

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre- Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers and Students' Estimates towards Teachers' Electronic Feedback in the Writing Skill

**Case Study of 3rd Year EFL Students in the Department of Foreign
Languages, Abdelhafid Boussouf University Centre-Mila**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

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Dedication

With pride, joy and respect I dedicate my humble work.

To the memory of my father, ALLAOUA: no word can really express my love, esteem and respect I always have toward you. This degree is the fruit of your sacrifice devoted to my education; you will be always in my heart.

To the strongest woman I have ever met, my dear mother FATIHA, who has always supported me, and whose affection, love, sacrifice, encouragement, piece of advice and pray day and night enlightened my way to get such success.

To my beloved brother MED. AMINE and my darling sisters HADJER and KARIMA who have motivated and supported me to accomplish this work.

To all my family members: FOUGHALI and BOUKHTOUTA.

To my best friend, twin and partner SOUHA BENHOUMAR.

To all my EFL colleagues at Abdelhafid Boussouf University Center Mila.

Asma

Dedication

I dedicate my humble work and my warmest thanks to the dearest people to my heart, all

My beloved family and friends



To my one and only hero my lovely dad Tahar



To the light of my eyes, my sweetheart mom Djamila



To my little prince, the sweetest piece of candy, my little brother Reuslane



*To the extraordinary person who has stood by me in the darkest periods and moments of
my life*



To my besti, my twins, and my lovely partner Asma



To everyone who helped me one day



Souha

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Abstract

Providing feedback is one the most challenging tasks done by teachers. Due to time limits, teachers of writing find it difficult if not impossible to provide their learners with feedback in the classroom especially in the period of COVID-19 pandemic. The aim of the present work is to collect sufficient data about teachers and students' estimates towards teachers' electronic feedback in the writing skill as well as familiarising EFL students with this type of feedback, and increasing both Teachers' and learners' awareness about the role of e-feedback. The previous problem raised the following questions: What are the attitudes and opinions of both students and teachers towards teachers' e-feedback? To what extent is e-feedback excepted as a new way of providing feedback at Mila University Centre? What is the preferred way of delivering feedback for both EFL learners and teachers? To answer these questions, two questionnaires were delivered; the first one was directed to 64 third year English students in the department of foreign languages at Abdelhafid Boussouf University Centre in Mila for the sake of gathering information about their background knowledge, opinions, perspectives and preferences towards the concept of e-feedback. The second one was given to 10 EFL written expression teachers in the same department in order to collect sufficient data about the use of e-feedback. Results indicate that written expression teachers should implement both pen to paper feedback and e-feedback when commenting on student's writing in order to foster writing proficiency because as the results indicate e-feedback can be more efficient when accompanied by pen to paper feedback.

Key words: Feedback, Electronic Feedback, Hand Written feedback, Writing Skill.

List of Abbreviations and Symbols

CF: Corrective Feedback

COVID-19: Corona Virus Disease 2019

EFL: English as a Foreign Language

ESL: English as a Second Language

E-feedback: Electronic Feedback

FF: Formative Feedback

L1: First Language/ Mother Tongue

L2: Second Language/ Foreign Language

Q: Question

SC: Self Correction

SF: Self-Feedback

SLA: Second Language Acquisition

SLL: Second Language Learning

SLW: Second Language Writing

TEF: Teacher electronic feedback

TF: Teacher Feedback

WCF: Written Corrective Feedback

%: Percentage

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General Introduction

1. Background of the Study

Writing is one of the most complex tasks for language learners; it represents an essential element in learning a foreign language. Being a good writer requires much efforts and practise as well as taking into consideration teacher's feedback; as (Ifenthaler, 2010, p.103) claimed "Feedback was considered a fundamental component for supporting and regulating learning processes". Technological developments largely affected the teaching of writing. Rijlaarsdam et al. (2011, p.190) stated that "development of technology creates new forms of written communication, such as wikis, blogs, personal websites, e-lists, and e-for a...". Thus, the use of technology led to the appearance of another way for delivering feedback that is called electronic feedback. The latter is completely different from the traditional way or hand written feedback. The term electronic feedback or e-feedback was defined as following: the feedback that is delivered to students by the teacher through electronic devices (Ene, 2014).

2. Statement of the Problem

Feedback provision is one of the most challenging tasks for EFL teachers, especially during the current period of the COVID-19 pandemic. The latter has influenced the educational system in general and teaching writing in particular, in which it prevents teacher-student interaction which calls for the need of using technology to overcome the issue stated above. Electronic feedback, therefore, was the solution for EFL teachers in order to provide feedback successfully in writing. The present study investigates the impact of the teacher's e-feedback on students' writing proficiency, whether it affects the writing performance positively or negatively. Additionally, the research seeks to note down both teachers' and students' estimates towards that type of feedback as a new way for delivering feedback to be implemented at Mila University Centre.

3. Research questions and hypothesis

The current study is set to answer the following questions:

- What are the attitudes and opinions of both students and teachers towards teachers' e-feedback?
- To what extent is e-feedback accepted as a new way of providing feedback at Mila University Centre?
- What is the preferred way of delivering feedback for both EFL learners and teachers?

4. Aims of the Study

This investigation aims at:

- Familiarising EFL students with this type of feedback.
- Increasing both Teachers' and learners' awareness about the role of e-feedback on improving writing.

5. Research Methodology

In order to investigate this study and test the hypothesis set above, the survey method is selected to collect data; this choice was not chosen randomly, but mainly because of the problem of time limitation. Two questionnaires will be delivered; one is for the sample selected which is 64 EFL students from the large population of third year EFL learners at Mila University Centre, and another is directed to 10 EFL teachers who have experienced teaching written expression. The major aim behind questioning teachers and students is to note down their perspective towards the use of e-feedback in writing classes.

6. Structure of the study

This study will include two main chapters, the first one represents the theoretical part and the second will be the practical part. The theoretical part will be divided into two main sections; the first one, entitled 'Writing Skill for EFL Learners', will discuss the definition of writing, approaches to writing, its main stages, and the elements of writing including cohesion, coherence, purpose, organisation, support, expression and correctness. The second section entitled 'E-feedback and EFL Writing' will deal with feedback's definition and its different types. Moreover, it will highlight the concern of the whole work, which is electronic feedback. It will focus on its definition, the development of e-feedback, ways of e-feedback provision, the relationship between e- feedback and the writing performance, and the importance of e-feedback. The second chapter of this research will cover the methodology of research; it will emphasise the research means chosen to collect data from the sample, the analysis of the questionnaires and the discussion of the findings obtained.

Chapter One: Writing and E-feedback

Section One: The Writing Skill in a Foreign Language

Introduction

Mastering a specific language needs mastery of the speaking, the listening, the reading skills as well as the writing skill. This last skill is an important part in learning a second language (L2), as pointed out “the writing skill has finally been recognized as an important skill for language learning” (Harmer, 1998, as cited in Onozawa, 2010,153). which any English as a foreign language (EFL) learner must pay attention to. He/she would not be able neither to develop his/her language nor to express his/her thoughts and ideas in the absence of mastering this productive skill because simply writing is a linguistic ability that is used in order to show what is hidden in the mind in terms of written words (Harmer, 2001).

1. Definition of Writing

Writing as an important skill in second language acquisition (SLA) was the focus of several studies; thus, a number of definitions have been stated. According to Flognfeldt (2016, p.262) “writing is a process that ends with products. This product has a structure, a certain size, content, style, etc.”; it means that it is a personal productive skill, which starts with ideas in the mind and finishes with a specific and different production depending on the writer him/herself.

The writing process is done when the individual thinks about ideas, relates them to each other and organises how to state and express them clearly in order to be understood by the reader. Nunan (2005, p.98) argued that “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”.

Swales and Feak (1994, as cited in Zemieche, 2019) stated that “Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and more recently, on a computer screen.”

Writing is not an easy task; it requires continuous cognitive and physical efforts from the writer. Rijlaarsdam et al. (2013, p.193) supported the previous idea and claimed that “Writing a text demands mindfulness and effortful engagement”. Furthermore, writing is not only the case of transforming the spoken language into written symbols; it is also a cognitive process that needs a conscious use of the mind in certain period of time (White & Arndt, 1991).

Hamp and Kroll (1997, as cited in Weigle, 2002) claimed that writing is regarded as a tool for expressing desires and communicating with people which is used in order to achieve specific purposes in different situations.

2. Approaches to Writing

Teaching the writing skill in ESL classes does not have a specific way or method to follow. Raimes (1983) confirmed this through claiming that teaching writing is not restricted to one way. However, many techniques and approaches were created by teachers in the process of writing teaching. In the same point, Harmer (2001) said that within the teaching of writing a lot of diversity was noticed concerning the approaches; he suggested many approaches like the Process approach, Product approach, Creative approach and Genre approach. Many researchers suggested other approaches in addition to the afore-mentioned ones like the controlled to free writing approach and the guided approach.

2.1. The Controlled-to-Free Approach

Within this approach, the concern is on how much the performance of the task or the activity is controlled by the teacher. The type of activities the teacher uses here are: giving

the students sentences to transform from the active to the passive voice, from past to present, from singular to plural, or they can be also provided with paragraphs and asked to change words and clauses (Raimes, 1983). This approach prevents students from committing errors “because they have a limited opportunity to make mistakes” (Raimes, 1983, p.6), or what Matsuda describes as “no freedom to make mistakes” (Matsuda, 2003, pp. 19-20) since they did not have the chance to express their ideas and thoughts freely and they just follow what they were provided with by their teachers.

2.2. The Guided Approach

According to Raimes (1983) the main and the only difference between the controlled-to-free approach and the guided approach is the amount of control imposed in the task or activity. Besides, Dinamika (2015) stated that in guided writing learners are introduced to a model text by the teacher then he may ask them to make some modifications and changes to it. Furthermore; students are exposed to what is called free writing; within this approach, the learners apply the structures and the patterns which they already learned before writing an essay. For instance, students are required to write an essay about the influence of L1 on EFL learners, when they start writing students would apply all the rules that they have developed before such as coherence, cohesion, essay structure, thesis statement, and so on. Within the same vein, Hyland (2003) argued that in guided compositions, the learners are asked to fill the gaps in a short text, transform or complete sentences, conjugate tenses, besides doing other exercises with the main focus of avoiding mistakes.

2.3. The Genre Approach

The major concern of this approach can be deduced from its noun. The genre is one of the language varieties, which means something specific, or something related to a specific domain or field. Hence, students are asked to analyse texts that belong to the same genre

before they start writing their essays on that genre taking into consideration the theme, the style of writing, the situation, and the reader (Harmer, 2001, as cited in Çil, n.d). Halliday's genre-based approach (1978, 1994) involves three main stages which are represented in the following:

- Modelling a text
- Joint construction of a text
- Independent construction of a text (Firkins et al., 2007).

In modelling a text, the instructor explains the genre in detail; joint construction of a text or what is known as negotiating, in which the teacher uses questions to direct the class composition; independent construction of a text, in which the students develop the genre by working through multiple versions in accordance with the tutor. (Hyland, 2002, as cited in Zemieche, 2019).

2.4. The Product Approach

Researchers of this approach shed the light on the expression and the sentence itself i.e. they focus on the grammar and the correct spelling as well as the appropriate usage of words and phrases. Therefore, the main emphasis of this approach is accuracy in any produced piece of writing (Sakoda, 2021). Additionally, the focus of this approach has been shifted towards the process approach. Later on, the two approaches were too closed in their interest. Just as most researchers in the field Brookes and Grundy (1990) agreed that there is no clear distinction between these two approaches. The concept product approach as well as the process approach was used to describe nearly the same point; they turned around the process of writing. Sakoda (2021, p.1151) confirmed that "They should not be separated but they should be integrated, regarding their practical effects, the main difference is that, in a

product based approach, the model texts are shown at first, however, in a process based approach, the model texts are given at the end or in the middle of writing process”.

2.5. The Process Approach

It is one of the most important approaches in the writing skill. The concern of the researchers has been changed and moved to the process of writing rather than the produced piece of writing. This approach focuses on the process as well as the fluency of writing instead of focusing on the product and accuracy (Onozaxa, 2010). This approach represents the steps the writers or the students go through, starting with the first ideas then the first draft which they keep changing and modifying until they get the final work. The two principles of this approach are time and the feedback that the teacher provides his/her students with (Raimes, 1983). The teacher gave the students full time to think and write their ideas, in addition to the feedback that the students take into consideration in order to produce a better work. Harmer (2001) argued that the process approach requires the students to reflect upon the writing process itself and its procedure in order to come up with good writing. Therefore, students under this approach have no time limits when producing a written work that is to be corrected by the teacher. By contrast, students express their ideas and thoughts through writing their first draft then sharing it with their classmates in order to exchange ideas, and later on rewriting the first draft after thinking and reading it again and again to come up with a well-developed piece of writing (Raimes, 1983).

2.6. The Creative Approach

This approach is sometimes viewed as the appropriate way to raise the students' inspiration. It has the ability to foster creativity, motivation, and imagination by allowing learners to express themselves. On the one hand, it helps in preventing the learner from several problems that he/she might face when it comes to writing such as, lack of interest,

anxiety, and low motivation. On the other hand, it serves in building students' identity as well as self-discovery. Within this approach, first, the teacher presents the topic to his/her students then he/she lets them feel free to express themselves and use their creativity to create and produce new ideas. Then, he/she corrects their grammar mistakes like tenses and sentence structure. Finally, he/she tries to give them some critical comments as well as to provide them with corrective and evaluative feedback. (Bilton & Sivasubramaniam, 2009, as cited in Şenel, 2018). Moreover, Harmer (2001) declared that creative writing is “a journey of self-discovery and self-discovery promotes effective learning”. The concept of “self-discovery” means that the students emerge their personal life within their writing like past experiences and memories in order to glitter their creativity (Gaffield-vile, 1998, p.31, as cited in Harmer, 2001, p.259).

3. Stages of the Writing Process

Writing was the interest of many scholars who suggested a number of stages during its process. The latter is not a linear process i.e. its various stages are set in a recursive way (Weigle, 2002), which means that the writer can go forward and backward to make an adjustment by adding or omitting words. Tribble (1997, as cited in Harmer, 2001, p.258) claimed that “the various stages of drafting, reviewing, redrafting and writing, etc. are done in a recursive way: we loop backwards and move forwards between these various stages”.

In this vein, White and Arndt (1991) proposed the following model.

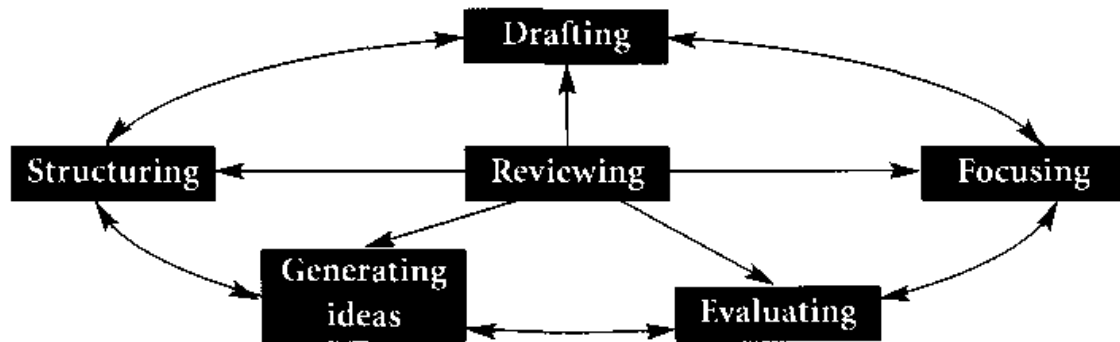


Figure01: White and Arndt Model of the Writing Process (As cited in Harmer, 2001, p.258)

Seow (2002, as cited in Hermilinda and Abd Aziz, 2018), and Harmer (2004) like many other scholars suggested that the writing process as a personal task is classified into five basic stages which are planning, drafting, revising, editing, and publishing (final version); they are presented in the following:

3.1. Planning

Planning also called (pre-writing) is the starting point of the writing process. It is about making plans and preparing how to write. Hedge (1988, as cited in Tribble, 1996, p.103) argued that “some pieces of writing require a great deal of preparation...” That preparation is done by gathering information about the topic in hand, generating ideas and thinking about how to organise them in order to produce a good piece of writing. The writer needs to collect knowledge using the preferable strategies, generate thoughts, and try to prepare a first but changeable framework (Johnson, 2016).

While planning, a set of questions should be asked for the sake of providing an effective writing such as, for whom this text is directed? What is the objective of this text? (William, 2003).

3.2. Drafting

Drafting is the stage that comes once planning is over. During this step, the plans, which are organised before, are put into practise and the writer starts writing; “writers move towards a text that most closely matches what they want to convey to their reader”(Tribble, 1996, p.112). The draft presents the first attempt that the learner makes, which would be modified later on. William (2003) declared that “after students have generated some ideas about topics developed a working plan, the next step is to begin writing a first draft” (William, 2003, p.115)

3.3. Revising

After planning and drafting, the next step occurs, under the name of revising, as an important part in the writing process, which requires checking the clarity and the suitability of the content for the receiver (Brown & Hood, 1989, as cited in Zemieche, 2019). In this context, revising means “see again” (Johnson, 2016, p.4) writers continuously read and revise their production in order to check if it needs an adjustment to be clearer and richer or not. Hedge (1988, as cited in Tribble, 1996, p.115) mentioned: “good writers tend to concentrate on getting the content right first”.

3.4. Editing

Editing takes place in accordance to revision i.e. whenever the writer reads and revises his/ her text, the idea of modification comes to his/her mind. Tribble (1996, p.115) in said: “writers are continuously reading through what they have written and making correction to ensure both clarity of expression and factual and grammatical accuracy”.

In this phase, the writer may add, delete or re-order words and expressions in order to avoid repetition, and improve writing (Baghzou, 2014), also he/she may correct punctuation, grammar and spelling mistakes. At first sight, Editing and revising can be seen the same; both

of them seek for modifying the text; however, there is a difference between them. Revising is to check the text in general; to add parts or remove parts from the paper (Johnson, 2008) without going deep while editing is much deeper; it has to do with the correction of sentence structure, word choice, repetition, etc.(Zemieche, 2019).

3.5. Publishing

Once the previous stages are over, the writer would be ready to share his work. Publishing is considered as the end of the writing process where the writer writes his final version and shares it with the community (Johnson, 2008). A student may publish his/her own work in different media such as a class book, a school newspaper or magazine, or applications on the web (Maolida & Mustika, 2018).

4. Elements of writing

Writing must consist of some basic elements in order to be effective; the elements that are widely agreed on among researchers are the following.

4.1. Cohesion

Cohesion has been defined by many scholars in various ways. For Halliday & Hassan (1976, p.4) cohesion means “Relations of meaning that exist within the text . . . it occurs where the interpretation of some elements in the discourse is dependent on that of another”. Generally speaking, cohesion means linking text’s elements with reference words (those, its, the latter, their...) and conjunctions (or, but, and...); all those words help in making the text readable and meaningful (Bailey, 2011). It was also defined by Taboada (2004) as the internal elements that hold the discourse together. Halliday and Hassan (1976) claimed that cohesion has two different types: grammatical and lexical cohesion. The first one includes ellipsis, conjunctions, reference, and substitutions. The last one is the lexical cohesion, which can be classified into reiteration and collocation.

4.2. Coherence

A good written discourse is the one that has a good combination between cohesion and coherence (Poudel, 2018). The latter was the main concern of many researchers; many articles, books, and journals were written on that aspect. Taboada (2004, p.158) gave the following definition “The hanging together of a text with relation to its context of situation or culture is called coherence”. Yule (2008, p.144) defined coherence on his way “everything fitting together well” i.e. coherence is achieved when the whole text or discourse makes sense and its part are well linked and joined together. In other words, when moving from one paragraph to another you find smooth moves and you did not feel of a pose or a cut between the two paragraphs. Furthermore, “coherence is the appropriateness of the contextual occurrence of the text so as to make the sense of the message conveyed”. (Poudel, 2018,p.6)

In addition to coherence and cohesion, the rest of writing elements were categorized differently by researchers. For Wilbers, the five elements that must be achieved in order to have an effective writing are:

4.3. Purpose (Central Idea)

Any piece of writing should have an aim. The writer during his/her writing should ask him/herself few questions such as: why is he/she writing, what is the message he/she wants to convey, to whom he/she is writing for and so many other questions. Greenlaw (2005) called this the focus. The second thing is that any written discourse should have a clear idea that turns around, and in the same time, the writer would try to give subordinate ideas like arguments, opinions, and evidence that support the central idea (Wilbers, 2000).

4.4. Organisation

This element has to do with coherence; it is about the sequential and logical organisation of thoughts and events of the text because it helps the reader to understand the

flow of events and ideas. As a good case in point, the introduction helps in giving a general idea about the topic and what comes next. The body and its division would help in dividing the supporting ideas. At the end, the conclusion summarises the whole text besides the central idea. (Wilbers, 2000).

4.5. Support (Material)

Any topic or idea needs to be supported with some materials; those materials can be illustrated in the form of arguments, evidence, examples, quotations (famous sayings), and explanations or clarifications. Those supporting materials would defend the main idea and convince the reader to agree with the writer's point of view (Wilbers, 2000).

4.6. Expression and Word Choice

The writer should choose his/her language very carefully as well as his/her words. Furthermore, the language should be clear enough, accurate, and simple to be easily understood by the reader. Additionally, the use of the appropriate words in their appropriate place would leave good insight on the reader. Moreover, the writer should avoid using ambiguous sentences or weird structures (Wilbers, 2000).

4.7. Correctness

Correctness is a very important aspect in the use of any foreign language. Both teachers and students should be aware of their accuracy in their writing. Any text should include three main features in order to be considered correct. Those features are summarized in the following points:

- ***Spelling:*** correct written forms of words including proper nouns and technical terms.
- ***Grammar:*** verb tenses, sentence structures, pronouns and articles, possessive form, and conjunction use.

- **Punctuation:** comma splice, fragmentation, run-on sentence, very long sentence, two independent clauses with wrong punctuation (Wilbers, 2000).

Conclusion

Since writing is regarded as an essential skill in SLL, it is necessary for both instructors and learners to turn the focus on that ability. The previous section aimed at familiarising the reader with the concept of writing; it includes several definitions of the term and its numerous approaches. After that, the emphasis was on the various stages of writing process, then moving on to writing elements including cohesion, coherence, purpose, organisation, support, expression and correctness. After covering what is mentioned before, the reader can build a clear idea about the writing skill, which enables him/her to produce better texts.

Section Two: E-feedback and EFL Writing

Introduction

Feedback is the key part of a successful writing process, and providing feedback is considered as one of the main roles of the EFL teachers (Hyland, 2003). Teachers need to pay attention to this important concept because of its great effectiveness on learners' writing; it helps them to know their strengths and weaknesses, yet to improve their writing proficiency as well. Hence, researches have proved that teacher feedback is strongly admired by second language writers (Hyland, 1998, as cited in Hyland, 2003).

1. Definition

Due to its great significance in L2 writing, many researchers shed light on feedback and its effectiveness on learners' performance. Thus, a number of definitions have been

stated. In the simplest sense, feedback is one situation of communication where a speaker transfers a message to a receiver (Fisher & Taylor, 1979, as cited in Kio, 2015).

In other perspectives, it is widely recognised that feedback refers to any comment given to the students by their teacher about their written work. As Denton et al. (2008, as cited in Cooperman and Berenato, 2014, p.79) claimed “feedback is that which indicates to learners where they have done well, where their misunderstandings are, and what follow up work might be required”. Within the same vein, Shute (2008, p.154) added that it is “information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning”

For other researchers like Kulhavy and Wager (1993, as cited in Baghzou, 2014) feedback may come in terms of a means for increasing learners’ motivation, a tool for positive or negative reinforcement, or an informative way, which helps learners know about their level. To support this idea, many scholars stated that any communication or technique that keeps students notified about the accuracy of a response is regarded as feedback (Carter, 1984; Cohen, 1985; Kulhavy, 1977; Sales, 1993, as cited in Mory, p.745).

Feedback assures writing and revising process in which the production is not seen as self-contained, but rather it represents a next point to later texts the student will develop. As Hyland (2003,p. 177) declared :“Feedback therefore emphasises a process of writing and rewriting where the text is not seen as self-contained but points forward to other texts the student will write”.

Another definition is by Sárosdy et al. (2006, p.121) who defined this term as “the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement”; the source of that information may be peers, teachers, or the learners themselves.

Feedback can take many forms including:

- **Commentary:** the most commonly used form of feedback that comes in terms of handwritten comments on students' papers.
- **Minimal marking:** a type of in-text, form based feedback, which highlights the position and the type of error instead of direct correction.
- **Taped commentary:** to record remarks on a tape recorder and write a number on the papers to identify what the comment is referring to.
- **Electronic feedback:** it refers to the form when teachers email students to provide them with feedback electronically using computers rather than direct comments on students' papers (Hyland, 2004).

2. Types of Feedback

Many scholars suggest various types of feedback; some of them list different types depending on their function, whereas others categorise them depending on their nature. The most common types of feedback that researchers agreed upon are the following:

2.1. Peer Feedback

Peer feedback is the kind of feedback that is provided to students via their classmates or colleagues, which goes through various steps during the process of writing. Usually, it starts with dividing students into small groups then asking them to write a paragraph on a specific topic. After they finish their writing, they exchange what they have written with the other group to give comments on their peers' work (Hyland, 2003). It has been proved that peer response is more beneficial than teacher feedback where Sackstein (2017) stated:

Student-to-student feedback is often received more positively than teacher-to-student feedback. With basic instruction and on-going support, students can learn to be

exceptional peer strategists, providing thoughtful insight into what works from an audience's perspective and offering constructive strategies for improvement. (pp.3-4)

In addition to that, students become active learners because they are involved in the learning process as well as the teaching one. Furthermore, the student would not wait for the teacher's provision of feedback. By contrast, students would correct, discuss, analyse, diagnose, their classmates' problems whatever their nature is (Sackstein, 2017). More specifically, "the idea of students receiving feedback on their writing from their peers developed from L1 process classes and has become an important alternative to teacher-based forms of response in ESL context" (Hyland, 2003, p.198).

2.2. Self-feedback

Self-feedback takes place when the student detects and corrects his own mistakes. Usually, this type of feedback needs to be followed by peer feedback or correction to make sure that the error committed by the student is well covered (Zemieche, 2019) For Wanchid (2013) self-correction (SC) or self-feedback (SF) is a method that is used in case the student himself checks his writing, analyses, corrects and assesses it. According to Butler and Winne (1995), the outside is not the only source of feedback; it can be also internally self-generated. Within the same point, Hedge, 2000 and Scrivener, 2005 (as cited in Ellis, 2013) believed in the idea of SC and encouraged the tutor to give such chance to his/her learners. If this does not work, he/she would give the chance to another student. Many studies were conducted on SC strategy. These studies proved that this method helps in improving the linguistic competence of the student (Erfanian, 2002); also, it serves in developing accuracy as well as the writing performance of students in general (Ganji, 2009); in the same time, it strengthens the students' self-esteem and it makes them feel independent in their learning from the teacher. Thus, pushing them to make more efforts to correct, evaluate and cover their

mistakes (Ancker, 2000; Yang, 2010, as cited in Wanchid, 2015). Moreover; “it is seen as a way of giving more control and autonomy to students since it involves them actively in the feedback process as opposed to a passive reliance on teachers’ feedback to ‘fix’ up their writing” (Mendoca & Johnson 1994, as cited in Hyland, K; Hyland, F, 2006, p.88). However, self-correction or self-feedback does not work with all learners especially those who have lower level of L2 proficiency. It means, learners who do not master the language very well and who do not have enough linguistic knowledge cannot arrive at the point of correcting their mistakes and errors by themselves” (Brown, 1994; Ferris & Hedgcock, 1998, 2004, as cited in Ferris, 2006)

2.3. Teacher’s Feedback

The teacher is the one who is responsible for providing such type of feedback. He interferes, evaluates, and corrects his/her student’s mistakes and errors with whatever he/she thinks is necessary. This type of feedback is more important than those of self and peers ones because the teacher is more experienced in responding to errors as well as correcting them. At the same time, the teacher knows his/her student’s level and personality more than hi/her classmates do. Furthermore, Baker (2013, as cited in Wanchid,2015) agreed that “providing feedback in the EFL writing class is believed to be a teacher’s major responsibility, particularly in higher-context cultures, in which authority is primarily in the teachers’ hands and students feel that it is inappropriate to question teachers”. Besides, when the teacher responds to his/her students’ answers; he/she would make any decision concerning the errors that should be corrected and the ones that should not, time of correcting those errors, the choice of the type of feedback and the strategy in correcting them (Ellis, 2009). Indeed, TF can take many forms. It might be evaluative, corrective, formative, and electronic.

2.3.1. Evaluative Feedback. Evaluative feedback can be positive or negative. The positive one represents a teacher's validation or a confirmation of the student's correct answer. It serves as a reward and at the same time an encouragement for the other students to participate. On the other hand, the negative one can be a written or an oral comment that takes place after a wrong answer by the student (Balachandran, 2017). First, when the student gave a wrong answer to the teacher's question. The latter in this situation would provide his/her student with negative evaluative feedback. He/she would try not to let the student feel embarrassed. The teacher might say 'Thank you for your answer!', or he says 'Ok! Good!' but try to rethink about it again', or he/she just says 'mmm' different point of view 'Who wants to give his/her point of view too?' For example, during the linguistics session, the teacher asks the following question: what are the aspects of speaking? A student might say: 'There are eight aspects which are the scene, the participants, the ends/goals/objectives, the acts, the key, the instrumentalities, the norms, and the genre'. The student's answer is wrong he/she is confusing the aspects and the elements of speaking; he/she could not differentiate between the two. In this case, the teacher might say 'Oh! Thank you, but let us remember together what the aspects of speaking are?' Or he/she would say 'Oh! Great! Your classmate has given us the next point of the lesson'. Second, when the student's answer is correct, the teacher makes less effort. He/she would just give a positive reply to the answer whether orally or on paper. For instance, in the exam paper of a student who wrote a very good essay, the teacher might comment 'nice style of writing', 'keep going', 'good job', or 'very interesting style with good language' besides a good mark of course. If the reply happens orally the teacher might give comments such as 'very well', or 'excellent'.

2.3.2. Corrective Feedback. It is one of the most important types of feedback, which many researchers wrote about in their articles, books, and journals. According to Soori et al. (2011), CF can be defined as a response to a student's answer that contains an error. Within this response, the teacher might include the indication of the mistakes or the errors that are committed by the student, as well as a correction of those errors. This CF can take many forms like content comments, error correction, error correction and content comments, and error identification without correction (Soo et al., 2013). Generally speaking, CF is used to correct the errors that are related to the form rather than those which are related to the context (Al-Olimat, AbuSeileek, n.d). CF has many advantages that were pointed out by Sheen et al. (2009) in that using CF enables the learners to notice their mistakes and to have, a correction from an expert. This was also confirmed by Abuseileek (2012) when he stated that CF is regarded as an important means that is used to enhance the learning and teaching of English via providing help for students to correct their errors and this what Schmidt (2001, p.31) described as "the first step in language building". Regardless of the previous statements that discuss the fruitfulness of CF, still it has also some weaknesses. Truscott (1996, as cited in Bitchener and Knoch, 2008, p.409) claimed that "written corrective feedback WCF (error correction) is both ineffective and harmful, exposed the fact that there was no satisfactory research evidence to support the belief that WCF is effective in helping learners improve the accuracy of their writing over time". Another important point is that teachers are facing a huge problem when it comes to correcting the students' errors. This issue has been the focus of interest to Guenette (2007, as cited in Sain et al., 2013) who stated:

ESL teachers are faced with the dilemma of whether to correct, or not to correct the grammar of their students' essays due to the contradictions that have been brought up about the effect of error correction. Feedback is surely important but the focus now is on which type of corrective feedback would be effective to enhance students' written performance. (p.835)

Corrective feedback has various types, which are categorised by Lyster and Ranta (1997) as the following:

- ***Explicit error correction.*** The case when the teacher gives the direct correction of the error (e.g. you say went and not goed).
- ***Clarification requests.*** When the student does not get the point that the teacher has just explained and asks for clarification is the type of clarification request.
- ***Recast.*** It is a reformulation of the student's answer, which is related to structure and sentence formation.
- ***Metalinguistic feedback.*** The teacher uses this type to inform the student about a committed error in an indirect way without correcting it. (e.g. there is a mistake that is about tenses)
- ***Repetition.*** It is when the student produces a wrong utterance; the teacher repeats that utterance again and smoothly corrects the error (e.g. I goed to Tunisia last year, oh nice you went to Tunisia last year)
- ***Elicitation.*** Giving the student a chance to correct his/her mistakes with some help from his/her teacher (e.g. try that again, I went...) is called elicitation.
- ***Translation.*** It refers to using words from the L1 by teachers to correct an error or to give a comment.

The types of feedback mentioned above are used differently from one tutor to another. The latter may decide to use two or more types or he/she may use various types within the same situation depending on the error committed and the student's level. As a result of the variation of CF's types, many studies have been conducted and this is approved by Sauro (2009, p.97) who declared that "As has been noted a subset of comparison studies have begun to examine the relative effectiveness of different types of corrective feedback on the acquisition of L2 forms"

2.3.3. Formative Feedback. This type was defined as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (Shute 2008, p.152). In other words, any single information that is given to the learner after his/her answer to enrich and improve the knowledge and correct the answer is considered as formative feedback. Another definition was developed by Irons (2008, p.7) "Formative feedback is any information, process or activity which affords or accelerates student learning based on comments relating to either formative assessment or summative assessment activities". It is also known as one of the main features that influence the learning process (Goldin et al., 2017). Moreover, FF helps the learning process by generating the information taken from the feedback that has positive effects for both teachers and learners. At the same time, it aids the teachers to know the points where their students are facing problems, hence focusing on and giving much importance to those points (Jawah et al., 2004). Accordingly, FF use allows students to recognise their level easily i.e. they can easily determine where they are situated in the learning scale, what goals they have set and to what extent those goals are achieved, besides the way to obtain those learning objectives. (Goldin et

al., 2017). Specifically, “FF aims to improve the competencies and skills of a student” (Yorke, 2003, as cited in Duss, 2020, p.6)

3. Electronic Feedback

The development of technology has influenced teaching and learning a second language in general, and the teaching of the language main skills in particular. This development changed the way of teaching writing where there was a shift from face to face interaction to online interaction (Weigle, 2002); consequently, the way to provide feedback also has been influenced. Rather than using pen to paper feedback, numerous teachers and learners prefer to use e-feedback because of its effectiveness in language writing (Hyland, 2010, as cited in Ene & Upton, 2014).

3.1. Definition of E-Feedback

Different scholars demonstrated the role of computers in all domains; that is to say, education like other fields was affected by the development of technology and hired computers as an aid. Supporting the previous idea, Rezaee and Ahmadzadeh (2012, as cited in Al-Olimat, 2015) claimed that “computers have become an inseparable part of everybody's life. By far, their roles in education, especially in language learning and teaching, have expanded so drastically that no language instruction can ignore them in its curriculum”. Thus, e-feedback has caught the attention of many researchers (Prins et al., 2005; Tuzi, 2004; Chen, 1997; Snyder, 1996, as cited in Wihastyanang & Latief, 2017). According to Ene and Upton (2014, para.8) electronic feedback refers to “computer-facilitated feedback produced by either the teacher or student peers with the help of a computer and delivered electronically to the student”. Tuzi (2004, as cited in Seliem and Ahmed, 2009, p.4) argued that it is “a feedback in digital, written form and transmitted via the web”.

Additionally, Harmer (2004) found that the feedback, which is given via technology using e-mails or programs, is considered as e-feedback. He emphasised that it is

the most suitable way for students who prefer writing using computers. The figure below represents an example of teacher's e-feedback:

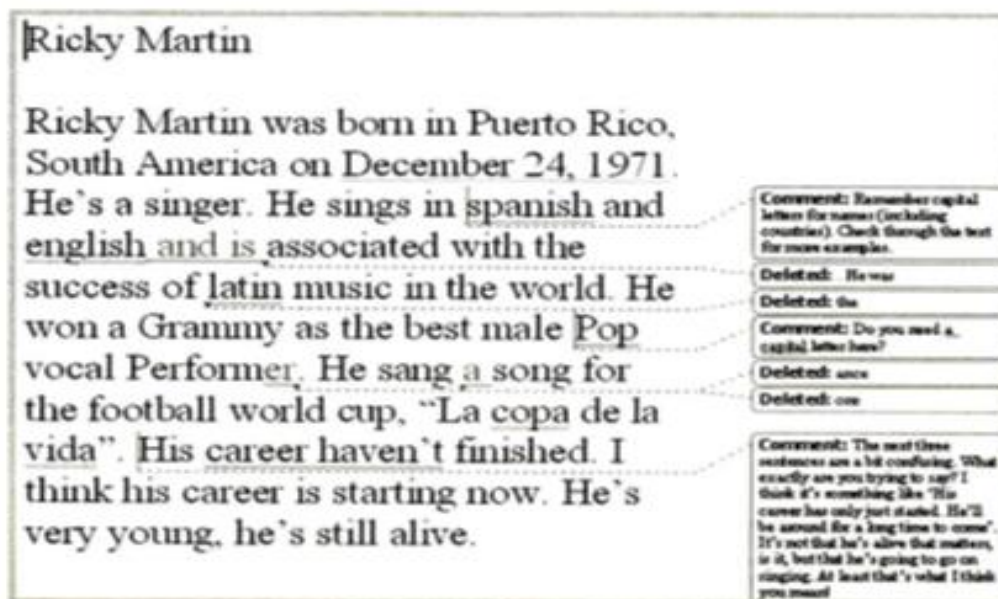


Figure 2. Example of Teacher's E-feedback on Students' Writing (Harmer, 2004, p.115)

Moreover, as pointed out by Al Damen (2020) teacher electronic feedback (TEF) refers to the response delivered to students after the submission of their assignments using various online techniques including e-mail, Messenger or Whats App's chats, voice comments, and video calls.

3.2. Development of Electronic Feedback

In accordance with the advance of technology, the use of computers appears as a new and preferable way for both teachers and learners in the field of education in general and in second language writing (SLW) all around the world. EFL teachers who mostly used to provide feedback directly on students' papers (pen to paper feedback) try a different way in which they respond to students' writing electronically with the help of computers (Ene & Upton, 2014; Chang et al., 2012). This new way called 'e-feedback' includes comments sent and received via technological means like emails and online software (Bakla, 2020).

By the end of 2019, an unexpected phenomenon occurs; a pandemic, that tipped the scales called COVID-19, affected all domains worldwide and obliged people to stay home. Therefore, schools were closed all over the world what made the governments look for solutions in order to overcome that serious problem with the minimum of losses. Algeria, similar to numerous countries around the world, was obliged to apply a new way of education, which is distance learning via platforms in order to carry on the educational programs successfully. While schools were closed and interaction was prevented, online learning acted as a mediator between teachers and students. In that case, the role of computers and technology was getting more significant than ever before, and so was the possibility of getting teachers' feedback. Although it was one of the most complex tasks, teachers' e-feedback increased considerably. Hence, the concept of e-learning and e-feedback which was uncommon within the Algerian educational institutions before became very common with the use of online applications such as Messenger, Google Meet, and Zoom.

3.3. Ways to Provide E-Feedback

Recently, the choice to deliver feedback either face to face or electronically was available depending on the preference of both the teacher and the students. However, due to the rapid growth of technology, the necessity to use e-feedback was put into discussion. Harmer (2004, p.114) said: "a lot of feedback can now be given electronically, either via e-mail or through text editing programs."

3.3.1. Feedback via e-mail. E-mail is one of the most highly used tools in second language teaching in general and while providing feedback in particular. Sending comments using e-mails is regarded as the best way to respond to students' writing (Harmer, 2004). In the same context, several research works were conducted for the sake of recognising the effectiveness of feedback using e-mails on the students' writing proficiency. Li (2000, as cited in Sain et al., 2013) found

that, compared to traditional corrective feedback where students fail to interpret their teacher's handwriting, e-mail feedback attracts more attention and creates more enjoyable learning.

3.3.2. *Feedback via Programs.* Electronic feedback in this context is defined as "...Automated feedback provided by a computer. Sophisticated software systems that can generate immediate evaluative feedback on student writing..." (Ware & Warschauer, 2006, p.105). In other words, e-feedback is any feedback that is provided to students via systems, applications, or programs in which the feedback consists of evaluation and correction. Among the well-known programs and systems, there is the famous Criterion E-rater (Burstein et al. 2003). This program was created by the Educational Testing Service. It was developed to look for grammatical errors as well as fragmentations and sentence structure errors, then to provide feedback on those errors whether in grammar, style, structure and order, word usage, and word choice. (Ware & Warschauer, 2006). One more e-feedback program was called MY Access. Created and developed by Vantage Learning (Eliot & Mikulas, 2004, as cited in Ware and Warschauer, 2006). In comparison to the e-rater, it is a less sophisticated system in providing individual feedback. It provides feedback using word checklist, spelling checker and other operations.

3.4. *The Relationship between Electronic Feedback and Writing*

The influence of electronic feedback on SLW was the concern of different scholars who worked on that aspect; research studies conducted in this area ended with two different findings. On the one hand, it has been proved by Seliem and Ahmed (2009); Tuzi (2004); Zidani (2018); Abdullah, Hussin and Shakir (2018) that e-feedback is a fundamental part in learning and teaching second language writing which helps in improving the students' writing quality and promotes their writing production. On the other hand, other studies like Seliem

and Ahmed (2009); Allah (2008); Hyland, K. and Hyland, F. (2006) had proved that e-feedback may affect the writing quality negatively because simply some students are not familiar with the use of computers or not interested in using that tool. Therefore, rather than working on their writing, they will face problems and consume more time. In addition to that, some teachers and students prefer providing/provided with traditional feedback than e-feedback. This reason makes it uncommon and limits its effectiveness in fostering the writing proficiency (Wihastyanang & Latief, 2018).

3.5. Importance of E-Feedback

After e-feedback was put into discussion, a huge number of studies were conducted in order to prove its effectiveness and significance on SLW. As cited in Zidani (2018), many scholars like (Braine, 1997; MacLeod, 1999; Hewett, 2000; DiGiovanni and Nagaswami, 2001; Tuzi, 2004; Guardado and Shi, 2007; Beauvois, 1992; Kelm, 1992; Kern, 1995; Chun, 1994; Florez-Estrada, 1995; Itzes, 1997; Van Handle and Corl, 1998) pointed out the importance of providing e-feedback and its effectiveness on improving students writing proficiency. The concept e-feedback aids learners to be more active in their learning. It is a combination of oral and written feedback, which is distinguished by the informal style of verbal communication, the permanence of written communication, the ability to be available at any moment, and its consideration as a tool to encourage students' participation (Warschauer & Ware, 2006). The findings of the research done by Zidani (2018) proved that learners take an active role and achieve better results; she declared:

Using technology, particularly e-feedback in a form of e-mails [is] considered as a passionate technique that had a positive effect on developing the students' academic writing skills more than traditional teachers' feedback . . . Through using e-mails, they achieved a [sic] better results and being enthusiastic in the process of correcting and revising their errors. (p.403)

In the same respect, other research including (Dickinson, 1992; Seliem and Ahmed, 2009; Yang and Durrington, 2010) confirmed its effectiveness and reported that e-feedback promotes students' learning. Moreover, it encourages learners to take responsibility of their learning and boosts their participation in which they become more active (as cited in Chang, et al., 2012).

Furthermore, Abdullah et al. (2018) made an investigation on the effects of peers' and teachers' e-feedback on writing anxiety. The findings of the study proved that both peers' and teachers' e-feedback affected students' attitudes towards writing positively and helped them in strengthening their writing proficiency. In addition to that, results of the previous research claimed that e-feedback also aids in decreasing writing anxiety, which is known as one of the most common problems that students face.

Conclusion

This section demonstrated an overview about teachers' feedback in general and teacher electronic feedback in particular. Starting with defining the notion of feedback and identifying its types then moving on to the core of the study at hand, which was illustrated in e-feedback mentioning its definition, development, the ways it is provided, and finally showing its importance. The aim behind this section was to shed some light on this new way of delivering feedback in the educational field in order to reveal its role in SLW.

Chapter Two: Fieldwork

Section One: Research Methodology and Data Collection Tools

Introduction

This study consisted of two basic parts, starting with the theoretical part which includes research of other scholars related to the subject under investigation. It is to be followed with the practical part which aimed at confirming or disconfirming the hypotheses stated at the beginning of this research paper. The latter is grouped into two sections. Section one is entitled ‘Research Methodology and Data Collection Tools’ whereas the second one is entitled ‘Analysis and Interpretation of Research Findings’.

1. Means of Research

For the sake of completing the present piece of research which was entitled ‘The Impact of Teacher’s Electronic Feedback on Students’ Writing Proficiency’, the survey method was implemented. The latter was not selected randomly but it was chosen due to several reasons; the main reason was the limitation of time where other research methods such as the experiment were just impossible to be conducted under such conditions. Hence, two questionnaires were delivered to both students and teachers in order to get sufficient data. It is believed that the questionnaire is an effective tool that allows the collection of data from a large sample in a short period of time. Hoadjli (2015) affirms: “The popularity of a questionnaire is usually due to the fact that this tool is easy to administer since it is versatile and uniquely comparable of gathering a large amount of information quickly” (as cited in Hoadjli, 2016, p.44).

2. The Sample

The current investigation took place in the Foreign Languages Department at Abdelhafid Boussouf University Centre, Mila. The population of the study involved third

year EFL learners who were 223 students. The reason behind choosing to work with that population was their familiarity with the English language and their ability to understand as well as to provide valid and accurate answers. 64 third year students were selected randomly as a sample from the large population. In fact, a fifth of the population, which makes 44, was the representative sample to be used, but the student researchers handled more questionnaires fearing that some students might skip answering many questions therefore their answers would be eliminated. Additionally, 15 teachers, who have experienced teaching written expression, were randomly selected from the same department.

3. Description of the Questionnaires

3.1. Description of students' questionnaire

A questionnaire was directed to 64 third year EFL learners at Abdelhafid Boussouf University Centre, Mila for the academic year 2020/2021. It was distributed two times; the first one was delivered on the 6th of May 2021 and it took place in the classroom with the presence of their teacher from 11:00 to 11:30 a.m. The second one was handed out on the same day from 13:00 to 13:30 p.m. in the amphitheatre. This tool was made up of 18 questions of two types: close-ended and open-ended questions. It was divided into three sections. The first section was entitled 'Learner's Profile'; it aimed at gathering information about the learners' background. The second section was named 'Writing and Feedback for EFL Learners'; its main purpose was to collect data about their writing and how to improve it in addition to their opinions about feedback. The third section entitled 'Attitudes and Perspectives toward Teachers' Electronic Feedback' was developed to obtain information about students' perceptions towards the use of e-feedback and its impact on their writing.

3.2. Description of teachers' questionnaire

Teachers' questionnaire was opted for as a support for the current investigation for the sake of gathering accurate answers from experienced people. Fifteen questionnaires were

submitted on 10th of May 2021 to EFL teachers who have been teaching written expression. Unfortunately, only 10 questionnaires were answered in spite of the long period of time it took in order to collect them. This means of research was composed of 17 questions of two different kinds: close-ended and open-ended questions. The latter was categorised into three sections; 'Teachers' Profile' was the first section; it was concerned with information about teachers' teaching experience. The second section 'Writing and Feedback for EFL Teachers' dealt with their opinions about students' level in writing, the way of providing feedback and whether it had an impact on students' production or not. The last part of the questionnaire was entitled 'Teachers' Perceptions towards E-feedback'; it discussed their points of view about the use of e-feedback and its effectiveness on SLW in addition to the problems that both teachers and students face when applying such a new technique.

Conclusion

This section discussed the methodology of the present research. First, it sheds light on the research means used to accomplish this work including the quantitative method i.e. students' and teacher's questionnaires. Second, it described the sample of the study, which represented 64 English students who were selected at random in the department of foreign languages. Finally, it gave detailed description of both students' and teachers' questionnaires.

Section Two: Analysis and Interpretation of the Research Findings

1. Analysis of the findings

1.1. Students' questionnaire

1.1.1. Section one: learners' profile.

Q1. Age

Table 1. Learners' Age

Age	Number	Percentage
19-20	12	19%
21-23	50	78%
More than 23	2	3%
Total	64	100%

The purpose behind asking this question was to know whether there were old learners studying English because it is widely agreed that old people were not familiar with technology. That could lead to several problems when it came to the use of technological devices. The table above shows that the majority of students 78% were aged from 21 to 23, 19% were between the age of 19 to 20, and the rest which represented the minority with 3%, were much older than 23.

Q2. Hobbies

Table 2. Learners' Hobbies

Option	Number	Percentage
Writing	15	23%
Reading	17	27%
Exploring	8	12.5%
Others	24	37.5%
Total	64	100%

This question was aiming to discover students' hobbies in general and to see their interest toward writing in particular. Concerning writing which was considered as the main interest of the question above, only 23% of students were interested in that skill. The rest were divided between reading 27%, exploring 12.5%, and other hobbies with the percentage of 37.5%. These findings suggested that 77% saw writing as a less important activity than the others; thus, they did not care about its improvement as well as its development.

Q3. Was studying English your first choice?

Table 3. Learners' Choice of Studying English

Option	Number	Percentage
Yes	48	75%
No	16	25%
Total	64	100%

The aim of this question was to know whether English was their first choice or not, and if they were interested and motivated to learn it. Table 4 reveals that the majority 75% of the sample opted English as their first choice. However, 25% of them declared that they were

obliged to study English. This indicated that the majority were highly interested in learning English language and highly motivated to improve their level.

1.1.2. Section two: writing and feedback for EFL learners.

Q4. Are you interested in learning the writing skill? Why?

Table 4. Students' Interest in Learning Writing

Option	Number	Percentage
Yes	59	92%
No	5	8%
Total	64	100%

The objective of this question was to show both students' interest and disinterest in learning the writing skill in addition to get logical clarifications about their choices. The table indicates that 92% of learners had a great interest towards learning writing due to several reasons including the importance of the writing skill in improving English language and its consideration as a tool of communication to express writer's thoughts and ideas. However, 8% that represented the minority were not interested in the writing skill.

Q5. Where do you practice writing, and how often do you write?

Table 5. The Place to Practise Writing

Option	Number	Percentage
At home	17	27%
In the classroom	18	28%
Both	22	34%
No answer	7	11%
Total	64	100%

The aim of this question was to confirm the answers of the previous question, in which 34% of the participants declared that they did practise writing both at home and in class. Besides, 27% of them practised it only at home because of the lack of time in the writing class. On the other hand, 28% of them worked on their writing only in the classroom and the minority with 11% did not answer the question. The results suggested that the majority were interested in improving their writing proficiency whereas others wrote only when they were obliged to.

-How often do you write?

Table 6. Frequency of Practising Writing

Option	Number	Percentage
Always	7	11%
Sometimes	38	59%
Rarely	16	25%
Never	3	5%
Total	64	100%

The table demonstrates that 59% of the sample practised writing sometimes, 25% of them rarely do it, 11% of the informants always write and the rest 5% never try to practise it. These results, again, assume the interest of the majority of learners in the writing skill and their willingness to enhance it. By asking the participants this question, the desire was to know the frequency of practising writing.

Q6. How can you describe your writing level?

Table 7. Students' Level in Writing

Option	Number	Percentage
Very Good	2	3%
Good	27	42%
Average	28	44%
Poor	7	11%
Total	64	100%

Table 8 represents students' level in Writing; it reveals that the least percentage 3% of respondents claimed that they had a very good level while the majority said that they were good and average in writing 42% and 44% respectively. Finally, 11% of them declared that they had poor level. Generally, this showed that the level of students was between average and good.

Q7. How many writing sessions do you have?

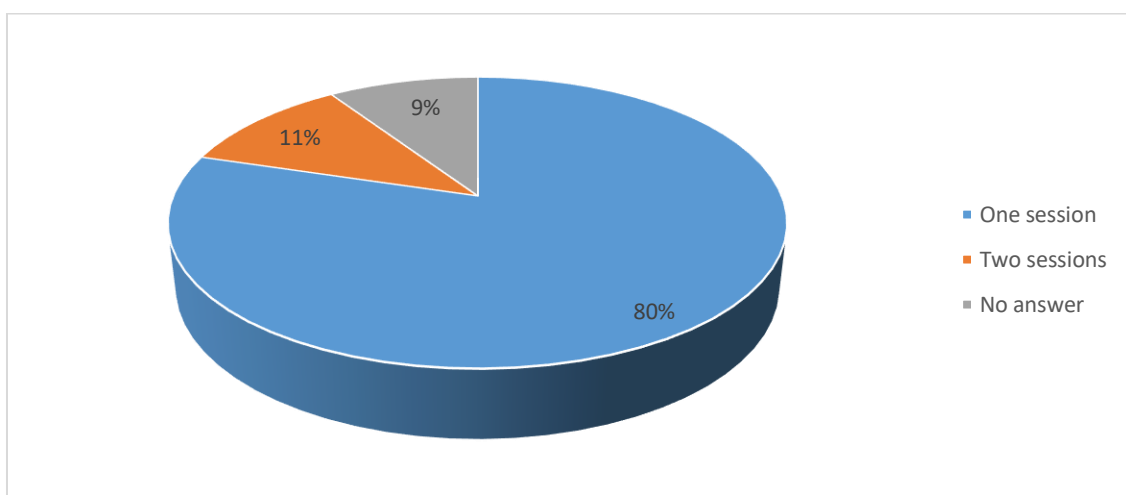


Figure 3. The Number of Written Expression Sessions

Figure 3 shows that the high percentage 80% went towards one session, and 11% of the answers were two sessions. This variation might be due to the misunderstanding that occurred because of the change of timing that happened in the last two years.

Q8. Do you think that this timing is enough?

Table 8. *Students' Responses about the Timing of the Written Expression Class*

Option	Number	Percentage
Yes	12	19%
No	50	78%
No Answer	2	3%
Total	64	100%

Table 9 demonstrates that 19% of the respondents thought that timing was enough, yet 78% declared that timing was not enough for them. Only 2 students representing 3% did not answer.

Q9. What do you do in order to improve your writing?

The aim of stating this question was to investigate the strategies that the students use in order to improve their writing. Most of them agreed that reading was the best way to develop the writing proficiency whereas others said that they improved it through watching movies and memorising words to enrich their vocabulary. Additionally, a large number of them did not answer the question above.

Q10. Do you prefer being corrected by the teacher in the writing classes?

Table 9. Students' Preferences about Teachers' Correction

Option	Number	Percentage
Yes	60	94%
No	4	6%
Total	64	100%

Table 10 demonstrates that 94% of the informants announced that they approved teachers' correction; this reflected their strong personality, high self-esteem, and their desire to know their mistakes in order to avoid them in the future. On the contrary, 6% were against teachers' correction simply because they might feel embarrassed when their teacher corrected their errors orally in front of their colleagues. By asking the sample such a question, the objective was to find out learners' preferences towards teachers' feedback.

Q11. How often does your teacher provide you with feedback?

Table 10. Frequency of Providing Feedback in Written Expression

Option	Number	Percentage
Always	9	14%
Sometimes	35	55%
Rarely	20	31%
Never	0	0%
Total	64	100%

Table 11 presents the frequency of providing feedback in written expression sessions; it shows that the majority 55% of the representative sample pointed out that they sometimes receive feedback about their writing production, and 31% of them selected the option rarely. However, the rest of the percentage 14% demonstrated that students frequently

receive feedback, yet none of them chose the last option. These findings indicated that the lack of time hinder the teachers from providing feedback frequently and sufficiently.

Q12. What type of feedback do you know?

When asking this question, the purpose was to know whether or not the respondents were familiar with electronic feedback. Unfortunately, the majority of them did not answer this question; this assumed that they did know neither e-feedback nor the other types. Still, one student stated the evaluative type and another said oral feedback.

Section three: attitudes and perspectives towards teachers' electronic feedback.

Q13. What kind of feedback do you usually receive?

Table 11. Types of Feedback

Option	Number	Percentage
Hand written	44	69%
E-feedback	20	31%
Total	64	100%

The table above shows that 69% of the participants claimed that the type that was mostly used was the hand written one while only 31% of them claimed that the type mostly used by teachers was e-feedback. This suggested that teachers preferred the traditional way rather than e-feedback may be because they had some problems concerning the use of technological devices. This question aimed at knowing whether e-feedback was used by the teachers or not.

Q14. How often do your teachers provide e-feedback?

Table 12. Frequency of Providing E-feedback

Option	Number	Percentage
Always	7	11%
Sometimes	24	37%
Rarely	10	16%
Never	23	36%
Total	64	100%

This table demonstrates the frequency of providing e-feedback in written expression; 37% of the participants reported that they were sometimes provided with e-feedback. An equivalent rate 36% declared that they had never experienced receiving such type. Moreover, 16% of students agreed on rarely receiving e-feedback while 11% of them claimed that they always received e-feedback.

Q15. In your opinion, which type of feedback is more effective in enhancing your writing?

Table 13. Students' Attitudes towards Hand Written and E-feedback

Option	Number	Percentage
Hand-written feedback	42	66%
E-feedback	18	28%
No answer	4	6%
Total	64	100%

The aim behind asking that question was to reveal students' perceptions towards e-feedback; that is to say, whether or not they saw it as a positive addition that brought effectiveness and improvement to the writing skill in particular and SLL in general. Remarkably, 66% opted for hand written feedback indicating that pen-to-paper feedback was

the most effective type whereas 28% represented learners who chose e-feedback as the most effective type for developing writing. Last, 6% did not answer this question. The logical expectation of these findings was the limited use of e-feedback by the teachers what made learners chose what was common for them.

Q16. Can e-feedback help students enhance their writing skill? Why?

Table 14. Students' Attitudes towards the Relationship between E-feedback and Writing

Option	Number	Percentage
Yes	50	78%
No	14	22%
Total	64	100%

Similar to the previous question, the purpose was to check whether e-feedback was helpful in heightening writing proficiency. The item above shows the relationship between e-feedback and writing; the greatest rate 78% of the participants answered by 'yes' i.e. they believed that e-feedback had a positive direct impact on their writing. They supported their choice mentioning the following reasons: the availability of e-feedback all the time, and its clarity and easiness to be understood in addition to their claim that any feedback is helpful for writing. However, the rest 22% had an opposite view stating that e-feedback did not help enhancing the writing skill because some students were not familiar with this kind.

Q17. If you have the right to choose between traditional feedback and e-feedback during your academic year, which one would you opt for? Why?

Table 15. Students' Choice between Traditional and E-feedback

Option	Number	Percentage
Traditional feedback	39	61%
Electronic feedback	25	39%
Total	64	100%

As shown in the table, the biggest number of students with 61% preferred traditional written feedback rather than e-feedback. Their choice was supported with the following points: it is more practical, easy to be discussed with the teachers, and more common. Additionally, some students claimed that they did not have internet access. By contrast, 39% went for e-feedback declaring that it is more organised, easy to access, and it consumes less time and fewer efforts in addition to the wide use of internet and computers. This particular question aimed at investigating whether or not e-feedback could replace traditional feedback and if it could be applied in the department of foreign languages at University Centre, Mila.

Q18. Further suggestions; please do not hesitate to add any comments about e-feedback.

Unfortunately, most respondents did not give any comments or recommendations in this question, but few of them proposed the following:

“If it would be applied in the future, it will add something positive to the educational system”

“I think it is good in some modules but in modules like writing I am not really sure”

“When applying it, it should be clear enough, detailed by examples to make it easier to be comprehended, written in a simple language and explicitly”.

1.2. Teachers' questionnaires

1.2.1. Section one: teachers' profile.

Q1. How long have you been teaching English?

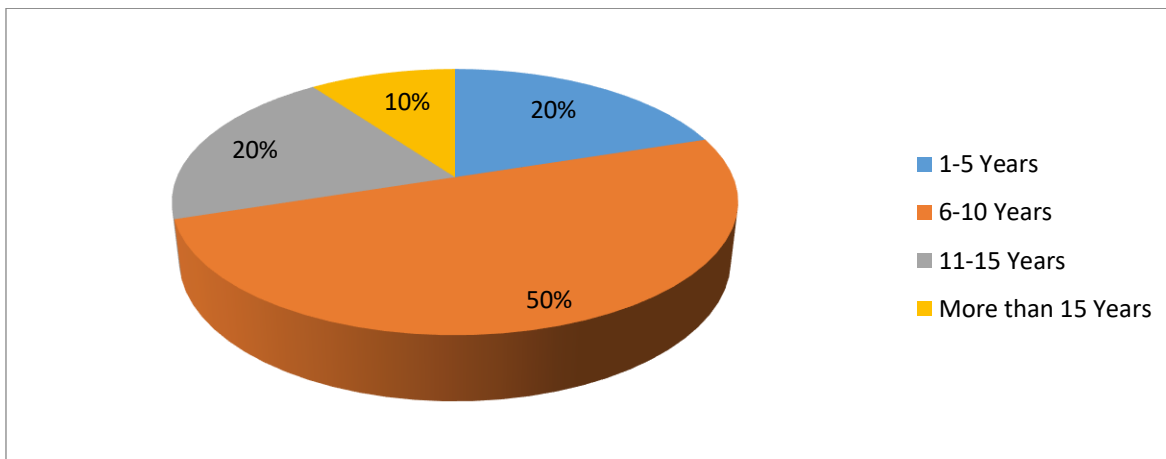


Figure 4. Teachers' Experience in Teaching English

Figure 4 represents the experience in teaching the English language and that was the aim of asking this question. As item shows, 50% of the teachers had from 6 to 10 years of experience in SLT. 20% was devoted for both teachers who had been teaching English from 1 to 5 years and from 11 to 15 years. Last, only 10% of them spent more than 15 years in English teaching.

Q2. How long have you been teaching Written Expression?

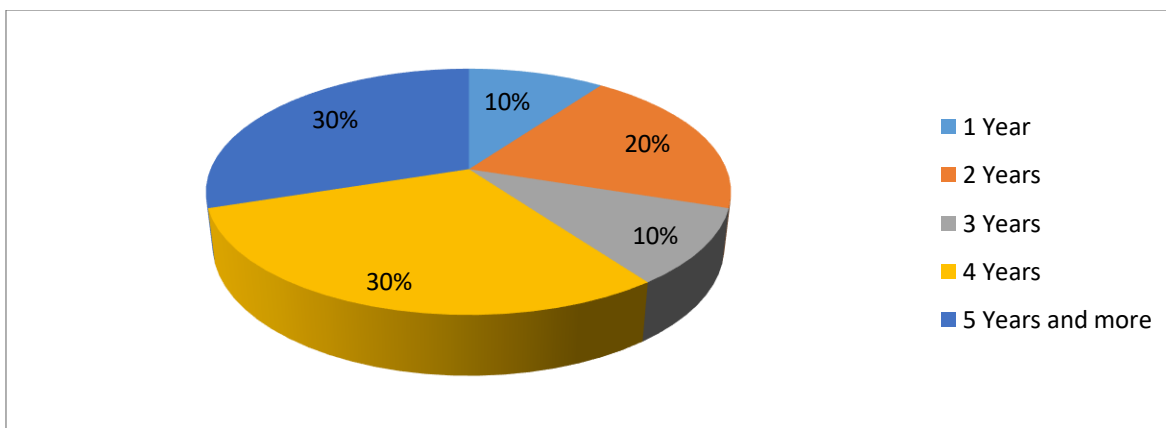


Figure 5. Teachers' Experience in Teaching Written Expression

The figure above shows that 30% of the tutors taught written expression for more than 5 years. Similarly, another 30% experienced teaching the same module for 4 years. Moreover, 20% of the total number claimed that they had been teaching this module for 2 years whereas 10% of them have been teaching it for 3 years, and the same percentage for teachers who said that they taught writing only one year. The findings indicated that the majority of teachers were well experienced in teaching this module.

1.2.2. Section two: writing and feedback for EFL teachers.

Q3. How can you describe your students' level in writing?

Table 16. Students' Level in Writing

Option	Number	Percentage
Very good	0	0%
Good	0	0%
Average	6	60%
Poor	4	40%
Total	10	100%

The table above demonstrates the frequency of students' level in writing; it shows that all teachers declared that students' level in writing was neither 'good' nor 'very good'; instead, they agreed that learners were either 'average' or 'poor'. 60% of the respondents opted for the option 'average' and 40% of them went for the choice 'poor'. This contrasted the students' answers about that question in which a large number stated that they had a good level.

Q4. Are there any factors that prevent students from improving their writing proficiency? If yes, what are those factors?

Table 17. Teachers' Opinion about the Factors that Hinder the Writing Improvement

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

This specific question aimed at collecting the main factors that could lead to failure in writing. The data collected in the table reports that all the teachers with 100% agreed on the presence of several factors which decreased the writing improvement such as lack of reading, lack of practise, lack of ideas and also the lack of interest and motivation to learn the writing skill. Additionally, most of them confirmed that the absence of feedback, the insufficiency of feedback or the inappropriateness of feedback was regarded as the basic factor of that issue. Furthermore, they added that the problem was within the students themselves who were careless and did not take into consideration the teachers' feedback.

Q5. Is there any relationship between students' writing results and the absence of feedback? If yes, please specify how?

Table 18. The Relationship between the Absence of Feedback and Learners' Results

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

As shown in table 19, 100% of the teachers believed that there was a direct relationship between the absence of feedback and the results of learners in writing. Many of

them stated that the absence of feedback led to fossilisation i.e. when errors were not corrected, students would think that they were right and kept on repeating the same errors again and again. This question was asked for the sake of judging whether feedback is an essential part in fostering the writing skill or not.

Q6. How often do you provide feedback to your students?

Table 19. Frequency of Providing Feedback

Option	Number	Percentage
Always	8	80%
Sometimes	2	20%
Rarely	0	0%
Never	0	0%
Total	10	100%

Question 6 was aiming to know whether or not teachers gave importance to feedback and considered it as a necessary element in the writing process. As it is presented in table 20, the greatest rate 80% of instructors selected the option 'always' which meant that they gave feedback frequently. Indeed, they saw the provision of feedback as one of the teachers' main role. The rest 20% chose the option 'sometimes', and no answer was devoted to options 'rarely' and 'never'.

Q7. Is time enough for providing feedback?

Table 20. Teachers' Opinions about Written Expression Timing

Option	Number	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

This table represents the tutors' points of view about written expression timing. The entire percentage 100% went for the second option 'no'. This clearly showed that timing was really not enough and teachers could not provide feedback in the classroom.

Q8. Which type of feedback do you usually provide?

Table 21. Teachers' Most Frequently Used Type of Feedback

Option	Number	Percentage
Written feedback	4	40%
E- feedback	0	0%
Both	6	60%
Total	10	100%

This item analysed the most commonly used type of feedback, which aimed at seeing whether teachers generally used e-feedback or not. As the data shows, 60% of teachers declared that they used both pen to paper and e-feedback, which confirmed that they were both helpful for the learners' proficiency. On the other hand, 40% of them said that they commonly used direct written feedback whereas no one selected e-feedback as the only way to be used; this may be interpreted as such: teachers did not consider e-feedback as being sufficient when used alone; instead, they regarded it as a supplement to written feedback.

Q9. As a teacher, what is the best way to provide feedback for students? Why?

Table 22. Instructors' Perceptions about the Best Type of Feedback

Option	Number	Percentage
Written feedback	5	50%
E-feedback	0	0%
Both	5	50%
Total	10	100%

Similar to the previous question, this one had mainly the same aim, which was to know whether teachers have used, are using, and would use e-feedback. The aforementioned item presents tutors' preferences of feedback types. Unexpectedly, the data indicates that written feedback was the most preferable type since 50% was devoted to the first choice 'written feedback' owing to the following reasons: the importance of face to face interaction in addition to eye contact i.e. when students could not understand the comments, the teacher could easily re-explain them. The other 50% of the sample selected both choices stating that time limits led to the teaching of written expression online; hence, to provide feedback electronically. Furthermore, they considered any feedback as beneficial. These results indicate that e-feedback needed to be supported with another type of feedback.

1.2.3. Section three: teachers' perception towards the use of e-feedback.

Q10. Do you think that e-feedback is less time consuming? If yes, how is that?

Table 23. E-feedback as a Less Time Consuming Type

Option	Number	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Through this question, the intention was to know teachers' perceptions towards e-feedback and the fact that it was less time consuming. As it is shown above, the majority of teachers 60% viewed that e-feedback is less time consuming. However, the rest 40% considered it as a time consuming technique in correcting students' errors. This only led to the supposition that the majority considered e-feedback as an effective technique. In the sense that electronic devices could be an efficient way used by teachers in providing feedback since there is no time to every single student inside the class. Also, its availability wherever and whenever the student wants to return to it. Furthermore, it is quicker, more practical, more systematic, and clearer. On the contrary, the rest of teachers did not support this way simply because they think that it is time consuming and they tend to use other types of feedback.

Q11. Did you use to apply such type before?

Table 24. The Implementation of E-feedback

Option	Number	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

This question endeavoured to know whether teachers were used to adopting this type of feedback or not. The results that are represented in the table demonstrate that the overwhelming majority 80% of teachers applied that type of feedback, while only 20 % of the informants showed negative answers. It was believed that when teachers were adopting this type, they were aware of its effectiveness, so they used it in order to facilitate their mission in correcting students' errors. In addition to that, teachers were very skilful and knowledgeable that they tried to vary their methods of correction. However, those who answered negatively may have never used such type and they represented the same teachers that considered e-feedback as time consuming.

Q12. Do you think that your students would be open to the idea of e-feedback in writing?

Why?

Table 25. Teachers' Opinions about Students' Point of View towards E-feedback

Option	Number	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

This question was asked in order to investigate teachers' opinions about the acceptance of e-feedback by students in writing. As the table reveals, a considerable number of teachers with a percentage of 70% said that students would be open to the idea of e-feedback, while only 30% on the informants stated that they did not see any openness to that idea. The ones who claimed that students would accept the idea believed that; since they are the generation of technology they would accept the idea. Besides, they have experienced the e-learning which saved time, distance and efforts. On the other hand, the 30% agreed that students still face problems with online learning environments.

Q13. Can e-feedback affect learners' achievement in writing? How is that?

Table 26. The Relationship between E-feedback and Writing Achievement

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

By asking this question, the aim was to gather information about the relationship between e-feedback and students' writing achievement. All the teachers 100% stated that e-feedback could affect students' writing achievement. This might be due to their belief that any feedback is significant and helpful in SLL. More specifically, e-feedback can affect students' writing achievement since it allows each learner to look and study in more detail about their errors, which rarely happened in normal classroom conditions. At the same time, it helps in encouraging them to be active participants and to enhance self-improvement.

Q14. What are the problems teachers may face when providing e-feedback?

In that question, the aim was to have an idea about the common problems teachers may face during feedback provision. Teachers of writing in the department of foreign languages and English language in particular agreed on those problems: there is no direct interaction between the instructors and the learners, the lack of interest and response from the students' side and the lack of technical knowledge and the problem of internet access in addition to the fact of being harmful for the eyes and the body.

Q15. What are the problems students may face when they are provided with e-feedback?

This question aimed at collecting problems that e-feedback brought to students. The representative sample ended up with the forthcoming issues. The starting point was the

unavailability of technological devices like computers, and inaccessibility of internet for some students in addition to the case where the aforementioned problems were fixed yet the digital skill was missing. Another aspect referred to the large number of feedback that students might have received from the teacher via internet, which cannot be managed and processed by learners. Furthermore, students may not take e-feedback as a serious way for learning i.e. they focus on the tool used instead of focusing on the main purpose for which it was used. Moreover, e-feedback could not be well detailed the fact which led to the possibility of misunderstanding from the students' side.

Q16. Do you think that those problems can be treated? If yes, clarify?

Table 27. Teachers' Perceptions towards Treating E-feedback Problems

Option	Number	Percentage
Yes	7	70%
No	3	30%
Total	64	100%

The reason behind this question was to figure out teachers' perceptions towards treating e-feedback problems. The collected data shows that the majority with the percentage of 70% believed that the problems that were stated in the previous answers which were related to e-feedback can be treated. The rest 30% of the sample claimed that those problems cannot be treated. From what has been presented, on the one hand, it is supposed that the majority who support this claim may know how to deal with such problems and know how to control and direct the presented materials to meet the learners' needs. Some suggested solutions for this problems are: the teachers may couple e-feedback with face to face feedback, the more teachers pave the way with students by making habits of e-feedback the more students get used to it, also the fact that technology plays a vital role in improving the

learning process must not be ignored. On the other hand, the rest of teachers who did not believe in the treatment of e-feedback problems may think that this type of feedback has only negative effects leading to different problems that cannot be fixed taking for instance the unavailability of technological devices for many learners.

Q17. Please add further suggestions about the implementation of e-feedback.

The suggested points were: “teachers should make use of this type of feedback and they should convince their students to interact and respond to it”.

“Teachers need to know that platforms should be used not only for posting lectures but also for giving feedback. In addition, both teachers and students need sufficient timing to manage technical problems”.

“For e-feedback to be well implemented, students should be provided with the necessary materials. Teachers should also define a clear methodology for students to follow”.

2. Discussion of the Findings

2.1. Discussion of students' questionnaire

The students' questionnaire was designed to know students' attitudes and perceptions towards teachers' e-feedback in the writing skill. After the analysis, the results prove that third year English learners in the department of foreign languages are mostly young; thus, the use of technology when applying e-feedback does not present a hindrance to them since they are the generation of technology. The findings also indicate that English was the first choice for the majority of students. This means that they are motivated to learn it as well as interested in improving their level. More specifically, they are willing to develop its four main skills especially the writing one. Additionally, it shows that the timing of written expression sessions is not enough. Moreover, students with good and average levels of

proficiency tend to prefer being corrected by the teacher; this paves the way for e-feedback to be the best solution for time limitation. Furthermore, the results of this study indicate that the provision of e-feedback was used especially during the pandemic COVID-19 as a solution to overcome its circumstances including the obligatory lockdown and the prevention of people's interactions. On the other hand, students believe that e-feedback is very effective in enhancing their writing. These results point out the need for generalising e-feedback implementation in the EFL writing classes. The results also point out that students' tend to prefer traditional written (pen to paper) feedback rather than electronic feedback, but still this does not deny the fact that e-feedback plays a major role in today's learning system because there were students who reported their preference of e-feedback. On the light of these findings, one can deduce that a combination of both e-feedback and pen to paper feedback in the writing module is the solution for ensuring better feedback provision, hence better writing proficiency.

2.2. Discussion of teachers' questionnaire

On the light of the findings obtained from the questionnaire that was delivered to teachers of writing in the department of foreign languages at Abdelhafid Boussouf University Centre, Mila. It is proved that the English teachers selected in this sample are experienced in teaching the written expression module; this means that reliable and accurate answers will support the current study. According to the results of the analysis, there are several factors that hinder the improvement of the writing skill including the lack of reading, lack of practise and the lack of feedback provision. The latter presents one of the reasons that lead to the poor and average levels of students' writing. In other words, there is a clear relationship between the absence of feedback and the writing proficiency. Moreover, the outcomes indicate that teachers cannot give feedback frequently and they are not satisfied with the timing of the written expression session which is considered as insufficient. Under such conditions, e-

feedback will be the best way since it is less time consuming. It also suggests that the importance of written feedback cannot be ignored owing to the fact that there is direct contact (face-to-face) between teachers and their learners; hence, it is proved that e-feedback is complementary with pen to paper feedback and vice versa. In addition, e-feedback has a positive effect on the writing achievement of students as any type of feedback since it encourages them to be active participants especially intrapersonal learners. It is believed that those learners prefer learning by themselves rather than interacting with others, so this type of feedback will be more useful for them. Furthermore, the findings highlight the existence of many problems faced by both learners and teachers when it comes to the use of e-feedback in writing like problems of internet access, lack of technological knowledge, misunderstanding of undetailed comments, and health problems. In spite of these problems, teachers' e-feedback is still considered as a positive addition to the educational institutions since those problems can be treated. As the results show, coupling e-feedback with face to face feedback is suggested as one solution. Moreover, the more the teacher provides e-feedback frequently the more students get used to it because practice makes perfect. Additionally, the fact that technology plays a vital role in improving the learning process should not be ignored. The need for the use of e-feedback, therefore, is necessary. From what has been discussed, one can conclude that this findings support the outcomes of students' questionnaire. In addition to that, it is proved that teachers' electronic feedback is an important part of the learning process that should be given more attention from both teachers and students' sides.

Conclusion

The chapter above was devoted to the analysis and discussion of the research findings through collecting data about teachers and students' perspectives towards e-feedback in the writing skill. It shed some light on the population and the sample of the study in addition to the analysis of both teachers' and students' questionnaires, which were designed in order to

collect the necessary data. Moreover, it highlighted the findings of the analysis, which reveal that teachers' electronic feedback presents a positive aspect that should be integrated in EFL classes.

Limitations of the Study

A number of limitations have characterised the investigation at hand. First, the sample was limited only to third year EFL learners at Mila University centre; more accurate, reliable and valid information would be obtained if the population and, thus, sample was larger; a good case in point would be involving second and third year English and French learners. Second, the lack of time was the main limitation where an experiment was just impossible to be conducted. Third, students were not attending their classes the reason that made the researchers find difficulties to deliver the questionnaires to students; at the same time, teachers were so busy due to delaying first semester exams; some of them could not even answer the questionnaire.

Suggestions for Future Research

Further research will be beneficial if it uses the survey method in addition to the experimental method since the latter will bring more reliable data.

Other studies should not only focus on writing but also on other skills such as speaking.

Pedagogical Implications

- Teachers should combine the use of both e-feedback and pen-to-paper feedback when correcting students' writing to overcome the problem of time limits.

- Teachers should take into consideration learners' style so that to provide the appropriate type of feedback accordingly.

- Teachers should familiarise the learners with the term feedback and its different types especially e-feedback as well as its effectiveness in enhancing the writing skill.
- Students should be convinced about the efficiency of feedback in general and e-feedback in particular at the beginning levels.
- Teachers' e-feedback should be clear and detailed enough in order to avoid misunderstanding on the learners' part.

General Conclusion

Writing, as an essential part in SLL, needs to get more attention from both learners' and teachers' sides for the sake of being improved. Suggesting that e-feedback can be a helpful way for improvement, this study was conducted in the department of foreign languages at Abdelhafid Boussouf University Centre in Mila. It aimed at gathering information about both teachers and students' estimates towards teachers' e-feedback in the writing skill. To answer the research questions, the researchers relied on the survey method. Two questionnaires were delivered to 15 English teachers and 64 EFL learners from the whole population in order to gather information about the effectiveness of e-feedback and their perspectives towards its use in the written expression module. The outcomes of the analysis of both questionnaires answered the research questions stated at the very beginning and proved that teachers' e feedback is a helpful, thus, an effective way that can enhance the learners' writing. Both students and teachers agreed that teachers' e- feedback, as a new way in the Algerian education institutions in general and at Abdelhafid Boussouf University centre in particular, would aid students to become good writers since they are interested in knowing the writing errors committed and working on them in order to avoid them in future. Moreover, they highly supported the idea of the use of e-feedback since they were facing the problem of insufficient timing in the written expression module; hence, they agreed that e-

feedback is considered as a good solution that will bring a positive addition to the teaching/learning of writing. At last, according to the results, no one can ignore the importance of teachers' pen-to-paper feedback in enhancing the writing skill, yet the role of e-feedback possesses an equal importance similar to the former; thus, both are supplemented to each other. To conclude, it is suggested that teachers should implement both hand written feedback and e-feedback when responding to students' writing so as to ensure improvement.

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Appendices

University of Abdelhafid Boussouf Mila

Department of Foreign Languages

Students' Questionnaire

Dear student, this questionnaire aims at collecting data needed for conducting an investigation for getting a master degree. It is entitled “the Impact of Teacher’s Electronic Feedback on Students’ Writing Proficiency”. We would be very thankful if you answer it. Before that, you need to know what electronic feedback is. The concept electronic feedback (Computer Assisted Feedback) refers to the case when the teacher provides his/her students with feedback via technology by emails, audios, video calls and so on.

The questions

Section one: Learners' Profile

1. Age:

2. Hobbies :

Writing Reading Exploring Others

3. Was studying English your first choice?

Yes No

Section two: Writing for EFL Learners

4. Are you interested in learning the writing skill?

Yes No

Why?

.....

5. Where do you practice writing?

At home In the class both

-And how often do you write?

Always Sometimes rarely Never

6. How can you describe your writing level?

Excellent Good Average Poor

7. How many writing sessions do you have?

.....

8. Do you think that this timing is enough?

Yes No

9. What do you do in order to improve your writing?

.....

.....

10. Do you prefer being corrected by the teacher in the writing classes?

Yes No

11. How often does your teacher provide you with feedback?

Always Sometimes Rarely Never

12. What types of feedback do you know?

.....

.....

Section three: Attitudes and Perspectives towards Teachers' Electronic Feedback

13. What kind of feedback do you usually receive?

Hand written feedback Electronic feedback

14. How often do your teachers provide e-feedback?

Always Sometimes Rarely Never

15. In your opinion, which type of feedback is more effective in enhancing your writing?

Hand written feedback Electronic feedback

16. Can e-feedback help students enhance their writing skill?

Yes

No

Why?
.....

17. If you have the right to choose between traditional feedback and e-feedback during your academic year, which one would you opt for?

Traditional feedback

Electronic feedback

Why?.....
.....
.....

18. Further suggestions; please do not hesitate to add any comments about e-feedback.

.....
.....
.....

Thank you

University of Abdelhafid Boussouf Mila

Department of Foreign Languages

Teachers' Questionnaire

Dear teacher, this questionnaire aims at collecting data needed for conducting an investigation for getting a master degree. It is entitled "The Impact of Teacher's Electronic Feedback on Students' Writing Proficiency". We would be very thankful if you could answer it.

Thank you in advance!

The Questions:

Section one: Teachers' Profile

1. How long have you been teaching English?
2. How long have you been teaching Written Expression?
One year Two years Three years Four years Five years or more

Section two: Writing and Feedback for EFL Teachers

3. How can you describe your students' level in writing?
Very good Good Average Poor
4. Are there any factors that prevent students from improving their writing proficiency?
Yes No
If yes, what are those factors?
.....
.....
5. Is there any relationship between students' writing results and the absence of feedback?
Yes No
If yes, please specify how?
.....
.....

6. How often do you provide feedback to your students?

Always Sometimes Rarely Never

7. Is time enough for providing feedback?

Yes No

8. Which type of feedback do you usually provide?

Written feedback (pen to paper) Electronic feedback

9. As a teacher, what is the best way to provide feedback for your students?

Written feedback (pen to paper) Electronic Feedback

Why?
.....
.....

Section three: Teachers' Perception towards the Use of Electronic Feedback

10. Do you think that e-feedback is less time consuming?

Yes No

If yes, how is that?
.....
.....

11. Did you use to apply such type before?

Yes No

12. Do you think that your students would be open to the idea of e-feedback in writing?

Yes No

Why?.....
.....

13. Can e-feedback affect learners' achievement in writing?

Yes No

How is that?
.....
.....

14. What are the problems teachers may face when providing e-feedback?

.....
.....
.....

15. What are the problems students may face when they are provided with e-feedback?

.....
.....
.....

16. Do you think that those problems can be treated?

Yes

No

If yes, How?

.....
.....
.....

17. Please add further suggestions about the implementation of e-feedback.

.....
.....
.....
.....
.....

Thank You

المخلص

يعتبر تقديم الملاحظات التصحيحية من أكبر التحديات التي يواجهها الأستاذ، نظرا لضيق الوقت المقرر للحصص التدريسية، لذا تمثل الملاحظات التصحيحية الكتابية الإلكترونية للأستاذ أفضل حل يضمن إستمرارية تقديم هذه الملاحظات. حيث تهدف هذه الدراسة إلى التحقق من تأثير هذا النوع من الملاحظات على تعزيز جودة التعبير الكتابي لدى الطلاب، وإثبات صحة هذه الفرضية تم تقديم إستبيانين؛ وجه الأول لطلبة السنة الثالثة لغة إنجليزية، قسم اللغات الأجنبية بالمركز الجامعي عبد الحفيظ بوالصوف، ولاية ميلة، وذلك لمعرفة آرائهم ووجهات نظرهم حول هذه الأخيرة. وعرض الثاني على مدرسي اللغة الإنجليزية كلغة أجنبية في نفس القسم، لرصد المزيد من المعلومات الكافية و الموثوقة حول إستعمال هذه التقنية.

من خلال تحليل النتائج المتوصل إليها تم إثبات صحة الفرضية نسيباً؛ بإعتبار ان الطلاب جاهلون بهذه الطريقة في تقديم الملاحظات، وأن الشائع لدى المعلمين هو تقديم الملاحظات مكتوبة أو شفوية بدلا من الملاحظات التصحيحية الكتابية الإلكترونية.

بينت نتائج هذه الدراسة أيضا أن على أساتذة التعبير الكتابي إستعمال كلتا الطريقتين، عند إبداء ملاحظاتهم حول كتابات الطلاب، قصد تحسين نوعية تعبيرهم الكتابي. إذ أثبتت حصيلة الرسالة المقدمة أن الملاحظات التصحيحية الكتابية الإلكترونية للأستاذ تكون فعالة أكثر إذا ما كانت مصحوبة بالملاحظات التصحيحية الكلاسيكية.

الكلمات المفتاحية: الملاحظات التصحيحية، الملاحظات التصحيحية الكتابية الإلكترونية للأستاذ، التعبير الكتابي.

Résumé

La rétroaction constitue l'une des tâches les plus difficiles pour l'enseignant. Compte tenu de l'insuffisance du temps, les commentaires dactylographiés transmis électroniquement aux étudiants sont tenus pour la meilleure solution susceptible d'assurer la fréquence de la mise à disposition de la rétroaction. La présente étude vise à mettre l'accent sur le rôle que joue la rétroaction électronique de l'enseignant dans le processus du développement de la compétence d'écriture chez les étudiants. De ce fait, il est supposé que les commentaires électroniques de l'enseignant améliorent les performances des étudiants. En vue de vérifier la validité de cette hypothèse, deux questionnaires ont été distribués dont le premier était destiné aux étudiants d'anglais du département de langues étrangères du centre universitaire Abdelhafid Boussouf, Mila afin de recueillir des informations à propos de leurs connaissances, leurs opinions, leurs perspectives et leurs préférences vis-à-vis du concept de la rétroaction électronique. Le deuxième questionnaire, quant à lui, a été remis aux professeurs de l'expression écrite du même département, et ce, dans le but de collecter des données plus suffisantes et plus fiables sur l'utilisation de la rétroaction électronique. Il en ressort que les résultats de cette analyse confirment en partie ce qui a été suggéré dans les hypothèses susmentionnées étant donné que les étudiants ignoraient déjà l'existence de cette entité qu'est la rétroaction électronique des enseignants et que ceux-ci recourent ordinairement à la rétroaction manuscrite plutôt que la rétroaction électronique. Le résultat de cette recherche a démontré que; la rétroaction électronique sera plus efficace lorsque il est accompagnée avec la méthode classique pour améliorer la production écrite chez l'étudiant.

Les mots clé: La Rétroaction Electronique, La Rétroaction Manuscrite, Production Ecrite.