacher (Archana and Rani, 2016, p.2)**

Figure 2.2 shows different roles of teacher that s/he plays while teaching English language. For example, S/he can be as a learner, facilitator, assessor, manager, evaluator, and guide.

### **2.5 Types of Learners during Adjusting Feedback**

Feedback is related to the sender, receiver, as well as the message itself. In this respect, teacher takes into account that s/he teaches different types of learners when it comes to modifying feedback. They can be as English language learner, struggling students, successful students, as well as reluctant students.

### **2.5.1 English Language Learner**

Providing English language learners with feedback differs from other types of learners since teacher relies on how they receive and comprehend it appropriately. Hill and Flynn (2006), and Mo (2007) say that, “The key feedback issue for English language learners is their ability to hear and understand the feedback”.( as cited in Brookhart, 2008, p. 101). In this respect what can be deduced is that abilities differ from one learner to another; especially, when listening and comprehending feedback. Furthermore, Brookhart (2008) maintains that, feedback is usually provided in academic English rather than conversational English. For example, the meaning of descriptive data is an academic one. It requires to follow particular steps to solving problem. Starting with the meaning of the problem, and moving on to identify the variables and strategies for solving it, this later is an academic one.

In the same line with thought, she adds that the most important feedback concerns for English language learners’ teachers have to do with assumptions that teachers make before giving feedback. Also, a student whose first language is not English , for example, might compose a statement with an unusual word order. The words could be arranged in the order that would be expected in the student’s native tongue.

### **2.5.2 Struggling Students**

By definition, struggling students are those who face obstacles in their learning process. Brookhart (2008) believes that some students have difficulty in school. Students who lack the learning skills to process information, or both, may not fully comprehend what your assignment requires of them or your feedback on their work. This group includes both learning disabled and non-learning disabled students who did not receive the

foundation they required as learners. Moreover, Deci and Ryan ( 2008), and Ormrod (2008) contend that motivating struggling student is a hard issue since it is an internal process. They point out:

The most difficult time teachers encounter when teaching struggling students is related to motivational aspects: ‘How can I motivate my students to learn?’ is a frequent question raised by many teachers. Since motivation is an internal process, many teachers feel it is beyond their influence. However, teachers can have great influence in creating opportunities for students to engage in learning, triggering motivation for learning. (as cited in Wery and Thomson, 2013, p. 103).

The following table explains some strategies that are used by teacher while providing struggling students with feedback:

| Strategy   | Explanation   | Example  |
|--|---|--|
| <b>Focus</b> feedback on the process.  | Successful students figure out how to connect outcome feedback (their performance results) with cognitive feedback (which strategies led to those results). Scaffold this connection for struggling students, explicitly pointing out how their particular efforts resulted in a particular performance. This scaffolding will help all students, even those for whom it doesn't come easily, "learn how to learn." | <i>I saw you go back and reread that sentence. After you changed it, it reads better, doesn't it?</i>                                  |
| Use <b>self-referenced</b> feedback.   | If a direct comparison with the criteria for good work would result in a resounding failure, look for signs of improvement from the student's previous work. If students can see that they did make some progress, they will be more likely to persist. If they see they are hopeless failures, they may give up. (This principle is for formative feedback, not grading, which should be criterion-referenced.)    | <i>Your last paragraph was only two sentences. Here you have four, and they all follow nicely from one to the next.</i>                |
| Select <b>one or two important points</b> for feedback, and suggest <b>small steps</b> for improvement.  | The principle of breaking up complex tasks into small, manageable steps is a long-standing one in instruction. "How do you eat an elephant? One bite at a time!"  | <i>Next time you write a paragraph, try to make the first sentence an introduction to the rest of the sentences.</i>                   |
| Use <b>simple vocabulary</b> . Define or <b>explain</b> words related to achievement or learning targets, or at least check for understanding. | Vocabulary is a particular issue for many struggling students. We tend to think of this as an issue for English language learners. However, many struggling students have limited vocabulary. Don't avoid learning-related terms (e.g., <i>slope</i> ), but do avoid complex vocabulary words if simpler word choices are available.  | <i>Next time you write a paragraph, try to make the first sentence a summary of all the sentences. That's called a topic sentence.</i> |
| <b>Check for understanding</b> of feedback.  | If a student doesn't understand the message, it cannot help with learning.  | <i>Can you tell me one thing you're going to work on in your next paragraph?</i>   |

**Table 2.3 Feedback Strategies for Struggling Students (Brookhart, 2008, p.102)**

Figure 2.3 presents different feedback strategies that help teacher to provide feedback to struggling students. One of them occurs when teacher Selects one or two

important points for feedback, and suggests small steps for improvement. Through this, s/he can divide complex task into parts, then s/he indicates some instruction for the student to facilitate this process. For example, s/he asks them to write a paragraph, and try to make the first sentence an introduction to the rest of sentences for the next session. Also, teacher use the check of understanding of a feedback as strategy, in which s/he checks students comprehension of the delivered message. If they do not got it, it cannot help to improve their learning.

### **2.5.3 Successful Students**

This type of students focuses much more on learning process, and they are almost the time ready to receive any message from the teacher. Brookhart (2001) indicates that successful students see tasks as a form of learning direction, whether they are studying for an exam or preparing a project. They consider study or research assignments to be formative in the same way that feedback is. Furthermore, she points out:

Some students who are interested and engaged in learning will hear almost any message eagerly. They are able to benefit from specific feedback about the particular knowledge and skills they demonstrated in a test or an assignment and also generalize the feedback—for example, drawing conclusions about how to study for tests or how to write a certain type of report (as cited in Brookhart, 2008, p.97).

In the same vein, she explains the foci of successful students on feedback. According to her, they should be criterion-referenced, positive, explicit, specific. Also, focus on the goal and the process. It means that to use all the qualities of good feedback,

and determine what is beneficial and why it is beneficial. They make suggestion for the next step, keeping in mind that the following step could be an extension of the basic classroom learning objectives. Teacher engages in conversation with students to see if they have any

#### **2.5.4 Reluctant Students**

Some students consider themselves as failures, especially when they perceive feedback from their teacher. This type of students is classified as reluctant ones. To support the previous statement, Brookhart (2008) explains that student who believe that they are failures are accustomed to seeing any feedback as proof that they are foolish. They do not always hear or use the information in the feedback, no matter how well – intentioned it is. For these students, feedback must address negative feeling first, then provide just enough information so that they feel confident in their ability to absorb and apply the material.

In the same path, Redekopp and Bourbonniere (2009) assert that students setting in the classroom effects on his/her perception of feedback. They argue that all teachers are familiar with them; the students who sit in the back of the classroom and never say anything. They may unwillingly make a comment or opinion if they are asked, but they appear so uneasy about engaging that a teacher may wonder if it is even worth trying to engage them. Thus, Reluctant students need special treatment in order to get them involved in learning process.

#### **2.6 Students' Perception of Teachers' Written Feedback**

Students' perception of teachers 'written feedback differs from one to another. They are expected to have positive attitude towards teachers' feedback, but since they are

different it can be either positive or negative. Cohen (1990) indicates some conditions that must be met in order to have positive effect on feedback. One of them is that the feedback must be straightforward. (as cited in Anggraeni, 2012, p.35). In addition to that , Brookhart (2008) confirms that feedback should be given while students are still thinking about the topic assignment or performance. This later helps them to have positive attitude towards teachers 'feedback.

In the same line with thought, Cohen and Cavalcanti (1990) contend a study in which they investigate the reaction of three university students towards teacher's feedback; namely, a lower performer, an intermediate and higher performer to their teacher feedback. The study discovered that the lower performer not only struggled to understand how to handle feedback on an assignment, but also believed that a strong focus on content, particularly in areas of creativity, would be beneficial when receiving teacher feedback. (as cited in Selmen, 2006, p. 57).

In tune with this findings, Farmawati (2016) finds that the perception of student is defined as positive or negative reaction to a given object, circumstance, or person , as evidenced by their personality, opinion, values, behavior, and motivation. As a result, when students accept and learn the teacher's comments, they are less likely to make mistakes in the future. Students' writing skills will improve if they pay attention to the teacher's feedback.

Furthermore, California State University San Bernardino (2020) discuss different studies that shows the effectiveness of giving positive feedback to students in their writing. They recommends teacher to provide students with positive feedback to motivate them to get involved in learning process even if their writing needs significant improvement.

To sum up, students perceive teacher's feedback depending on two main aspects; namely, their level while performing to teacher's feedback, and the use of appropriate strategy by teacher. Thus, they comprehend its content and interact with it effectively which leads to improve their level in learning process.

## **2.7 Purposes of Teachers' Feedback**

When teachers provide students with feedback, they aimed to achieve different purposes that add further details to teaching/learning process. Brookhart (2008) asserts that the purpose of providing students with teachers' immediate or only slightly delayed feedback is to assist them to improve their performance in the learning process. In addition to that, Hattie and Timperley (2007) state if feedback does not result in a reduction in the gap between current understanding and goals, students are prone to narrow the gap by exaggerating their present status or claiming other attributions, which lessen effort and engagement. In this vein, a kind of classroom interaction between teacher and students takes place in which teacher is supposed to act, and students interact.

Furthermore, Coffin et al. (2003, p. 104) mention the main purposes of providing students with feedback. They list them as follow:

- ✚ To support students' writing development.
- ✚ To teach, or reinforce, a particular aspect of disciplinary content.
- ✚ To teach specific academic writing conventions.
- ✚ To indicate strengths and weaknesses of a piece of writing (perhaps in relation to a set of criteria).
- ✚ To explain or justify a grade.
- ✚ To suggest how a student may improve in their next piece of writing.

According to CSUSB (2020), the purpose of feedback is to coach revision. When assessing students' writing, it is easy to get involved when it comes to correcting grammatical or stylistic errors, or to make teacher feels as if s/he has used end-of text comments to justify the grade you have given. Hence, feedback aims to encourage culture of collaboration among students by giving them opportunities to revise their writing and to use feedback to aid in revision.

Overall, feedback is considered as an essential element to develop students learning abilities. It gives learning environment the opportunity to create effective interaction between teacher and students, through which they share different thoughts that add more details in academic field.

## **Conclusion**

To conclude, this chapter presents different issues that are related to teachers' written feedback. The first part demonstrates a general over view of feedback, then it defines written feedback in particular. Furthermore, it lists different types of feedback to distinguish them from different perspectives. Then, it highlights various roles of teacher while s/he provides students with feedback in their writing. After that, it presents four major types of students when adjusting feedback. Moreover, at the end of this chapter a considerable part is devoted to the students' perception of teachers' written feedback, and what is its main purposes. Hence, it helps to validate the correlation between two variables; teachers' written feedback and students' academic writing.

# **Chapter Three: Field Work and Data Analysis:**

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## **Introduction**

This chapter is devoted for practical part of the research in which data analysis and interpretation of the results takes place. It is divided into two main sections. The first section deals with the theoretical background of the research. This later, presents the method of research through defining research approach, population and sampling, and tools of research. On the other hand, the second section deals with data analysis and interpretation of results which is divided into two parts. At the first part she indicates the students' questionnaire, then she presents the way of describing, administrating, and analyzing it as a data gathering tool. The second part is devoted for teachers' interview in which she follows the same steps of students' questionnaire that was mentioned before; besides, it presents the results finding to check the validity of the proposed hypothesis, and to investigate the role of teacher's written feedback to develop students academic writing.

### **Section 1: Research Methodology**

Researchers follow particular research methodology to carry out their studies. This later differs from one research to another based on the nature of the study.

#### **1.1. Research Approach**

Research approach refers to the way of dealing with particular situation. Khan (2020) mentions the dictionary meaning of the world approach which means a way of tackling a problem or issue. Then he indicates that research approach reflects the researchers' worldview. In addition to that, it has three main types. Namely, qualitative approach, quantitative approach, and mixed method approach. Qualitative approach "is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis". (P

atton and Cohran, 2002, p. 2). While, according to Vanderstoep and Johnston (2009) quantitative approach refers to numerical data to phenomena under study. Therefore, mixed approach is combination of both approaches; qualitative and quantitative. (Creswell, 2009). In this study, she uses descriptive method of research in which description of teachers' and M1 students' attitude towards teacher's WF takes place. Furthermore, the researcher investigates the relationship between teacher's WF, and students' AW. Based on the previous statement, a mixed method approach is used to collect data through two different tools.

## **1.2. Population and Sampling**

While conducting research, the researcher need to select particular population and sample to collect more information from different perspectives. According to Ross (2005, p.1) defines that, " Sampling in educational research is generally conducted in order to permit the detailed study of part, rather than the whole, of a population." In the current study, the researcher selects M1 students at Mohammed Kheider university of Biskra as sample for research study.

## **1.3. Data Collection Tools**

They are methods used by researcher in order to collect data for the study. In the current study, the researcher relays on two different data gathering tools; namely, students' questionnaire, and teacher's interview.

### **1. 3.1 Students' Questionnaire**

Questionnaire is a tool to collect information for the study. Schulz (2012) assert that questionnaire is a set of standardized questions that are designed to collect information from group of individuals. He adds that, the researcher uses it in order to make comments

about their responses, or to generalize from the wide group of important population for the researcher's study. It has three main types; namely, structured questionnaire "in which all the participants are asked some questions in the same way, this is usually interview based questionnaire format". ( Kazi and Khalid, 2012, p. 515), unstructured questionnaire contains variety of questions. It refers to collect qualitative data ; data that approximates and characterizes information is referred to qualitative data. It is possible to see and record data. The nature of this data type is non-numerical. The questions are more open-ended in order to gather specific information from the participants. ( Monitory and evaluation made simple, 2020).

### **1.3.2 Teachers' Interview**

Cohen, Manion, and Morrison (2005, p. 267) say that, "Interviews enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view". In addition to that, interview has three types. Namely, structured interview; use questionnaires based on a predetermined and standardized identical set of questions, semi-structured interview; the researcher will have list of goals and basically some important questions to be covered, and unstructured interview; informal meeting about certain topic. (That, 2016).

## **Section 2: Data Analysis and Interpretation of Results**

### **2.1 Students 'Questionnaire**

She uses Students' questionnaire to gain different attitudes and point of views of M1 students at Mohamed Kheider University of Biskra towards the role of teacher's written feedback to develop their academic writing.

### **2.1.1 Description and of Students' Questionnaire**

Fundamentally, she designs students' questionnaire based on the theoretical background of the study to investigate the role of teachers' written feedback in developing EFL students' academic writing. This questionnaire targets M1 students of English language at Mohamed Kheider University of Biskra; particularly to applied linguistics students. She chooses them in purpose, since they are supposed to write academically while doing their research project. Furthermore, this questionnaire is composed of fourteen item to explore different aspects behind the two variables. Also, it consists set of open-ended questions where and closed questions. In open-ended questions; students are acquired to justify their choice. While, in closed questions; they tick the suitable answer. This later, is divided into three main sections:

#### **Section One: General Information ( Question item 1 to Question item 4)**

The first section of questionnaire is devoted to collect general information about M1 students. The research asks them about their gender, how did they find learning at university. In addition, she seeks to know if they were free or imposed to study master level; besides, they justify their choice. As a last question in this section, they indicate how did they find studding master degree.

#### **Section Two: Academic Writing ( Question item 5 to Question item 11)**

The second section contains seven(7) questions that highlights academic writing. At first, the students are asked to indicate which skill is considered as the most difficult one for them. Then, she collects students' point of view towards the significance of academic writing; if they consider it as less important or more important, and they justify their answer. Additionally, she gives them options to indicate how they find academic

writing tasks. The following question is to identify how do they qualify their level in academic; they chose if it is very good, good, average, or poor . Then , they indicate if they face any difficulties in academic writing. If they chose yes, they select one of the proposed difficulties, when it is not mentioned, the researcher gives them the opportunity to mention other difficulties. After that, the researcher wants to know if M1 students apply stages of academic writing during writing process; they chose yes or no with justification in both answers. To conclude this section, the students are asked about the time allocated for doing academic writing tasks, if it is sufficient or not in which they explain the reason why in both responses.

### **Section Three: Students' Attitude towards Teacher's Written Feedback (Question item 12 to Question item 14)**

Section three seeks information about students' attitude towards teacher's written feedback. It contains three main parts. At first, they select which type of feedback is mostly used by their academic writing teacher; either it is written feedback, or oral one. As sub-question for this later, they indicate which one is appropriate to improve academic writing, and explain the reason why. After that, they identify if they know what does it mean the appropriate use of teacher's written feedback. If yes, they define it according to their background. Finally, the researcher offers them a chance to express their ideas about the two variables in which they may add any comments related to the role of teacher's written feedback to develop students' academic writing. Therefore, the researcher obtains different attitudes linked to research problem.

### 2.1.2 Administration of Students' Questionnaire

This questionnaire is submitted to M1 students at Mohamed Kheider University of Biskra; particularly to thirty (30) student of applied linguistics that she chooses them randomly. The researcher struggles while collecting their responses because of the epidemic of Covid 19; M1 students are not available almost the time since the study alternately. In addition to that, they answer to questionnaire without any difficulty.

### 2.1.3 Analysis of Students' Questionnaire

#### Section One: General Information

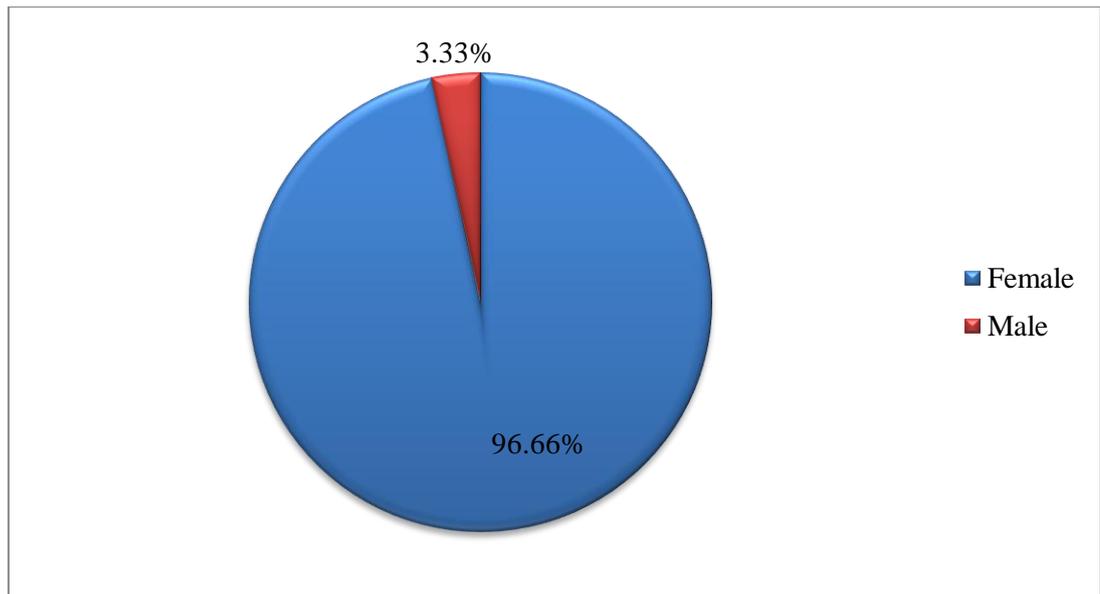
Question item1. Would you specify your gender please?

a) Female

b) Male

**Table 3.1 Students' Gender Distribution**

| Option       | Number | %      |
|--------------|--------|--------|
| <b>A</b>     | 29     | 96.66% |
| <b>B</b>     | 1      | 3.33%  |
| <b>Total</b> | 30     | 100%   |



**Graph 3.1 Students' Gender Distribution**

The results in table 3.1 shows that the majority of M1 students are females. 29 from the total number are females (96.66%). On the other hand , the rest of the students are male (3.33%). From this analyses we notice that females are more interested in studying EFL, also teaching seems suitable for females more than male due to the socio-cultural background of the society.

**Question item 2. . How did you find learning at university?**

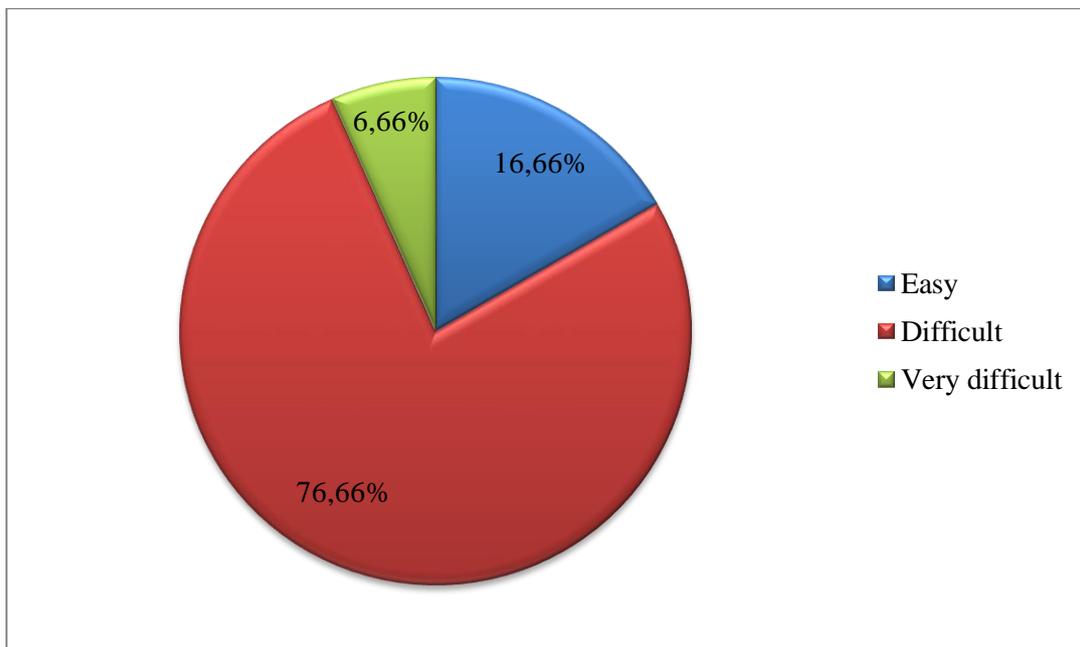
a) Easy

b) Difficult

c) Very difficult

**Table 3.2 Students' Attitudes towards Learning at University**

| Option                | Number | %      |
|-----------------------|--------|--------|
| <b>Easy</b>           | 5      | 16.66% |
| <b>Difficult</b>      | 23     | 76.66% |
| <b>Very difficult</b> | 2      | 6.66%  |
| <b>Total</b>          | 30     | 100%   |



**Graph 3.2 Students' Attitudes towards Learning at University**

According to table 3.2, we notice that 23 from the total number of our participants find learning at university as a difficult process (76.66%). Then, 5 students who consider it as easy (16.66%). The rest percentage is for 2 students that find it as very difficult process (6.66%). We can deduce from the above results that majority of M1 students find learning at university as difficult, so this justifies that they have some obstacles at this level.

**Question item 3. Studying master degree was:**

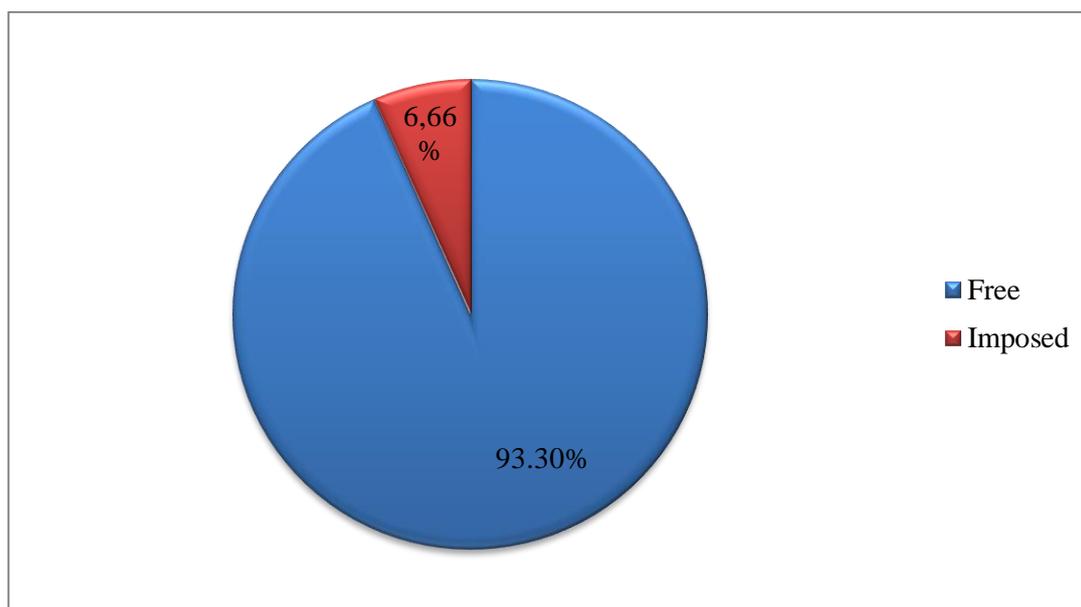
a) Free

b) b) Imposed

In both answers, please justify.

**Table 3.3 Students' Choice to Study Master Degree**

| Option         | Number | %      |
|----------------|--------|--------|
| <b>Free</b>    | 28     | 93.33% |
| <b>Imposed</b> | 2      | 6.66%  |
| <b>Total</b>   | 30     | 100%   |



**Graph 3.3 Students' Choice to Study Master Degree**

This table 3.3 reveals that highest score is for students who were free to study Master degree (93.30%). The main reasons behind their choice are: they want to enhance their level in EFL, to carry-out their studies and be good researchers, also to offer more job opportunities. While (6.66%) of students were obliged to continue Master degree because

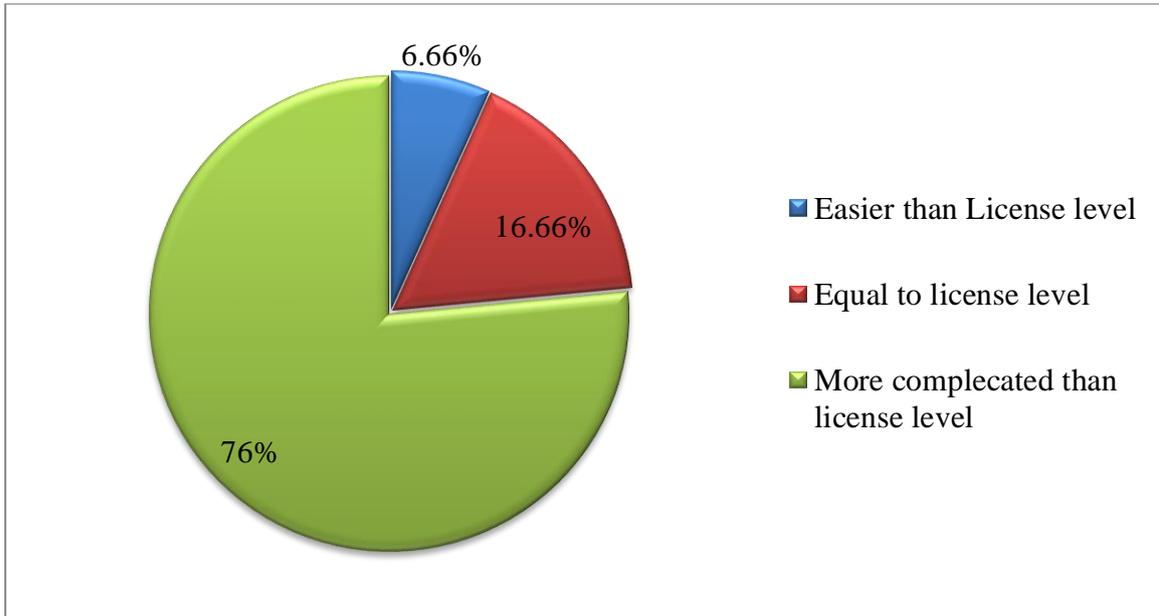
of family pressure, and some external circumstances. Therefore, most of the students are ready to study Master degree since it is a personal desire.

**Question item 4. How did you find learning in Master degree?**

- a) Easier than license level
- b) Equal to license level
- c) More complicated than license level

**Table 3.4 Students' Attitude Towards Learning Master Degree**

| Option                                     | Number | %      |
|--|--------|--------|
| <b>Easier than license level</b>           | 2      | 6.66%  |
| <b>Equal to license level</b>              | 5      | 16.66% |
| <b>More complicated than license level</b> | 23     | 76%    |
| <b>Total</b>                               | 30     | 100%   |



**Graph 3.4 Students' Attitude Towards Learning Master Degree**

The results illustrates that the highest percentage is for the students who find learning in Master degree as more complicated process than license level (76%). This reveals that, Master degree requires from students to upraise heir awareness towards learning process more than previous degree. Thus, they should have particular characteristics to get involved in this level. Besides, (16.66%) declare that it is equal to license level. The rest of students (6.66%) believe that Master degree is easier than license one. So, most of M1 students admit that this level is difficult one.

**Section Two: Academic Writing**

**Question item 5. According to you, which skill is considered as the most difficult one?**

a) Speaking

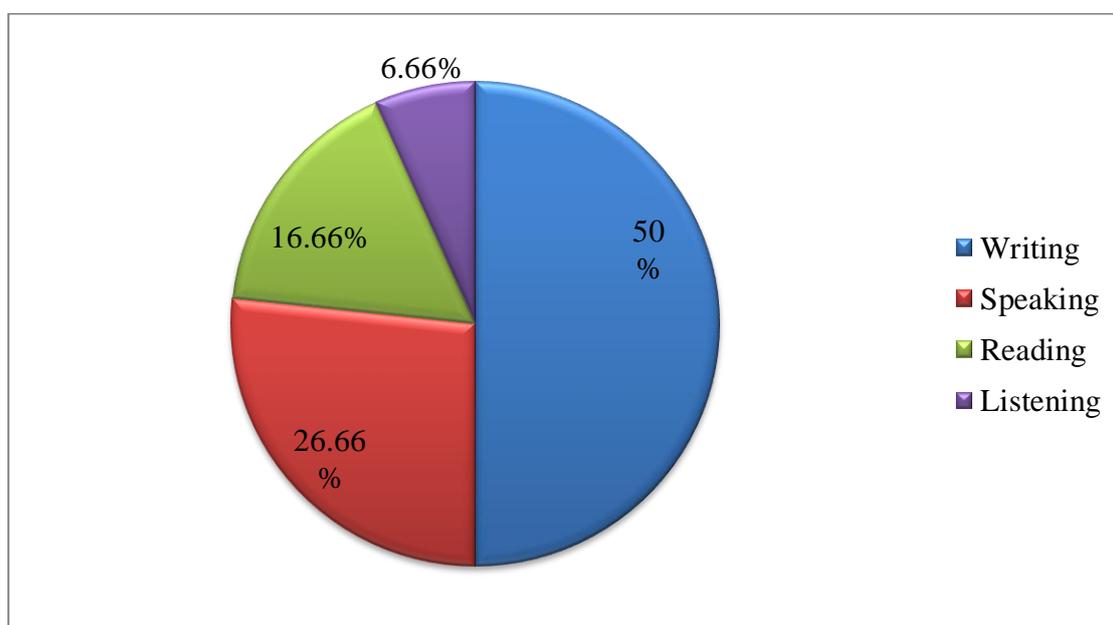
b) writing

c) listening

d) Reading

**Table 3. 5 Students' Attitudes towards Difficult Skill**

| Option           | Number | %      |
|------------------|--------|--------|
| <b>Speaking</b>  | 8      | 26.66% |
| <b>writing</b>   | 15     | 50%    |
| <b>listening</b> | 2      | 6.66%  |
| <b>Reading</b>   | 5      | 16.66% |
| <b>Total</b>     | 30     | 100%   |



**Graph 3.5 Students' Attitudes towards Difficult Skill**

It is noticeable that (50%) from the total percentage of students consider writing skill as the most difficult one. Which denotes that many students struggle while

accomplishing their writing task. Moreover, the other half is divided differently to the other skills. Speaking comes as second difficult skill with (26.66%) of students; whereas, (16.66%) is for students who believe it is reading. While the rest percentage (6.66%) is depicted from respondents who consider listening as the most difficult one.

**Question item 6. How do you consider the role of academic writing in EFL learning?**

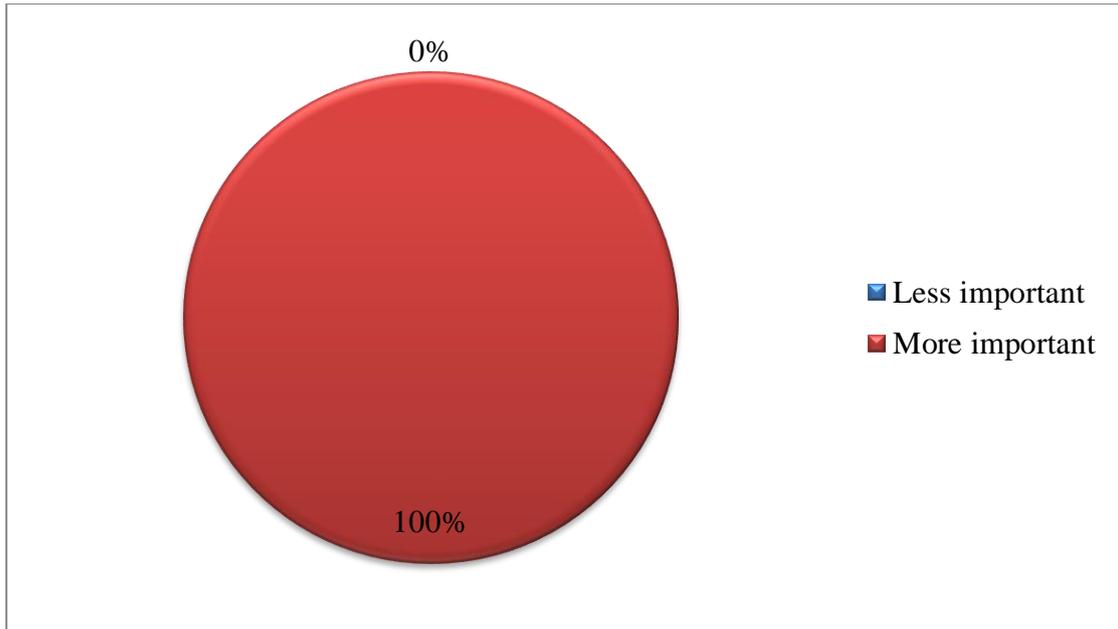
a) less important

b) More important

Please, justify your answer

**Table 3.6 The Significance of Academic Writing in EFL Learning**

| Option                | Number | %    |
|-----------------------|--------|------|
| <b>less important</b> | 0      | 0%   |
| <b>More important</b> | 30     | 100% |
| <b>Total</b>          | 30     | 100% |



**Graph 3.6 The Significance of Academic Writing in EFL Learning**

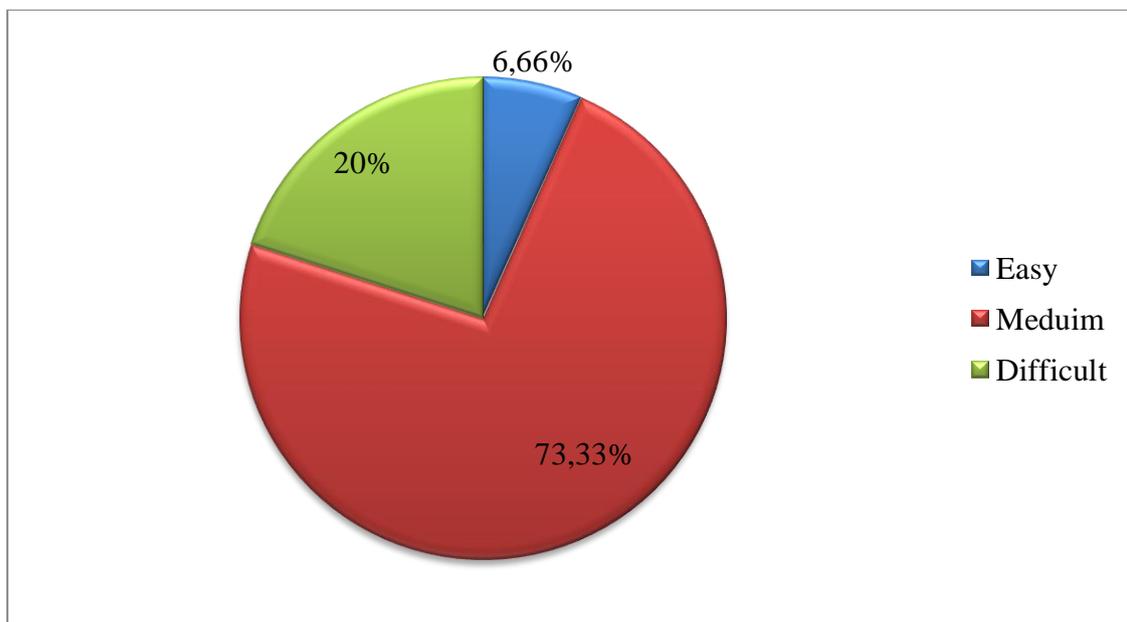
From the above results, it can be deduced that all of the participants (100%) argue that the role of academic writing is more important in EFL learning, while none of them consider it as less important. They justify their answer through indicating that, academic writing help them to conduct their researches in organized way. It means that, it gives them the opportunity to get further details about the writing process; they learn how to summarize, paraphrase, and quote. In addition to that, they declare that it has central role in developing learning skills.

**Question item 7. How do you find academic writing tasks?**

- a) Easy
- b) Medium
- c) Difficult

**Table 3. 7 Students' Opinions about Academic Writing Tasks**

| Option           | Number | %      |
|------------------|--------|--------|
| <b>Easy</b>      | 2      | 6.66%  |
| <b>Medium</b>    | 22     | 73.33% |
| <b>Difficult</b> | 6      | 20%    |
| <b>Total</b>     | 30     | 100%   |



**Graph 3.7 Students' Opinions about Academic Writing Tasks**

Table 3.7 shows that (73.33%) of the students find academic writing tasks medium, and (20%) find that tasks are difficult. While, the rest of the participants find them easy. So, what can be deduced from the above results is that M1 students still consider academic writing module as a difficult one.

**Question item 8. When you reach master degree, how do you qualify your level in academic writing?**

a) Very good

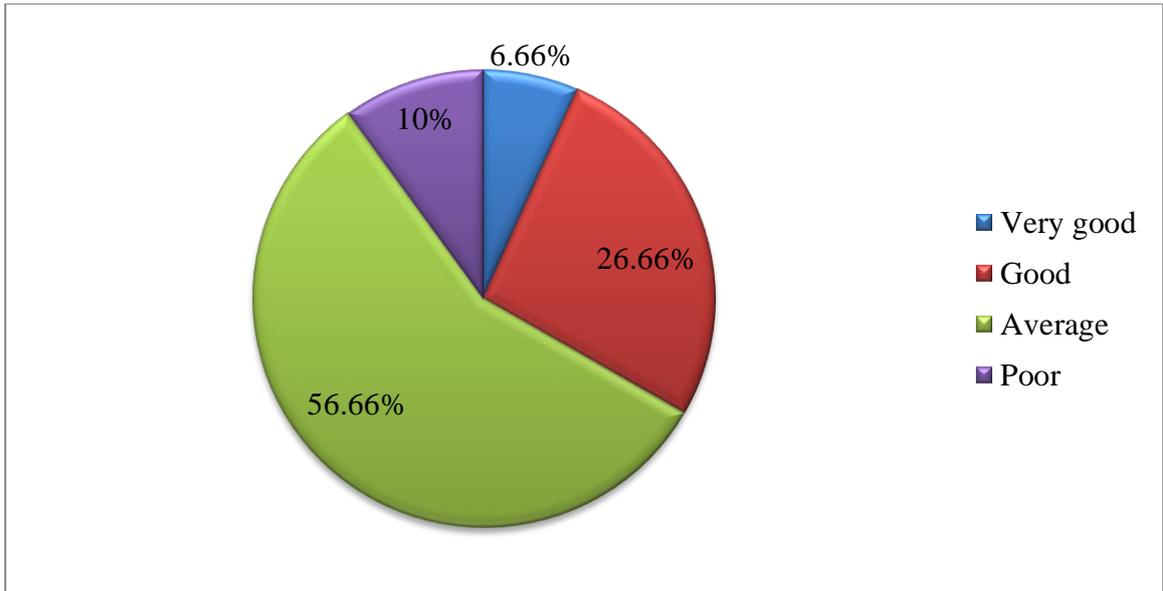
b) Good

c) Average

d) Poor

**Table 3.8 Students' Qualification of their Academic Writing**

| Option           | Number | %      |
|------------------|--------|--------|
| <b>Very good</b> | 2      | 6.66%  |
| <b>Good</b>      | 8      | 26.66% |
| <b>Average</b>   | 17     | 56.66% |
| <b>Poor</b>      | 3      | 10%    |



**Graph 3.8 Students' Qualification of their Academic Writing**

Table 3.8 demonstrates Students' qualification of their academic writing. As it shown, it indicates that 17 students from the total number qualify their level in academic writing as average (56.66%). Additionally, 8 of them consider their level as good (26.66%). While the rest percentage is divided nearly the same; 3 of participants are poor (10%), and 2 of them are very good (6.66%). This clarifies the majority of our sample are not contended with their level in academic writing.

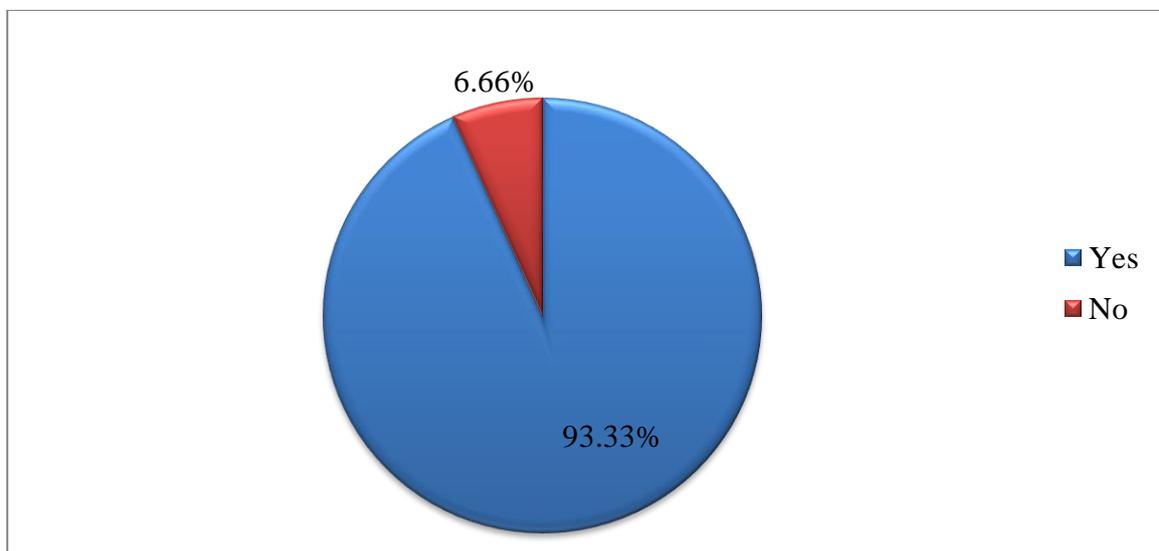
**Question item 9. Do you face difficulties while writing academically?**

a) Yes

b) No

**Table 3.9 Writing Difficulties**

| Option       | Number | %      |
|--------------|--------|--------|
| <b>Yes</b>   | 28     | 93.33% |
| <b>No</b>    | 2      | 6.66%  |
| <b>Total</b> | 30     | 100%   |



**Graph 3.9 Writing Difficulties**

The table 3.9 reveals that majority of M1 students find difficulties while writing academically. A percentage of (93.33%) face difficulties in academic writing, while (6.66%) of them claim that they do not face difficulties.

- If yes, do you think that academic writing problems are due to:

a) Grammar

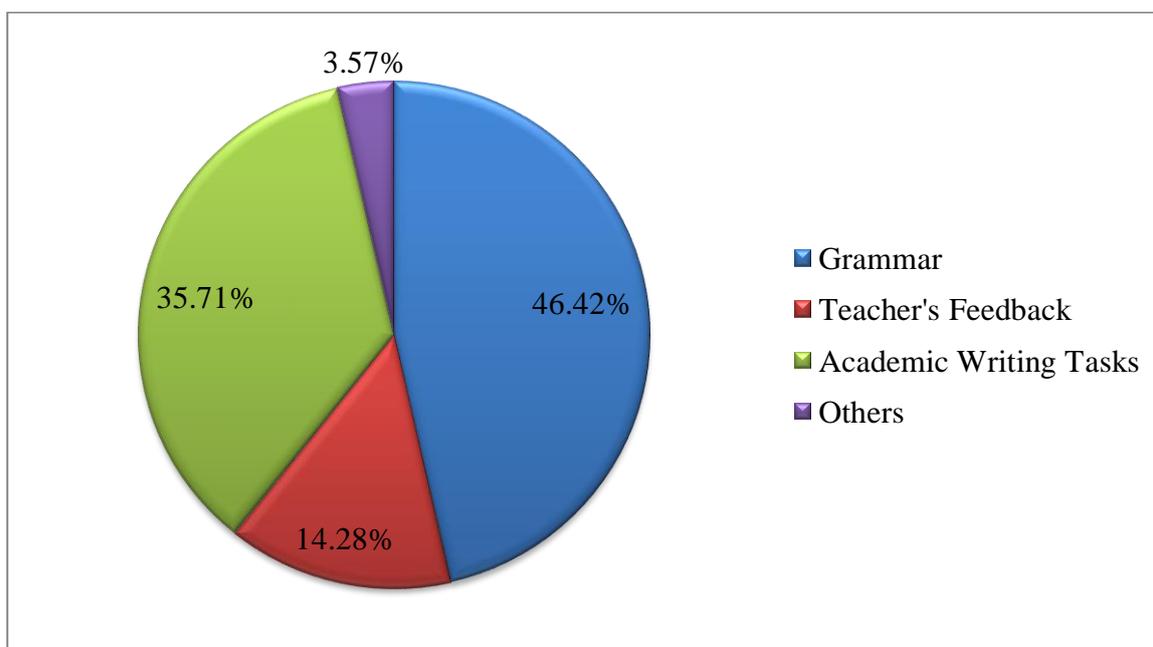
b) Teacher's feedback

c) Academic writing tasks

Others, please mention them

**Table 3. 10 Students' Difficulties in Writing**

| Option                        | Number | %      |
|-------------------------------|--------|--------|
| <b>Grammar</b>                | 13     | 46.42% |
| <b>Teacher's feedback</b>     | 4      | 14.28% |
| <b>Academic writing tasks</b> | 10     | 35.71% |
| <b>Others</b>                 | 1      | 3.57%  |
| <b>Total</b>                  | 28     | 100%   |



**Graph 3.10 Students' Difficulties in Writing**

As a part of the previous question, 2 of participants from the total number do not reply to this question because they do not face difficulties in academic writing. (46.42%) of the participants declare that this difficulties are due to grammar. This confirms that grammar is one of the main difficulties that face students while writing; as it was stated in the previous chapter . Additionally, (35.71%) of students indicate that it refers to academic writing tasks. Then, (14.28%) of them dictate that it is due to teacher’s feedback. Also, in this question we ask them to give other suggestions; one student (1) assert that academic writing difficulties are due to lack of reading from which they receive more knowledge. So, this results mainly helped to answer the raised research question.

**Question item 10. When you write, do you apply stages of academic writing (planning, writing, revising, editing)?**

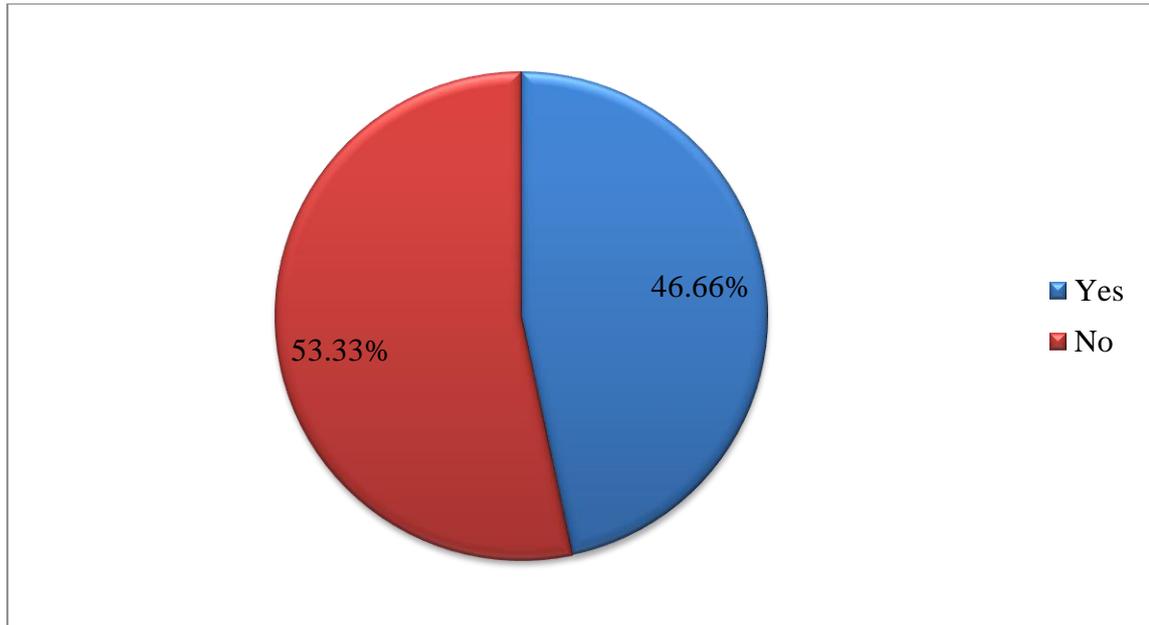
a) Yes

b) No

In both answers, please justify.

**Table 3.11 Students’ Application of Academic Writing Stages**

| Option       | Number | %      |
|--------------|--------|--------|
| <b>Yes</b>   | 14     | 46.66% |
| <b>NO</b>    | 16     | 53.33% |
| <b>Total</b> | 30     | 100%   |



**Graph 3.11 Students' Application of Academic Writing Stages**

Statistically speaking, as students' selection of application of academic writing stages. 16 from the total number of the participants do not apply academic writing stages (53.33%), while 14 of them apply academic writing stages (46.66%). This explains that they are not interested much more on the significance of those steps on their writing.

**Question item 11. . Is the time enough for you to do your academic writing tasks?**

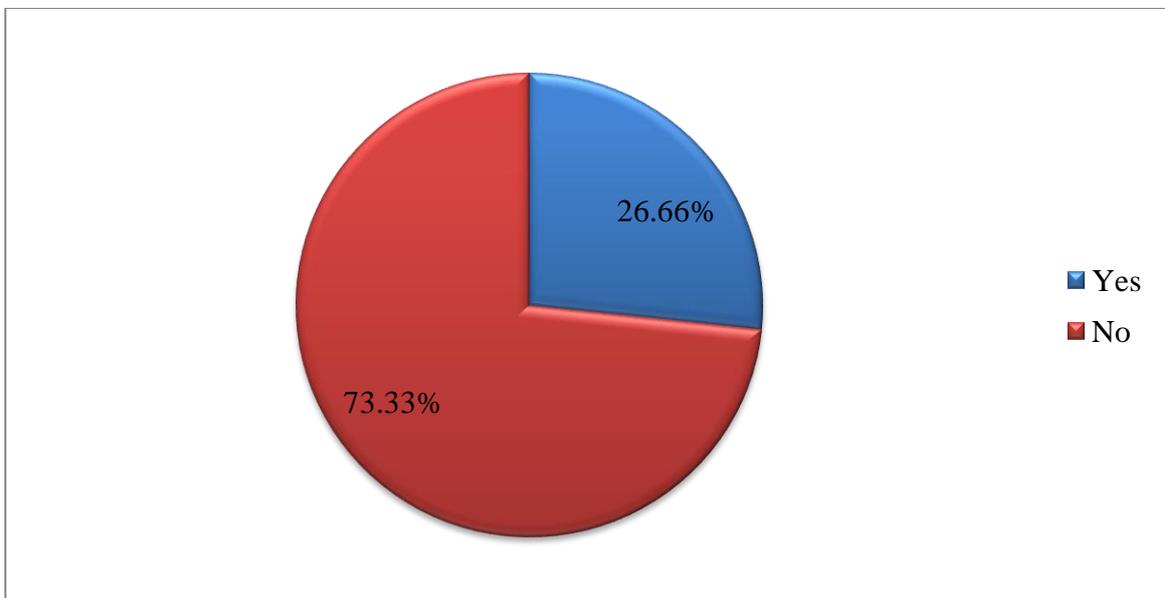
a) Yes

b) No

Could you please explain why?

**Table 3.12 Time Allocated for Academic Writing Tasks**

| Option       | Number | %      |
|--------------|--------|--------|
| <b>Yes</b>   | 8      | 26.66% |
| <b>NO</b>    | 22     | 73.33% |
| <b>Total</b> | 30     | 100%   |



**Graph 3.12 Time Allocated for Academic Writing Tasks**

As illustrates in table 3.12, the highest percentage with (73.33%) rate that time allocated for academic writing tasks is not enough. The other students reply by “Yes”, which represents (26.66%) from the total number. The results of this question appear to confirm the idea that time is not sufficient for M1 students to do required tasks in academic writing. Furthermore, the researcher asks them to explain their responses; those responses are the most convinced ones and they are clear. To begin with students who

respond with “Yes”; student (a) state that since we are studying in special conditions because of epidemic of Covid 19, the time allocated for doing academic writing tasks is enough. In the same line with thought, student (b) asserts that some tasks are given two weeks in advance which allows us to summarize, quote, and paraphrase in correct way. Also, student (c) claim that academic writing needs more practice outside classroom to learn more about its process and to do their tasks appropriately. On the other hand, students who reply with “No” explain as follow; student (a) confirm that academic writing needs more attention, background , and research about the given topic; sometimes they are required to write about challenging topics that need further research because (they need more sources). In the same path, student (b) assert that academic writing is long process that need much more time to acquire it successfully; students should have more time to apply academic writing stages in right way (planning, drafting, editing, and final version). Furthermore, student (c) explain that doing academic tasks involves more concentration to understand its content correctly. Finally, it can be concluded that majority of M1 students declare that accomplishing academic writing tasks requires more time; this prevent them to achieve the process successfully.

### **Section Three: Students’ Attitude towards Teacher’s Written Feedback**

**Question item 12. . Do you know what does it mean the appropriate use of teacher’s written feedback?**

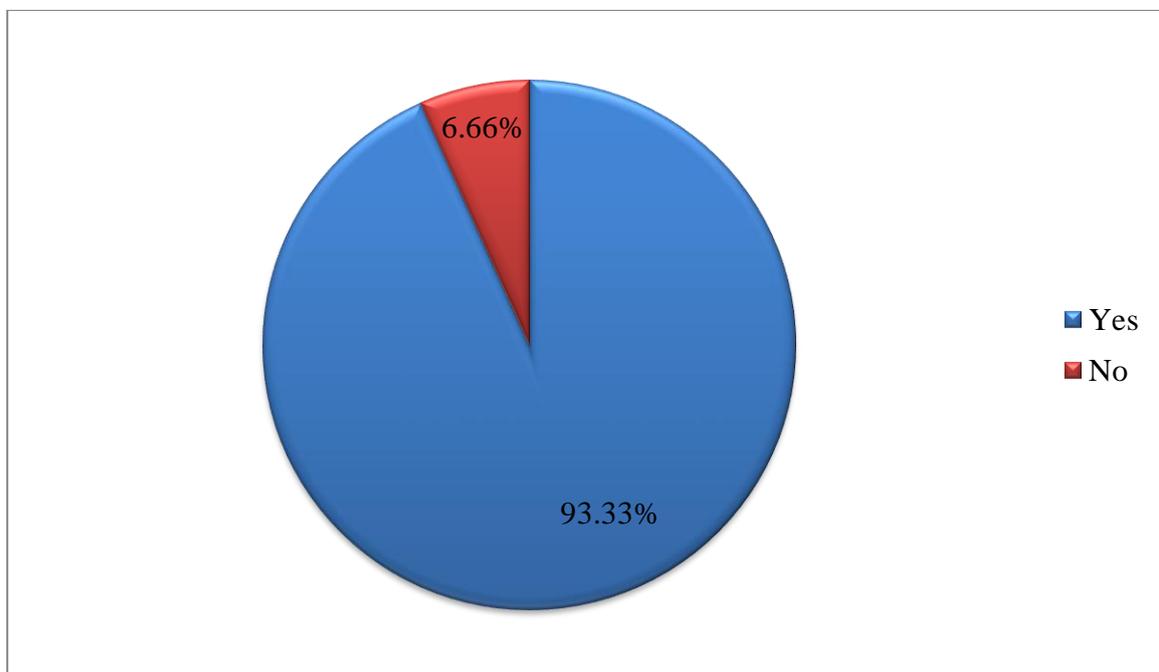
a) Yes

b) No

If yes, could you please define it according to your background.

**Table 3.13 Students' Knowledge about Teacher's Writing Feedback**

| Option       | Number | %      |
|--------------|--------|--------|
| <b>Yes</b>   | 28     | 93.33% |
| <b>No</b>    | 2      | 6.66%  |
| <b>Total</b> | 30     | 100%   |



**Graph 3.13 Students' Knowledge about Teacher's Writing Feedback**

Do M1 students know what does it mean the appropriate use of teacher's written feedback?(76.66%) of the participants answer with "Yes". On the other hand, 7 students from the total number declare with "No" (23.33%). This results indicate that majority of students have background about the meaning of teachers' written feedback.

In this vein, some students indicate the meaning of teachers' written feedback according to their previous knowledge. Student (a) says that teacher's written feedback is the correction that is given and written by the teacher on the mistakes that are conducted by students. While student (b) assert that it is a kind of evaluation in which teacher gives written comments on students' work. In addition to that, student (c) maintains that written feedback occurs when teacher give his/her opinion about your work in written form. Furthermore, student (d) adds that when teacher gives written comments about the content and the form of students' work, it is called teacher's written feedback. From the above results, we conclude that most of students have background about teacher's written feedback. On the other hand, teacher should identify what is the appropriate use of teacher's written feedback to make all students about it, and to raise their awareness.

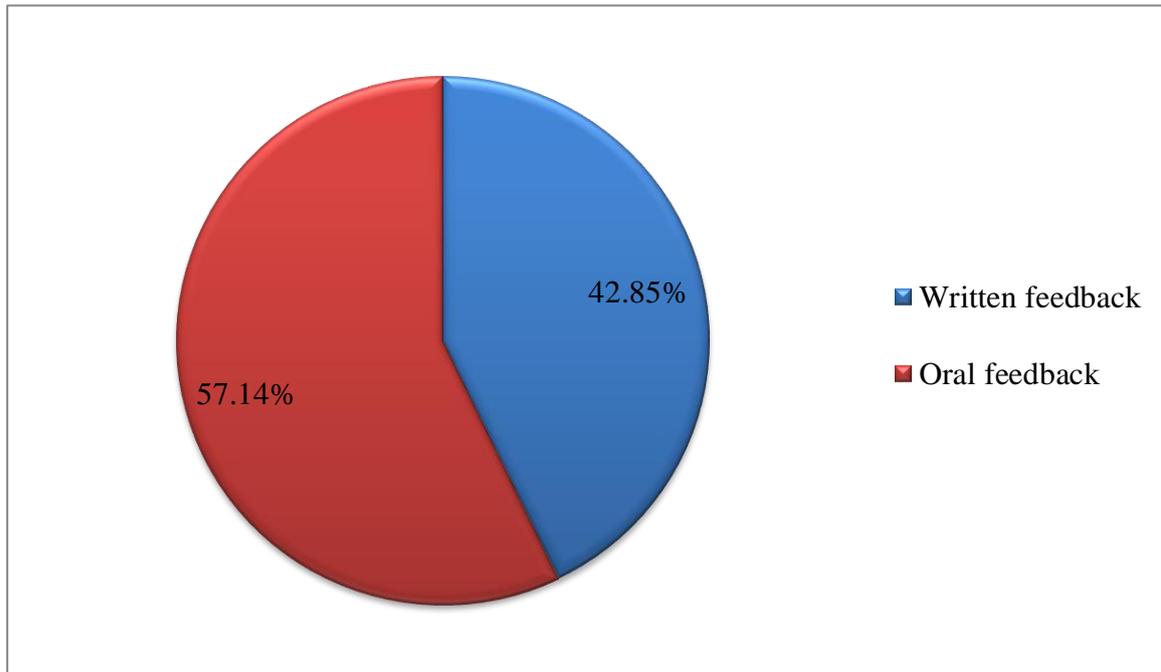
**Question item 13. . Which type of feedback is mostly used by your teacher in academic writing session?**

a) Written feedback

b) Oral feedback

**Table 3. 14 The Most Used Feedback by The Teacher**

| Option                  | Number | %      |
|-------------------------|--------|--------|
| <b>Written feedback</b> | 12     | 42.85% |
| <b>Oral feedback</b>    | 16     | 57.14% |
| <b>Total</b>            | 28     | 100%   |



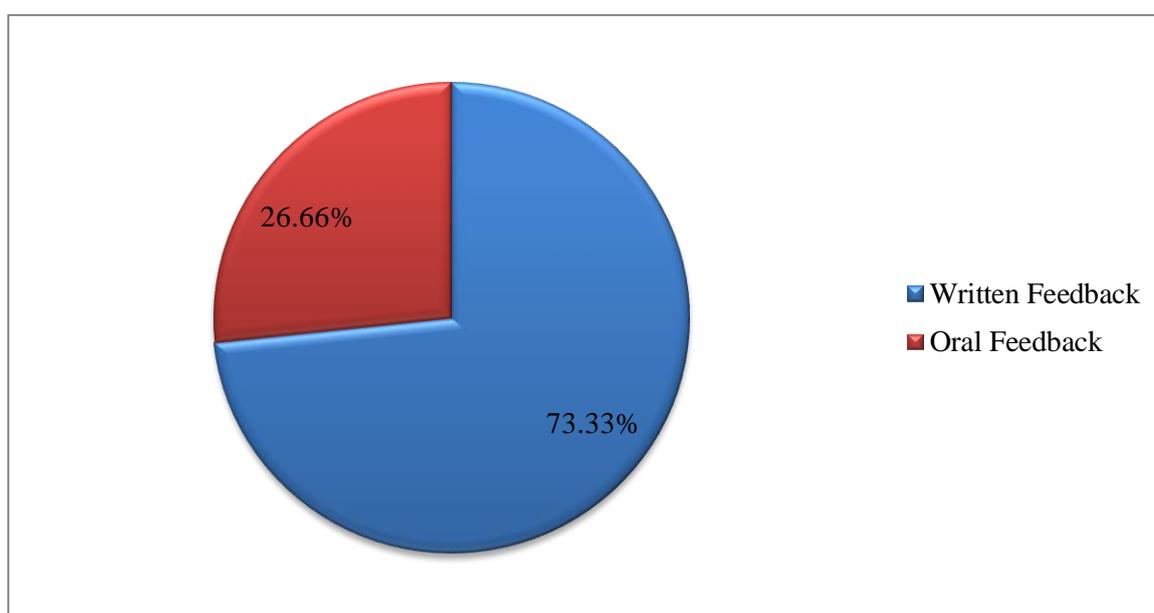
**Graph 3.14 The Most Used Feedback by The Teacher**

To summarize the yielded data, 2 of participants from the total number do not reply to this question because it is interrelated with the previous one. Table 3.13 presents that the most used feedback by teacher of M1 students in academic writing session. The highest percentage of (57.14%) of the participants declare that their teacher mostly uses oral feedback. Whereas, (42.85%) of them assert that their teacher uses written feedback. From the above results we deduce that, oral feedback is mostly used by academic writing teacher which effects on students academic writing.

- In your opinion, which type of feedback is appropriate to enhance your level in academic writing? and why?

**Table 3.15 The Appropriate Feedback to Develop Students' Academic Writing**

| Option                  | Number | %      |
|-------------------------|--------|--------|
| <b>Written feedback</b> | 22     | 73.33% |
| <b>Oral feedback</b>    | 8      | 26.66% |
| <b>Total</b>            | 30     | 100%   |



**Graph 3.15 The Appropriate Feedback to Develop Students' Academic Writing**

As a sub-question of the previous one, Table 3.14 presents what is the appropriate feedback to develop academic writing according to M1 students. As it is mentioned in the above results, the highest percentage is for students who assert that written feedback is more helpful to improve their academic writing with (73.33%). While, (26.66%) of the participants claim that oral feedback improve their academic writing.

Furthermore, they justify their responses from different perspectives. The researcher selects responses that are clear, concise, and precise. Among students who assert that oral feedback is appropriate to enhance their level in academic writing; student

(a) say that oral feedback attract students' attention toward academic writing more than the written one. In addition to that, student (b) assert that oral feedback allows interaction between teacher and his/her students where they can share different thoughts related to academic writing. While student (c) confirm that student understand more academic writing process when teacher gives them oral comments; they interact with verbal feedback rather than written one.

However, for students who say that written feedback is appropriate to develop their academic writing; student (a) determines that students can refer to teacher written feedback whenever they need it. They consider it as reliable source to enhance their writing. In addition to that, Student (b) confirm that students remember teacher's feedback when it is in written form rather than oral one; written feedback raises students' cognition towards the significance of academic writing. In the same line with thought, student (c) asserts that since students make mistakes while writing academically, they need teacher's written feedback more than oral one because it gives them chance to focus much more on different types of mistakes (grammar, spelling, punctuation etc).

As a result, most of M1 students at Biskra university consider teacher's written feedback as an effective way to improve their academic writing. This results mainly support the postulated research hypothesis that emphasizes on student's positive attitude towards teacher's written feedback. Also their answers indicate the significance relationship between teacher's written feedback and academic writing. Additionally, this results confirm scholars' theories that were discussed previously, in which they emphasis on the effectiveness of teachers' written feedback on developing students' academic writing.

**Question item 14. . Please, you may add any comments about the role of teacher's written feedback to develop students 'academic writing.**

The researcher offer opportunity for M1 students to give any comments about the questionnaire, and she lets them free to add any additional point of view about the role of teacher's written feedback to develop students 'academic writing. According to them, teacher's written feedback has a significant role in developing student's academic writing; it allows them to receive written comments that are related to different types of mistakes. Such as, grammar, punctuation, spelling, and vocabulary. Additionally, they estimate that teacher's written feedback creates interaction between students and teacher. Furthermore, they indicate that academic writing is crucial process that need much interest from both teachers and students where teacher should provide students with effective feedback, and students follow teachers' instruction in order to improve their learning process.

#### **2.1.4 Discussion of the Results of Students' Questionnaire**

Through the analysis of fourteen (14) items in students' questionnaire, we debrief the following discussion:

This results help us to determine honest answers for research questions that were stated at the beginning. The first section of the questionnaire indicated that most of M1 students find learning at university as difficult process to achieve. In addition to that, they asserted that studying Master degree was more complicated than license level. All this factors provided us with needed data.

From students' responses in section two, we deduced that M1 students consider writing skill as the most difficult one. In the same line with thought, they consider academic writing as crucial skill in EFL since it helps them to conduct their academic

research; it helps them acquire more knowledge about writing process. Such as, paraphrasing, summarizing, quoting, and constructing formal piece. Also, it allows them to translate their thoughts into written form. In addition to that, Almost M1 students asserted that their level in academic writing is average, so this reveals that they face certain difficulties in achieving this process.

We deduce from their answers that, they face different difficulties in AW. Most of respondents claimed that, difficulties occur due to grammar, academic writing tasks in which time allocated for doing them is not satisfactory, and this effects on their production; they make different mistakes in terms of grammar, punctuation, grammar, and spelling. They revealed that, they need more time while doing its tasks because there are certain topics that need further research to provide it with reliable sources.

Furthermore, we find that students' responses in third section support the hypothesizes that were mentioned previously. In another words, we conclude that EFL students; particularly M1 students, at Mohamed Kheider University of Biskra have positive attitude towards teachers WF. (73.33%) of the participants confirmed that WF is the appropriate one to develop their AW. This later, confirms the discussed theory of Ferris (1997, as cited in Hyland, 1998, p. 257) which declare that teacher's written feedback helps to improve students' academic writing effectively. They indicated that, they interact more with written feedback rather than other types because they can refer to it whenever they need; it is considered as beneficial source to correct students mistakes.

Moreover, this results confirm that teacher WF helps to create classroom interaction. This leads to raise students' attention towards teacher's writing feedback. Therefore, from this results we conclude that teacher's written feedback has major impact

in developing students' academic writing. As result, students' questionnaire helps to answer research questions, confirm particular hypotheses, and to reach research aims.

## **2.2 Teachers 'Interview**

Teachers' interview is second data gathering tool used by researcher to collect teachers' attitude towards the role of written feedback in developing students' academic writing; face to face communication helps her to have honest answers. Also, to indicate the relationship between two variables.

### **2.2.1 The Description of Teachers' Interview**

The designed interview for EFL teachers is semi-structured interview contains twelve (12) questions (see Appendix B). The questions have relation with students' questionnaire. She uses combination of open-ended questions and closed questions in order to get more viewpoints related to variables.

### **2.2.2 Administration of Teachers' Interview**

The researcher designed to do interview with eight (08) teachers of academic writing module at Mohamed Kheider University of Biskra, but she got responses only from five (5) teachers from the total number. This refers to the exceptional circumstances that we are living; due to epidemic of Covid 19. Also, teachers do not have enough time to do face to face meeting since administration reduces study hours.

The researcher collects teachers' answers through recording them using her phone. The purpose of this interview is to collect more data that can help to determine students' and teachers' attitude towards written feedback in developing students' academic writing.

In addition to that, it is designed to know what are difficulties that face M1 students while writing academically.

### **2.2.3 Analysis of Teachers' Interview**

#### **Question item 1. Would you please specify your degree?**

**Teacher 1:** "I have Doctorate degree".

**Teacher 2:** "I have Magister degree".

**Teacher 3:** "I have Doctorate degree".

**Teacher 4:** "I have Doctorate degree".

**Teacher 5:** "I have Magister degree".

From the above responses, we deduce that all academic writing teachers have a high level. This means that they can provide M1 students with various data related to academic writing process in which they contribute to feed academic field.

#### **Question item 2. How long have you been teaching academic writing?**

**Teacher 1:** " I have been teaching since eleven (11) years; seven (7) in high school. and four(4) in university teaching academic writing".

**Teacher 2:** "I have been teaching academic writing since six (6) years".

**Teacher 3:** "Generally, I have been teaching since twelve (12) years . In particular, six(6) at high school and six (6) teaching academic writing ”.

**Teacher 4:** "I have been teaching academic writing since six (6) years".

**Teacher 5:** "I have been teaching academic writing since two (3) years"

All teachers asserted that they have been teaching academic writing since years. (2) of the interviewees said that they have taught even outside university (in high school). Besides, the rest of them have an experience in teaching academic writing. So, since they are teaching academic writing from long time, they may help M1 students to improve their writing. This explains that they have beneficial strategies while teaching.

**Question item 3. What do you think of the actual level of Master one students in academic writing?**

**Teacher 1:** “ I think that students academic writing is catastrophic, because students do not know how to express their ideas, summarize, and paraphrase. They cannot even compare two different opinions”.

**Teacher 2:** “ They are average. Some of them are effective writers while others need practice”.

**Teacher 3:** “ I think that their level is average and below the average with exceptions; there are some students who are smart”.

**Teacher 4:** “ I think that their level is poor”.

**Teacher 5:** “ M1 students’ level in academic writing is poor”.

Teacher (1) claimed that their level in academic writing is catastrophic while teacher (2) and (3) asserted that M1 students’ level in academic writing is average. On the other hand, The rest of interviewees (4 and 5) said that it is poor. Therefore, the most of teachers assert that students’ level in academic writing is average and below the average. So, teachers need encourage students while writing through using effective strategy.

**Question item 4. According to you, is the time allocated to teach academic writing is sufficient? Would you please justify?**

**Teacher 1:** “No, it is not enough. Academic writing is a long process that need more time to explain it. Students need to practice with the presence of their teacher. So, they will benefit from his/her comments. Also, students learn more when they make mistakes and teacher corrects them”.

**Teacher 2:** “ Yes, it is. Students have to practice outside classroom”.

**Teacher 3:** “ The sessions are not enough, but students are required to continue the formation of module at home. Sessions at university are only basics for roadmap”.

**Teacher 4:** “ No, it is not enough. Students need more practice inside classroom with presence of their teacher”.

**Teacher 5:** “ The time allocated to teach academic writing is not sufficient. Academic writing is long process that teacher need more time to explain it”.

Indeed, almost teachers claimed that the time allocated to teach academic writing is not sufficient because academic writing is long process that need much time to explain it clearly. In addition to that, teacher (1) asserted that students need to practice with the presence of their teacher to give them more instructions. On the other hand, teacher (2) said that time is enough to teach academic writing because students need to practice at home. What can be deduced from their responses is that, teaching academic writing requires more time to accomplish the whole process.

**Question item 5. Do your students face difficulties in writing academic paragraph, essay, and paper? If yes, please mention them.**

**Teacher 1:** “ Yes they have. There are two parts to answer this question. First part, students with good level in academic writing. They do not have clear objectives when writing; they write just for writing. The second part, students with low level in academic writing. They do not know even know how to write sentence because they do not read, and they do not attend sessions that need to be involved”.

**Teacher 2:** “ Yes they face difficulties. They have problems with grammar, cohesion, organization of ideas, and vocabulary”.

**Teacher 3:** “ Yes. Most students who are below the average, they lack reading which leads to difficulties in grammar, spelling, ideas generation, creating ideas, brainstorming, and influenced by informal English”.

**Teacher 4:** “ Yes they face different difficulties. They have problems in grammar, punctuation, spelling, and vocabulary”.

**Teacher 5:** “ Yes they have difficulties while writing. M1 students face difficulties in constructing sentences, generating ideas, using appropriate vocabulary, and grammar”.

All teachers confirmed that their students face difficulties in writing academic paragraph, essay, and paper. They mentioned the main ones; students have difficulties in grammar, spelling, vocabulary, generating ideas, and punctuation. Teacher (1) added that students' difficulties in academic writing occurs depend on their level; either they have good level or low. We conclude that EFL students' face different difficulties in their writing process. Thus, a particular measurements should take into account to improve their level.

**Question item 6. Which type of feedback is more helpful to improve students' academic writing? Is it Written Feedback or oral Feedback? Would you please justify your choice?**

**Teacher 1:** “ Using both feedbacks is more helpful. Usually teachers use oral feedback to find mistakes in students writing, and they ignore written one; whereas written feedback is more detailed than oral one”.

**Teacher 2:** “ Written feedback because it is more beneficial and easier”.

**Teacher 3:** “ both are complementary because with oral feedback we turn to highlight common mistakes, and written feedback is the actual correction of mistake. Moreover, oral feedback is theoretical while written feedback is practical”.

**Teacher 4:** “ Basically, it is written feedback because it is more practical”.

**Teacher 5:** “Written feedback is more helpful to improve students' academic writing because through it teacher can make written comments to identify students mistake”.

Teacher (1) and (3) stated that both types of feedback (oral and written) are helpful in improving students' academic writing because oral feedback is used identify students' mistakes, and written feedback is to give comments on those mistakes. On the other hand, teacher (2), (4), and (5) claimed that written feedback is more helpful in improving students' academic writing. They justified that; written feedback is more practical in which teacher can identify students' mistakes and s/he gives written comments. Thus, Written feedback is more helpful in developing students' academic writing.

**Question item 7. In your opinion, how do students interact with teacher's written feedback?**

**Teacher 1:** “ Students do not interact with teacher’s written feedback because when teacher makes comments on students’ mistakes, they know that they need to improve their writing. Students admit that they have made mistakes, so they obey teacher’s order and they follow teacher’s comments”.

**Teacher 2:** “ They generally take it into consideration and correct their mistakes”.

**Teacher 3:** “ It is good. It is not enough to accept it they have to bare it in mind”.

**Teacher 4:** “ They accept it, and they interact with it effectively”.

**Teacher 5:** “ They interact with teacher’s written feedback rather than other types”.

From the above responses, almost the teachers (2),(3), (4), and (5) claimed that students accept teachers’ written feedback in which teacher (3) asserted that it is not enough to accept it, they should be aware about it and bare it in mind. However, teacher (1) said that students do not interact with teachers’ written feedback due to lack of interest to write, and they follow teachers’ instructions without any interaction. As result, the great majority of teachers claim that students interact with teacher’s written feedback as it was expected, and this results confirm our suggested hypothesis .

**Question item 8. Which strategy do you use to enhance your students’ level in academic writing? and what is their reaction to that strategy?**

**Teacher 1:** “ I advice them to read published articles in the same area or research. It help them to get criteria of academic writing”.

**Teacher 2:** “ I prefer to use both, peer feedback and self assessment”.

**Teacher 3:** “ I usually follow process approach and time is not enough”.

**Teacher 4:** “ Each session they are acquired to write academic piece after presenting theoretical part of lesson”.

**Teacher 5:** “ I give them a book to read. Then, each time I ask them either to summarize or paraphrase different parts from it in order to teach them academic strategies that are crucial for their Master thesis”.

Teachers use different strategies to enhance student’s level in academic writing. For teachers (1), he advice them to read published articles in order to increase their knowledge towards characteristics of academic writing. While, teacher (2) claims that she relays on peer feedback and self assessment. In addition to that, teacher (3) asserts that he follows process approach, but he faces problem with time to accomplish the strategy successfully. Teacher (4) indicates that she asks her students to write each session after providing them with theoretical part of the lesson. Another strategy indicated by teacher (5) is that students are acquired to read book. Then, they summarize or paraphrase different ideas. It is noticeable that academic writing teachers use various strategies that help to improve students’ academic writing.

**Question item 9. Is there a relation between academic writing process and teacher’s written feedback? Would you please explain?**

**Teacher 1:** “ No direct relationship between them, but it enhance students’ academic writing when teacher finds more time to do it”.

**Teacher 2:** “ Yes. Without written feedback students’ cannot learn because it highlights their mistakes”.

**Teacher 3:** “ Of course there is relation. As I have mentioned before, I use process approach in which I give them written feedback for every major step. I comment when I

see a gap in stages, and I intervene to guide them to the right path in which I modify it according to their level”.

**Teacher 4:** “ Sure. They are Interrelated because academic writing involves practical techniques more than theory”.

**Teacher 5:** “ Yes there is relation between academic writing process and teacher’s written feedback. Written feedback helps to identify students’ mistakes while writing. So, teacher corrects them to improve their level”.

The great majority of teachers claim that there is a relationship between academic writing process and teacher’s written feedback. They justified their responses from different angles. Teacher (2) and (5) claimed that students cannot learn without written feedback because it identifies their mistakes. Furthermore, Teacher (3) added that since he applies process approach, he uses written feedback whenever he finds a gap in one of the stage of process and he changes it according to students level. While, teacher (4) said that written feedback and academic writing are interrelated because practical part is required more than theory. However, teacher (1) indicated that there is no direct relationship between them, but it improve students’ academic writing when time is sufficient. Overall, according to majority of interviewees written feedback has significant role in developing students’ academic writing.

**Question item 10. Is it optional or obligatory to give corrective feedback in academic writing sessions? and why?**

**Teacher 1:** “ It is obligatory because it is effective to correct students’ mistakes”.

**Teacher 2:** “ It is obligatory. Otherwise students cannot learn”

**Teacher 3:** “ I think that it is obligatory with regard to students’ level. If teacher live mistakes as they are, students will not progress”.

**Teacher 4:** “It is obligatory. It guides students academically, and it provides them with right process”.

**Teacher 5:** “It is obligatory. Students cannot improve their level without teacher’s feedback.

Indeed, all teachers indicated that providing students with corrective feedback is obligatory because it is effective way to correct students mistakes. In addition to that, students cannot learn without feedback since achieving learning process successfully require comments from teacher about students work. In the same path, teacher (3) claimed that teacher should take into consideration the level of students. Therefore, teachers confirmed that feedback is compulsory in teaching and learning process, so both teachers and students should give it much interest.

**Question item 11. Please feel free to add any suggestions or comments**

In the last question the researcher lets teachers feel free to express their opinions more about the interview or any another suggestions related to domain of teaching and learning in general

**Teacher 1:** “I would like to thank you for giving me the opportunity to help you in doing your research. I advise you to improve your academic writing while doing research”.

**Teacher 2:** “In order to be beneficial , feedback should be frequent and varied”.

**Teacher 3:** “ Academic writing teacher should encourage students to be autonomous, and s/he should be conscientious with level of his/her students. In addition to that, the used strategy should follow context of teaching”.

**Teacher 4:** “ Providing students with written feedback is crucial issue in academic writing that teachers as well as students should give it much interest. In this path, it gives students the opportunity to follow their progress in academic writing”.

**Teacher5:** “ I really appreciate your efforts to conduct such study which may contribute to add further data to academic research.

#### **2.2.4 Discussion of the Results of Teachers’ Interview**

Through the experience of our respondents in teaching academic writing module, their answers were reliable and effective to answer our research questions, and to confirm postulated hypotheses. From teachers’ responses, we have deduced that written feedback has vital role in developing students academic writing. More importantly, all the interviewed teachers agreed that written feedback has the priority among other types of feedback and they consider it as fundamental strategy to enhance students’ AW.

On the other hand, the interview revealed that the majority of teachers believe that level of M1 students in academic writing is average and below the average. They confirmed that their students still face different difficulties even if they consider it crucial skill in higher education. According to them, the main reasons behind those difficulties are as follow: M1 students have problems in terms of grammar, spelling, vocabulary, generating ideas, paraphrasing, summarizing and punctuation. In this vein, teacher (3) confirmed that all those difficulties occurs because students neglect the significance of reading which helps them to adopt academic structure and content in their writing.

In addition to that, They added that time allocated for teaching academic writing is not sufficient which reduces students' comprehension to whole process. Majority of teachers asserted that academic writing is a long process that need more time to provide students with its detailed aspects. Teacher (1) claimed that students need to practice academic writing with the presence of their teacher, so they need more time to interact with students' work appropriately.

According to the answers provided by teachers, students have positive attitude towards written feedback. They asserted that majority of their students improve more their writing when teacher gives them written comments. In addition to that, students can refer to teacher WF whenever they need, and it helps them to store knowledge in their memory. This later, confirms the discussed theory in the previous chapter. ("Written feedback: Improving students learning" as cited in Boughazzoula, 2016, p. 11).

Furthermore, teachers' interview confirmed that there is logical relationship between academic writing process and teacher's written feedback. They indicated that academic writing is practical module rather that theory, so students need written comments on their work to correct their mistakes while practicing its tasks. What can be deduced is that, academic writing teachers have positive attitude towards written feedback.

To sum up, the interview was beneficial in providing us with honest answers that contribute to investigate the role of teaches' written feedback in developing EFL students' academic writing. In line with this, it provided us with teachers and students attitude about the subject study.

## **Conclusion**

The main goal of this chapter is answer different research questions and to test postulated hypotheses. We use two different data tools to get more data to the subject study. Students' questionnaire helps to indicate their attitude towards teacher's written feedback, and it states the main difficulties that face M1 students in academic writing. We analyze each item alone through using tables and graphs. Then, we discuss its main results with relation to theoretical part of the research. Furthermore, teacher's interview contribute to investigate the role of teacher's written feedback in developing students' academic writing. We analyze it by indicating response of each teacher alone, then we provide it with discussion.

## **Suggestions and limitation**

### **Suggestions:**

The research conducted an investigation that highlights the role of teachers' written feedback to develop EFL students level in academic writing. Our main interest was to upraise students awareness towards written feedback, and to know the main obstacles that hamper their writing process. Therefore, in order to reduce academic writing barriers and enhance EFL students' understanding of the importance of teacher written feedback in the development of their writing, the researcher presented a set of suggestions for further research that could assist both instructors and students in developing academic writing.

- ✚ To promote research on challenges that face teachers while providing students with written feedback. For example, miscommunication, or poor timing.
- ✚ To investigate attitude of reluctant students while receiving teachers written feedback.

- ✚ To promote research on the effectiveness of teachers' written feedback in developing students' cognition ability; the ability to recognize different words, phrases, and sentences.
- ✚ To conduct study on the effect of classroom environment on students academic writing. For example, authentic materials.
- ✚ To promote research on the effectiveness of reading academic articles in developing students academic writing.
- ✚ To investigate the impact of process, product, or genre approach in enhancing students productive skill. ( academic writing).

### **Limitations**

In academic field, researcher faces different obstacles that hamper the advancement in research process. In our research, there are some difficulties that obstruct us while collecting data. Initially, the unavailability of teachers and students. When we have started gathering information for the practical part of research, teachers were not available to answer interview questions. Most of them did not have time to do face to face meeting; this refers to exceptional circumstances due to epidemic Covide19, so researcher collected five responses from eight ones. Along with that, M1 students were not available almost the time because they study alternatively(Covide19). Also, they were in period of testes and exams, so the researcher was obliged to wait them until they finish consulting their results. Consequently, even if the research has been effected by the antecedent limitations, the researcher has collected reliable data that help here to answer research questions and to confirm validity of hypotheses.

# **General conclusion**

The current study aimed to highlight the role of teachers' written feedback in developing students' academic writing. Therefore, this research attempted to answer all the research questions, and to confirm the validity of research hypotheses. This later, highlighted that both students and teachers have positive attitude towards teachers' written feedback. Along with that, it indicated that written feedback is effective in developing students' academic writing.

The research composed of three main chapters, chapter one and two were devoted for theoretical part of the study; while chapter three shed light on field work. To start with, chapter one devoted to indicate crucial issues that are related to academic writing; particularly, it discussed definition of academic writing, importance, types, stages, approaches, and structure. Then, it shed light on students' main difficulties in academic writing. As last element, it dealt with assessment of academic writing, which includes teachers feedback as kind of assessing students' writing to relate it with next chapter.

On the other hand, the second chapter dealt with teachers' written feedback. It presented a general overview of feedback, then it gave precise definition of written feedback. In addition to that, it explained the main different types of feedback. It shed light on teacher's roles in providing feedback on student's writing to since it is key element in our research study. Then, it defined various types of learners during adjusting feedback and it mentioned how they effect on feedback perception. In this vein, it highlighted student's perception of teachers' written feedback to know more about their attitude. Finally, it concluded with mentioning purposes of teacher feedback.

The previous two theoretical chapters contribute to make third practical chapter. Chapter three was devoted to field work in which the researcher analyzed and interpreted its main results. It was divided into two main sections. Section one, was devoted for

research methodology, in which we gave theoretical background, population and sampling, and tools of research. On the other hand, section two dealt with data analyses and interpretation of the results. In this section, we analyzed students' questionnaire using tables and graphs. Then, we discuss its main results. Furthermore, teachers' interview was analyzed through indicating the responses of each interviewee alone, then discussion of its finding takes part.

To achieve the main aims of the research study, we used mixed method approach. To collect information for the study, we used two different data gathering tools. At first part, we used students' questionnaire with EFL students at Biskra University, and we select thirty students as sample for the study. In the second part, we administered teachers' interview with five teachers as sample for research.

The results of this two data gathering tools provided us with helpful data. They confirmed that both teachers and students have positive attitude towards teachers written feedback. Furthermore, teachers responses indicated that they are struggling from students level of academic writing since most of their students face different difficulties; particularly, grammar, spelling, punctuation, vocabulary, and ideas generation.

Overall, through analyzing outcomes of students questionnaire and teachers' interview it can be deduced that teachers' written feedback has significant role in developing EFL students' academic writing. Along with, both teachers and students have positive attitude towards it in which they asserted that written feedback is effective in enhancing students writing. Therefore, they contribute to achieve progress teaching and learning process.

Reference.....118

Appendices

Appendix A: Students' Questionnaire

Appendix B : Teachers' Interview

المخلص

Remué

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## **Appendices**

### **Appendix A**

#### **Students' Questionnaire**

##### **Master One Students' Questionnaire**

Dear students,

You are kindly requested to answer this questionnaire, which is designed to investigate the role of teacher's written feedback to improve student's academic writing.

Please, tick (✓) the appropriate answer and write a full statement(s) whenever it needs. We really appreciate your collaboration for this study.

**Thank you for your time, efforts, and cooperation**

**Prepared by:**

DJEFAFLA Maroua

**Supervised by:**

Dr. MALLEM Samia

**Academic Year:**

**2020/2021**

**Section One: General Information**

1. Would you specify your gender please?

c) Female

b) Male

2. How did you find learning at university?

a) Easy

b) Difficult

c) Very difficult

3. Studying master degree was:

a) Free

b) Imposed

In both answers, please justify

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4. How did you find learning in master degree?

a) Easier than license level

b) Equal to license level

c) More complicated than license level

**Section Two: Academic Writing**

5. According to you, which skill is considered as the most difficult one?

a) Speaking

b) writing

c) listening

d) Reading

6. How do you consider the role of academic writing in EFL learning?

a) less important

b) More important

Please, justify your answer

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7. How did you find academic writing tasks?

a) Easy

b) Medium

c) Difficult

8. When you reach master degree, how do you qualify your level in academic writing?

a) Very good

b) Good

c) Average

d) Poor

**9.** Do you face difficulties while writing academically?

a) Yes

b) No

If yes, do you think that academic writing problems are due to:

a) Grammar

b) Teacher's feedback

c) Academic writing tasks

Others, please mention them

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**10.** When you write, do you apply stages of academic writing (planning, writing, revising, editing)?

a) Yes

b) No

In both answers, please justify

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11. Is the time enough for you to do your academic writing tasks?

a) Yes

b) No

Could you please explain why?

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**Section Three: Students' Attitude towards Teacher's Written Feedback**

12. Do you know what does it mean the appropriate use of teacher's written feedback?

a) Yes

b) No

If yes, could you please define it according to your background.

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**13.** Which type of feedback is mostly used by your teacher in academic writing session?

a) Written feedback

b) Oral feedback

In your opinion, which type of feedback is appropriate to enhance your level in academic writing? and why?

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**14.** Please, you may add any comments about the role of teacher's written feedback to develop students 'academic writing.

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**Thank you for your time, efforts and cooperation**

## **Appendix B**

### **Teachers' Interview**

Dear teacher,

You are kindly invited to answer this interview. It is a part of a research which is designed to investigate the role of teacher's written feedback to improve students' academic writing.

We would be so grateful if you provide us with your information.

#### **Prepared by:**

DJEFAFLA Maroua

#### **Supervised by:**

Dr. MALLEM Samia

#### **Academic Year:**

**2020/2021**

**Q1-** Would you please specify your degree?

**Q2-** How long have you been teaching academic writing?

**Q3-** What do you think of the actual level of Master one students in academic writing?

**Q4-** According to you, is the time allocated to teach academic writing is sufficient? Would you please justify?

**Q5-** Do your students face difficulties in writing academic paragraph, essay, and paper?

If yes, please mention them?

**Q6-** Which type of feedback is more helpful to improve students' academic writing? Is it Written Feedback or oral Feedback? Would you please justify your choice?

**Q7-** In your opinion, how do students interact with teacher's written feedback?

**Q8-** Which strategy do you use to enhance your students' level in academic writing? And what is their reaction to that strategy?

**Q9-** Is a relation between academic writing process and teacher's written feedback? Would you please explain?

**Q10-** Is it optional or obligatory to give corrective feedback in academic writing sessions? and why?

**Q11-** Please feel free to add any suggestions or comments.

**Thank you for your time, efforts and cooperation**

## المخلص

تهدف الدراسة الحالية إلى التحقق من دور التعليقات المكتوبة للمعلمين في تطوير الكتابة الأكاديمية للطلاب. تم إجراء هذا البحث لقياس العلاقة بين الملاحظات المكتوبة للمعلمين والكتابة الأكاديمية للطلاب ، ولوصف مواقفهم تجاه دراسة الموضوع. بالإضافة إلى ذلك ، تم إجراؤها لمعرفة الصعوبات الرئيسية التي تواجه طلاب السنة الأولى ماستر عند الكتابة أكاديمياً. لذلك ، افترضنا أن التعليقات المكتوبة للمعلمين تساعد الطلاب على تحسين كتابتهم الأكاديمية. لاختبار صحة فرضياتنا ، يتم إجراء دراسة وصفية باستخدام نهج مختلط لجمع البيانات ووصفها وتحليلها وتفسيرها. تتألف هذه الأخيرة من أداتين مختلفتين لجمع البيانات ؛ استبيان الطلاب ومقابلة المعلمين. وفقاً للعينه ، تم اختيار خمسة مدرسين (5) لوحة الكتابة الأكاديمية للرد على المقابلة. من ناحية أخرى ، تم اختيار ثلاثين (30) طالب ماستر في جامعة محمد خيضر بسكرة عشوائياً للإجابة على الاستبيان. أخيراً ، استناداً إلى تحليل ومناقشة استبيان الطلاب ونتائج مقابلات المعلمين ، كشفت الدراسة أن كل من المعلمين والطلاب لديهم موقف إيجابي تجاه التعليقات المكتوبة للمعلمين والتي تعمل على تحسين الكتابة الأكاديمية للطلاب. تم تحليل البيانات المجمعة باستخدام الجداول والرسوم البيانية. في نهاية المذكرة ، يتم ذكر الاقتراحات و الصعوبات التي واجهت الباحث.

## **Resumé**

La présente étude vise à étudier le rôle de la rétroaction écrite des enseignants dans le développement de la rédaction académique des élèves. Cette recherche a été menée pour mesurer la relation entre les commentaires écrits des enseignants et l'écriture académique des étudiants, et pour décrire leurs attitudes envers l'étude du sujet. En outre, elle a été menée pour connaître les principales difficultés auxquelles sont confrontés les étudiants de Master 1 lors de l'écriture académique. Par conséquent, nous avons émis l'hypothèse que les commentaires écrits des enseignants aident les étudiants à améliorer leur écriture académique. Pour tester la validité de nos hypothèses, une étude descriptive est menée avec une approche de méthode mixte pour collecter, décrire, analyser et interpréter les données. Ces derniers comprenaient deux outils de collecte de données différents ; questionnaire des élèves et entretien des enseignants. Selon un échantillonnage, cinq enseignants (5) du module d'écriture académique ont été choisis pour répondre à l'entretien. D'autre part, trente (30) étudiants en Master 1 de l'Université Mohamed Kheider de Biskra ont été choisis au hasard pour répondre au questionnaire. Enfin, sur la base de l'analyse et de la discussion du questionnaire des étudiants et des résultats des entretiens avec les enseignants, l'étude a révélé que les enseignants et les étudiants ont une attitude positive envers les commentaires écrits des enseignants, ce qui améliore la rédaction académique des étudiants. Les données recueillies ont été analysées à l'aide de tableaux et de graphiques. A la fin de la thèse, la suggestion et la limitation ont lieu.