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The Effect of Written Feedback on Students' Motivation towards the Writing Skill

Case Study of Second Year Students at Mila University Centre

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Dedications

In the name of Allah, Most Gracious, Most Merciful, all the praise is due to

Allah I dedicate this humble work to:

My dear mother and beloved father, thank you for your support and your endless love and sacrifice.

My lovely sisters Roukia, Amani, Itidal, Soundous and my lonely brother Ismail, who are the source of my inspiration

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ASMA

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Abstract

Teachers' written feedback is an essential element for managing accurately the process of writing. Clearly, the fact of getting students highly motivated to produce an appropriate piece of writing is primarily restricted by an effective written feedback to be provided by teachers. So, based on a similar condition, students' responses are differently being taken. Basically, the current study is conducted as an attempt to substantially accomplish the aim of investigating the impact of teachers' written feedback on students' motivation and attitudes towards the writing performance. In order to collect the required data, two research means were involved: a students' questionnaire and a teachers' questionnaire. The first one is tailored for a randomly selected sample which is composed of seventy second year students of English from the whole population; whereas, the second one is distributed to ten teachers from the Department of English at Mila University. The obtained findings revealed that teachers' written feedback has an effective impact regarding the improvement of students' writing proficiency. Also, it is indicated that the examined sample of students positively respond to their teachers' given written feedback. These findings, in turn, confirm that teachers' written feedback can increase students' motivation towards the writing skill.

Key Words: Written feedback, writing skill, process of writing, students' motivation, students, responses.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as Second Language

ESP: English for Specific Purposes

GE: General English

L1: First Language

L2: Second Language

Q: Question

SLA: Second Language Acquisition

WE: Written Expression

%: Percentage

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ملخص

Résumé

General Introduction

1. Statement of the Problem

In the process of teaching and learning writing, feedback tends to take a representative consideration since it is that factor which affects both students' motivation and, therefore, writing performance. In this regard, teachers should concern themselves with providing it in a comprehensible way using the appropriate strategies that accord with their students' needs. Henceforth, students are supposed to positively react to such acts for achieving better writing assignments. In fact, for reaching the targeted aim, many obstacles are found from both teachers and students sides; this entirely considered as a problematic issue. Precisely, the issues that shape this present dissertation are, primarily, due to the fact that teachers are not fully aware to the effectiveness of providing written feedback on their students' motivation since not all of them actually tend to response to their students' writing production, and others, however, if they provide it, they do not provide it in an appropriate manner which in turn will have non-preferable impact on enhancing their students' writing proficiency. Secondly, the following issue is due to students' ignorance of the importance of taking teachers' feedback into consideration since they mostly do not positively react to it.

2. Aims of the Study

The present research study seeks to achieve particular aims. Firstly, it intends to raise both teachers' and students' awareness towards the effectiveness of written feedback in enhancing the writing proficiency. Secondly, it aims at investigating students' attitudes towards teachers' written feedback. Finally, this research study is also designed for exploring the role of teachers in motivating students within the learning process.

3. Research Questions

- How can the written feedback affect students' motivation towards the writing performance?
- Are both students and teachers fully aware about the importance of the written feedback?
- To what extent written feedback increases students' motivation?

4. Research Hypothesis

In light of the above research questions, we hypothesize that:

- If teachers provide written feedback, students' motivation towards the writing skill will increase.

5. Research Means

For reaching the designed aims that mainly shape this research study, we adopted such a practical method that enables us to collect a large number of the required data; it is, thus, by using both students' and teachers' questionnaires as means of research. Firstly, students' questionnaire is directed to a sample of second year students at Mila University. This sample is chosen randomly, it is composed of 70 students from the whole population. This research tool is set to gather data about students' attitudes concerning written feedback, and how it impacts their motivation towards the writing skill. Secondly, teachers' questionnaire is administered to 10 teachers at Mila University as well for investigating their perceptions and attitudes towards the written feedback, and highlighting its importance as well as its effect on developing students' writing proficiency.

6. Structure of the Study

This dissertation is comprised of two main parts, the theoretical part and the practical one; each one of these conveys one chapter. The first chapter which represents the literature review of the present research study is divided into three sections. The first section is for discussing the writing skill. Specifically, it tends to provide some definitions of writing. Moreover, this section highlights the writing principles that students mostly focus on during the process of writing their drafts and stages of writing. Also, it deeply discusses the most important approaches to teaching writing. Besides, the most common problems that face students during writing are also tackled within this section as well as the common useful strategies that help in developing students' writing performance. Furthermore, the second section stresses its concern on the written feedback. It, firstly, conceptualizes the notion of feedback and discusses its different types. Then, it particularly sheds light on the written feedback and its types. Moreover, it examines teachers' different views and perspectives towards the written feedback. Also, this section affords some ways that teachers rely on during the process of correcting their students' written works. Finally, it presents the effectiveness of the written feedback. The third section carried within the theoretical part, deals with the aspect of motivation, initiated with defining it according to different scholars. Besides that, it proposes some essential theories of motivation, then, its types. Also, it highlights teachers' role in motivating students within the learning process. Lastly, it clarifies some teachers' motivational strategies.

The second chapter, which is evidently the practical part of this research study, is primarily tailored for providing a representative description of the fieldwork which aims at answering the research questions. This chapter is divided into two sections; the first one deals with describing the sample as well as the tools applied for collecting data that serve the scope of the present research study. This section, additionally, indicates the description and

administration of both students' and teachers' questionnaire. The following section is concerned with the analysis of students' and teachers' questionnaires. In addition to that, it discusses the obtained results. Finally, this section states some limitations that hinder the process of conducting such research, and it reinforces it through offering some pedagogical recommendations.

Chapter One: Literature Review

Section One: The Writing Skill

Introduction

The process of teaching foreign languages is, primarily, maintained for facilitating communication between people all over the world. English, thus, is one of the dominant languages that the majority of people seek to master. This section deeply sheds light on the writing skill. Also, it discusses its definitions and specifically ESL and EFL writing. Besides, it attempts to present the writing process stages, principles and the different approaches to teaching writing. Moreover, it highlights some reasons of teaching it and the problems that face students during their writing. At the end of the section, it provides some strategies for improving students' writing performance.

1.1.1. Definition of Writing

Writing is mainly considered as one of the essential skills that shape the use of the English language. Along time and experience, different perceptions, thus, have been shared among experts in the field concerning the notion of writing. According to Byrne (1988), the act of writing, primarily, revolves around the use of the graphic symbols or letters that reflect sounds we produce during the spoken process. By following this view, we can simply say that writing is such a transmission of the oral patterns of language or the spoken utterances into both a written sequenced form and representations. Arapoff (1967), however, claimed that writing is not only a matter of orthographic symbolization of the oral production; it is, rather, about the appropriate arrangement and then representation of experiences. These experiences are composed of particular impressions, beliefs and understandings towards whether lived experiences or only the notable ones.

Moreover, Weigle (2002, p.19) pointed that “written language is not merely spoken language put on paper; rather, it is a distinct mode of communication; involving among other things very different sociocultural norms and cognitive processes”. So, it is demonstrated once again that writing is not merely a reflection of speech. Writing, however, serves more substantial functions. In this regard, writing is considered as a tool of communication that is restricted and get affected by different aspects like: the social, cultural and cognitive ones. Additionally, Hyland (2003) confirmed this belief. He stated that the act of writing is more than a personal task; it is also a social one which reflects a cultural intention within a specific community.

Furthermore, Bell and Burnaby (1984, as cited in Nunan, 1989) defined writing from the cognitive perspective. Writing, thus, is “an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. From such saying, we are introduced to writing as a mental process that cannot be produced randomly since it is restricted by certain conditions. So, during the production of certain piece of writing; writers are not required, for instance, only to focus on a specific element or aspect such as the content, and ignore the form. They are supposed to creatively make a balance between all of them at once. This, in turn, explains the writing’s complexity.

From the educational side, writing is highly important. In this vein, Hamp-Lyons and Kroll (1997, p. 01) declared that “of all the language skills, writing is the one that can affect a student’s college career the most”. That is to say, writing has a paramount importance due to its great impact on both students’ academic and, later, professional performance.

From the aforementioned beliefs, we can simply say that writing does not serve as a representative tool of the oral speech, but, it is such a complex task that tends to serve different scopes.

1.1.2. EFL and ESL Writing

Around the world, English is considered as the most important language which is used in all domains. In order to master this language, learners need to develop the four skills especially writing. In addition, “There is no doubt that writing is the most difficult skill for L2 students to master” (Richards & Renandya, 2002, p. 303). This means that L2 learners see writing as a difficult skill for mastering.

Developing the writing skill in ESL / EFL environment is highly important. Byrne (1988) claimed that writers use the writing skill for communicative purposes. Precisely, this explains that learners are required to use writing as a tool of communicating and managing their needs within the learning process. Learning the English language in EFL and ESL contexts is totally different due to the distinctions argued about them. Harmer (2004), therefore, distinguished between the two concepts. According to him, ESL stands for English as Second Language, which is used to describe students who are engaged with the target language community and use English to communicate every day; it means that, the English language is taught in English contexts and students deal with their mother tongue. However, English as Foreign Language EFL is “...Taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country” (Harmer, 2004, p. 39). This quote means that EFL is learned in a non-English country and taught to students whose native language is not English. In other words, students practice English in their country where it is not the dominant language.

Moreover, Carson (2001) demonstrated that the comprehension of SLA theories is due to the understanding of the development of L2 writing. This means that students must understand SLA theories in order to practice and to develop their L2 writing. As a result, when students acquire a second language, they will perform and practice writing in a perfect way. In addition to that, In EFL and ESL contexts, L2 writers may feel confused about how to write in their L1 and in L2 (Hedge, 1988).

L1 and L2 writing is a debatable issue. Hyland (2003) suggested some differences between the two; L1 writing differs from L2 writing in the linguistics proficiencies as well as in the language use. Also, they are different in the learning experiences and classroom expectation. Besides, L1 and L2 writers have different writing processes, and they understand texts"uses differently. In the same point, Silva (1993, p. 669; as cited in Hyland 2003, p.31) confirmed the previous beliefs by stating that: "L2 writing is strategically, rhetorically, and linguistically different in important way from L1 writing". So, L2 writers use different learning strategies and styles as well as different linguistics writing in comparison to L1 writing.

1.1.3. Writing Principles

1.1.3.1. Coherence

According to Harmer (2004), we can say that a text is coherent when there is a logic and reasonable relationship between sentences. So, readers can understand the meaning easily without using the prominent cohesive devise. In addition to that, he stated that when a text is coherent the reader will be allowed to understand the writer's purposes of writing as well as the writer's line of thoughts.

1.1.3.2. Cohesion

A text can be regarded as a cohesive one, when "we can use various grammatical devises to help the reader understand what being referred to at all time" (Harmer, 2004, p.22). That is to say, we can achieve meaningfulness and cohesion by using both the grammatical and lexical cohesions. According to him, lexical cohesion is achieved by applying two main elements: the repetition of words and the lexical set (words in the same topic

area). Whereas, grammatical cohesion is achieved by applying different ways like: references, substitutions, and so on.

1.1.3.3. Clarity and Simplicity

Some writers like to show themselves while writing through using pompous words which may not be understandable for the reader since any piece of writing's goal is to express a particular thought or ideas, it is useful to be as simple as possible as the saying goes: "write to express, not to impress" (Chaouch, 2012, p.14).By this saying, we mean that an adequate piece of writing is the one that is followed by an understandable content far away from any exaggerations. So, the writer should write in a simple and clear way without neither ambiguity nor the over emphasized use of particular words in order to allow readers to understand the meaning easily.

1.1.3.4. Familiarity

McDonough (2018; as cited in Yuli and Halimi, 2020) stressed on the importance of providing writing tasks with familiar topics to students, he thinks that giving a familiar topic to students helps them to write better, because they have information about it. From such perspective, we can say that students will be more productive in their writing performance when they are asked to write about topics which are familiar with due to the considerable knowledge they carry.

1.1.4. Stages of Writing

According to Harmer (2004), the process of writing goes through four stages:

1.1.4.1. Planning Stage

In this stage, the writer should decide what he wants to write in the beginning. Harmer (2004) believed that the writer who has an experience, firstly, should decide and plan what he seeks to include in his draft. Also, he stated that writers should think about three issues during their writing performance; the purposes of their writing, the audience they are writing for, and the content structure of their writing. In other words, he should take into consideration why, what and for whom he should type. As a result, this stage emphasizes that the writer should gather the information, then plans what he wants to write before he starts writing the first draft (pre-writing).

1.1.4.2. Drafting stage

It is the second stage, Harris (1993, p.55; as cited in Tribble, 1996, p.112) defined drafting as: “translate plans and ideas into provisional text”. This definition means that the writer transfers what he plans or his ideas into written texts. Moreover, Harmer (2004) defined draft as what the writer proposes firstly in his writing. In other words, in this stage, the writer supposed to give the first version of what he plans.

1.1.4.3. Editing stage

As stated by Harmer (2004), after the drafting stage, the writer reads his draft. Then, he decides where he should make the appropriate changes; whether he corrects the mistakes, the order of information or explains what seems unclear or inappropriate in his writing context.

1.1.4.4. The Final Version

Harmer (2004) pointed out that after the writer edited his draft, taking into consideration the necessary changes, he produces the final version of his written text.

He sends it, then, to the audience. Thus, Harmer (2004) explained that the process of writing is not linear, but it is recursive. So, this clarifies that the writer even if he plans, drafts, and edits, he needs to repeat those stages; re-plan, re-draft, and re-edit. From what is mentioned above, we can, simply, conclude that the writing process follows such a recursive way.

1.1.5. Approaches to Teaching Writing

Teachers use different approaches to teaching writing in ESL classes. In order to develop the L2 writing, many researchers suggest the following approaches:

1.1.5.1. The Controlled-to-Free Approach

Raimes (1983) indicated that this approach is emerged as a reaction to the audio-lingual method on L2 writing in the 1950's and early 1960's. In the controlled-to-free approach, students follow sequences during their writing production. It means that they are started with practicing sentence exercises then writing paragraphs. Furthermore, in order to apply the grammatical rules students deal with short texts, then they are asked to provide the necessary grammatical changes like: changing question to statement, transforming from plural to singular, and from present to past and so on. As a result, students, usually, write correctly without making mistakes. After mastering this level and reaching an advanced level, students are being allowed to do some free writing. Raimes (1983) indicated that the controlled-to-free approach emphasizes accuracy and focuses on grammar and syntax.

1.1.5.2. The Product-Oriented Approach:

The product approach is defined as “A traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). This quote reinforces the idea that teachers present a sample about what they need to teach their students in the beginning, and then ask them to follow this sample.

To support this definition, Hasan & Akhand (2010) declared that in this approach, learners are given a text like a sample, and according to this sample, they produce a new piece of writing.

According to Steele (2004), this approach consists of four stages:

- Stage one: Students deal with a modal text and try to highlight its features. When students deal with a story, for example, they focus on the techniques used to make the story more enjoyable or the characteristics that make a good story.
- Stage two: In this stage, students practice the selected features alone. For instance, they practice every feature in isolation. Then, try to understand each one for the sake of knowing how to use it perfectly in their writing.
- Stage three: This stage, mainly, concentrates on organizations. Students, then, organize their ideas. This process of organization is more important than the ideas themselves.
- Stage four: It is the last stage, students select from the excited choices of comparable writing task in order to show what they can do as fluent users of the language. It means that students apply the skills, structure, and the vocabulary for producing the product.

In short, the product approach focuses on the final product rather than the process of writing. Also, it emphasizes on correctness and the grammatical aspects of the language.

1.1.5.3. The Process-Oriented Approach

The process-oriented approach comes as a reaction to the product approach. Kroll (2001) defined the process approach as the collection of many types of writing courses. In this approach, students produce their writing through cyclical way. That is to say, they

are not expect to produce complete responses to their writing without following drafting stage, revising stage, and receiving feedback on their draft.

In addition to the previous, Hyland (2003) suggested some pedagogical techniques which are used in a process-oriented class like; brainstorming, planning, multiple draft, peer collaboration....etc. In the same vein, Steele (2004) indicated that there are eight stages in the process approach modal:

- Brainstorming: Students generate ideas by brainstorming and discussion.
- Planning /structuring: Students exchange ideas into notes, and make judgments about those ideas.
- Mind mapping: Students organize ideas into a mind map, spider gram, or a liner form.
- Writing the first draft: Students write their first draft either in a pair work or in a group work, and it takes place in the class.
- Peer feedback: Drafts are being exchanged among students; it means that they become the reader of each other's works.
- Editing: By taking into consideration the peer feedback, drafts are returned and the improvements are made.
- Final draft: Students write the final draft.
- Evaluation and teachers" feedback: Teachers evaluate and provide feedback on students' writing.

1.1.5.4. The Genre Approach

“In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing” (Harmer, 2001, p. 258). That is to say, students deal with a text in a specific genre. For example, they study this text and analyze it in order to understand how they are supposed to produce their own writing. Moreover, genre approach to writing is a social and cultural practice, the goal of this writing includes the context where it occurs, and the convention discourse community (Hasan & Akhand, 2010). Hyland (2003) argued that teachers who use the genre approach to writing concentrate on the subject content, composing processes, and textual forms in order to see writing as a tool of communication with readers. Also, he claimed that we write to achieve certain purposes, for instance, we write to tell a story or to describe the technical processes.

Harmer (2001) stressed that the genre approach is appropriate for students of ESP, and it is helpful for students of GE. In addition, he argued that students should focus on four factors when they write in a specific genre: they need to understand the topic, the convention and the style of the genre, and the context in which writing will occur, and by whom it is being written.

1.1.6. Problems that Face Students during Writing

1.1.6.1. Grammar problems

According to Harmer (2001, p.12), grammar is conceptualized as “the description of the ways in which words can change their forms and can be combined into sentences in that language.” So, grammar rules cover these techniques which conduct changes that occur in terms of the word change and sentence structure as well. In other words, they are such conductors of the proper arrangement of words. Moreover, these rules are considered as the key behind the successful production of a comprehensible writing assignment since they are

these elements upon which writing is structured. Thus, a good piece of writing is clearly the one being restricted by the appropriate use of grammar rules; any misapplication of these rules leads to non-preferable problems. Actually, Tyner (1987, as cited in Alfaki, 2015) declared that “as verbs take different forms depending on tense and subject they are used with create problems for second language writing students”. For clarity, due to the fact that verbs, for example, are restricted by the item that comes before them, students find difficulties in successfully doing such changes. From such facts, we can say that grammar is a complicated aspect. Therefore, similar troubles are commonly found among ESL writing students.

1.1.6.2. Vocabulary and Word Choice Problems

The concentration on using impressive vocabulary and the choice of the appropriate words within a specific context is of a great concern. White (1980, as cited in Okubay, 2020) reported that “most students usually use big words which may not go with the actual context, in writing their paragraphs or essays to impress their teacher”. That is to say, students mostly seek to reach perfection throughout their writing process. However, the over exaggeration on such aspect may cause troubles and difficulties in writing in which it may lead students to miss the target point being tackled within a given context.

1.1.6.3. Punctuation and Spelling Problems

Punctuation and spelling problems are among the common shared writing troubles that students constantly face due to their complexity. Firstly, According to Byrne (1988, p. 15). “Spelling is a problem for many users of the language, native and non- native speakers alike, and most of us are obliged to consult a dictionary from time to time”. This explains the fact that the spelling problem is a wide spread obstacle. In addition, due to the complexity of the spelling system non-natives and even natives constantly face similar spelling

troubles. In turn, this obviously has an unfavorable effect on the process of writing. Concerning the punctuation, Carrol and Wilson (1995, as cited in Alfaki, 2015) confirmed that “students’ writing encounter punctuation problems as there are no universal rules of punctuation”. In other words, students do not give much importance to punctuation due to the fact of having non- universal rules that encounter its use; they apply and misapply it randomly.

1.1.6.4. Content and Paragraph Organization Problems

Both the content and paragraph organization are the most essential elements that should be precisely focused on during the production of whatever written work. Thus, “the teachers are expected to encourage their students to give attention to the message, ideas, or thoughts they wish to convey along with other features discussed above” (Clifford, 1987, as cited in Okubay, 2020). It is clarified that the primer focus should be on the content due to its importance. However, students mostly ignore it, and they concentrate on the surface or the form that constructs this written work rather than the meaning. So, students caused to lose control over this element, and stress their intention on other aspects and, thus, to have an inadequate piece of writing followed by a poor and unclear content whether concerning the meaning it holds or the organization and arrangement of ideas that shape it.

1.1.7. Strategies for Improving Students’ Writing Performance

Students face numerous problems during the writing process. For that, they should use some effective strategies to develop their writing performance.

1.1.7.1. Reading

Reading considers as one of the receptive skills. According to Kroll (1990), there is relationship between reading and writing. Similarly, Stosky (1983, as cited in

Kroll, 1990, P.88) confirmed that writing is related to reading. In specific words, good writers tend to be good readers as well as good readers tend to write in a systematic way. As a result, there is a complimentary relationship between writing and reading. Therefore, reading plays a vital role in improving students' writing production. That to say, students need to read a lot in order to develop their writing ability.

1.1.7.2. Using Technology

Nowadays, technology has a great importance in all domains especially in education. According to Scott and Mouza (2000, p. 230): “The rapid evolution of new technologies in the last two decades, however, has transformed the ways in which people communicate, collaborate, read, and write and offers new possibilities for supporting and improving student writing”. That is to say, the development of technology in the last few years facilitates the communication between people and it helps students to develop their writing skills since it provides useful tools that encourage them to write perfectly. Therefore, teachers should engage technology in classroom and provide the suitable tools.

1.1.7.3. Giving Effective Feedback

Giving an effective feedback by the teacher or by other student can enhance the students' writing level. Specifically, a teacher makes judgement and evaluation on students' final draft thinking that students will improve their writing proficiency in the next time (Hyland, 2003). That is to say, when the teacher provides feedback about the final product of his students' writing, the level of the students will be improved. In the same point, Hyland (2003) asserted that giving positive comments affects both the receiving of feedback by students and their writing proficiency. So, giving positive feedback to students helps them to enhance their writing.

1.1.8. Reasons of Teaching Writing

Writing is important for all domains especially in the field of education. It helps students to express themselves and communicate in a good manner. Moreover, students use the writing skill to write emails, letters, instructions and reports. From the professional side, writing is beneficial when applying for a job. In the same vein, people make judgments on you by writing (Barras, 2005). Moreover, according to Chappell (2011; as cited in Klimova, 2012), people use writing for different purposes. First, they express themselves and make arguments using the writing skill. Second, it is a good way for developing the thinking skills. Third, it is such a useful way for providing feedback.

Conclusion

Writing is one of the substantial skills of the English language. Thus, various definitions and different perspectives are offered by experts in the field concerning writing in general and ESL and EFL in specific. Besides that, writing does not occur randomly; however, it is restricted by particular principles and stages so as to be fully produced. Moreover, within the teaching atmosphere teachers are required to apply the suitable approaches that facilitate the process of both teaching and learning writing. Additionally, due to the complexity of such skill, students face difficulties and problems during their writing production. These problems can be reduced by teachers' strategies that are purposely tailored for improving the student's writing proficiency.

Section two: Written Feedback

Introduction

Providing and receiving feedback has a great impact on the learning/teaching process since it helps both teachers and students to meet their learning goals. This section discusses feedback in general, its definition, and types. In addition to that, it specifies the written feedback's types. Besides, this section presents teachers' perspectives towards the written feedback as well as the most effective ways that the teacher applies during the correction of his students' written works. Finally, it concludes with affording the effectiveness of written feedback.

1.2.1. Definitions of Feedback

The term feedback is deemed as an important tool in enhancing the learning process. Many researchers defined the term feedback in different ways: "Feedback refers to a mechanism which provides the learner with information regarding the success or a failure of a given process. Feedback is also responsive and thus can occur only after a given process" (Leeman, 2007, p.17). In the sense that it is what the teacher provides as a correction to his students' works whether they succeed or failed in a specific task, and this response occurs after finishing the process of writing by students. In addition to the previous, according to Black and William (1998, p 51; as cited in Taras, 2013), "for the sake of simplicity, that the term feedback be used in its least restrictive term, to refer to any information that is provided to the performer of any action about that performance". This means that feedback is a way of providing comments on what people perform. Besides, Hattie & Timperley (2007) defined it as any information which indicates that the performance or the understanding of a specific person is correct or not whether by teacher, parents or peers. This definition means that feedback considers as a way of judging the other's work. For example, the teacher evaluates what the student performs or understands. In sum, feedback is a form of giving correction

about the one's performance .

1.2.2. Types of Feedback

Providing feedback is a challenging task in the learning and teaching process. In teaching of English in ESL/EFL contexts, feedback is an important part for developing students' skills. Thus, there are different types of feedback that students receive at the end of the writing process.

1.2.2.1. Oral Feedback

The oral feedback is also known as face-to-face conferencing. According to Hyland (2003), in oral feedback, students have the chance to discuss their written works with their teacher orally. Thus, this interaction helps teachers to know their students' writing needs and lets them to negotiate meaning and explains ambiguity in their draft. Also, in this type of feedback, students have the right to discuss and explain what they have already written directly. Moreover, Ferris (2003) emphasized that the oral feedback saves time for teachers because they, directly, provide comments on students' writing. In addition to that, she suggested how to make a good conferencing and give an oral feedback to students: The teacher should discuss the purpose of conferencing with his students at the beginning; bearing in mind how they should behave and why they are interacting with him. Then, the teacher takes into consideration that students may feel uncomfortable during the conference. As a result, he should prepare a good atmosphere; for instance, minimizing the number of students into two or three. Also, before giving the oral feedback on students' writing, the teacher ought to read his students' drafts before the conference in order to know how and what to evaluate. Obviously students engaged themselves with the current situation by reading their draft and preparing questions. The teacher also asks questions in order to discuss some ambiguous points that are found in his students' drafts (Ferris, 2003). As a result, the interaction between the teacher and the students during the conference will improve students' writing abilities because students understand what the teacher corrects easily, and it

encourages them to give clarifications and explanations about what they have already written. So, the oral feedback has a good impact for students, because it makes them active participants during the learning process.

1.2.2.2. Peer Feedback

Peer feedback is developed from L1 process' classes and it is such an appropriate way for correcting students' writing in ESL classes. This type of feedback means that students receive feedback or responses on their writing from their peers. Therefore, students will develop their abilities in writing and improve the understanding of others' works as readers (Hyland, 2003).

Many researchers named peer feedback in different ways like: peer evaluation, peer review, and peer responses. According to Harmer (2004), peer review is a useful part in the writing process because it encourages students to work in a collaborative way and helps the passive ones to take part in the learning process. In addition to that, when students revise and edit their peers' papers, this can enhance their abilities in revising and editing their own draft. Similarly, Ferris (2003) indicated that there are some benefits of peer feedback for L2 writers which suggested by numerous researchers. Firstly, when the student provides feedback to his peers, he will have self -confidence and he will develop his critical thinking skill. Secondly, peer feedback gives the chance to students to receive more than one response to their writing. As a result, it shows different perspectives of the same draft. Finally, it gives sense to the classroom community, which means it encourages the collaborative and cooperative works between students.

1.2.2.3. Written Feedback

This type of feedback, according to Ferris (2003), takes much time when the teacher provides it on his students' composition, because he needs to read it many times in order to correct all mistakes. Thus, students will be highly evaluated. In addition to that, students when they receive the teacher's correction will appreciate it. In this sense, Hyland(2003)indicated that the written feedback or the teacher's written comments plays a crucial role in L2 writing because the teacher helps his students to be aware about their mistakes in order to avoid them in the next assignment. Additionally, the teacher feels that he provides an ideal correction when he comments on his students' drafts since he thinks that the written comments are such a helpful way for indicating the most common errors in the students' writing. Furthermore, Harmer (2004) differentiated between the two ways of reacting to students' writing, namely: responding and correcting. On the one hand, responding to students' writing means that the teacher concentrates on the content and the form of students' writing in addition to their accuracy. That is to say, he responds to the order of information and discusses with them why they mention these points rather than the others. As a result, the teacher when he uses responding, he encouraged a meaningful discussion with his students. In other words, he negotiates what his students wrote rather than making judgments on it. On the other hand, correcting students' writing means that the teacher indicates all mistakes that occur in his students' draft, then he gives them the right ones, for example, he corrects the grammatical mistakes and the words order.

As what is stated above, during the process of correcting students' written drafts and, therefore, providing written feedback, teachers focus on two main elements which are the content and the form that shape this written work. In this regard, based on what is stated in Park (2006), this issue has been discussed again; she clearly negotiated the three well known types of written feedback namely: form-focused feedback, content-based feedback, integrated feedback.

1.2.2.3.1. Form-Focused Feedback

According to Park (2006), this type of feedback stresses its concern on students' grammatical competence whereby teachers are supposed to give written feedback that is only based on the grammatical aspects. In addition to that, Shobeiry(2020) confirmed that the descriptive feedback concentrates only on correcting errors related to grammar and structure whereas the content is not taken into consideration. That is to say, the focused–form feedback deals with providing written comments based on the surface structure of whatever piece of writing.

1.2.2.3.2. Content-Based Feedback

Park (2006) denoted that this type differs from the previous one since it highly concentrates on the content as well as the organizational models that encounter students' writing production. Besides that, teachers react only whenever the aspect of meaninglessness is found regarding both the content and misconceptions within this piece of writing without identifying the grammatical errors. In other words, teachers who depend on providing this type of feedback are concerned with the content and the meaningful arrangement of ideas within students' writing assignments.

1.2.2.3.3. Integrated Feedback

Park (2006) mentioned that experts in the field argued on the creation of another type of written feedback which is a mixture of both the form-focused feedback and meaning – focused feedback so as to overcome the troubles that are established due to the fact of applying one type and ignoring the other. This type of written feedback represents that the

implementation of written correction is based on both the content and the form.

1.2.3. Teachers' Perspectives towards the Written Feedback

Many researchers made connections between teachers' perceptions of the written feedback and their practice on students' works. According to Agbahoun (2016) teachers consider their written feedback as a way of developing students' accuracy in writing. In addition, they think that providing feedback is an important matter in EFL writing. Also, they see students' use of the written feedback as a part of the learning process, because they believe that it is a useful way for developing their knowledge of language. Furthermore, teachers are aware of the effectiveness of the written comments on students' works and they insist on the idea that students must take into consideration all the written comments that their teacher provides in order to avoid doing the same mistakes in the future. (Agbahoun, 2016). Similarly, teachers indicate that the written feedback should focus on both points of strengths and weaknesses rather than giving critical comments only. (Gul, Tharani, Lakhani, Rizvi & Ali, 2016).

1.2.4. Effective Written Feedback Ways for Correcting Students' Writing Performance

1.2.4.1. Using Correction Symbols

Correction symbols means that the teacher indicates the place of errors using a specific symbol. In addition, it is a good way for correcting students' work because it avoids the overusing of the red ink. Moreover, it helps students to think about all mistakes which occurred in order to correct them by themselves. So, it encourages self- correction. The teacher uses correction symbols in different ways. For example, if he finds a spelling mistake, he puts S; or a grammar mistake he puts G and so on (Harmer, 2004).

1.2.4.2. Written Commentary

“This involves writing detailed comments on the problems that exist in the learners’ work. The idea is to guide the learners so as they can try to self-correct” (Baghzou, 2014, p. 69). It means that the teacher writes comments where there are mistakes in students’ written works. Thus, this way can help students to develop their self – evaluation, and let them to think how they should write in a better way.

1.2.4.3. Reformulation

According to Harmer (2004), reformulation is a good way for correcting students’ writing; teacher instead of indicating that there is a mistake; he directly provides the right form of the incorrect word, or he shows to them how they are supposed to write it correctly. So, his students learn from the comparison between the correct and the incorrect form (Harmer, 2004).

1.2.4.4. Minimal Marking

Minimal marking is one way of correcting students’ works. According to Haswell (1983) minimal marking is when the teacher does not mark all the surface mistakes in the text including grammar, punctuation, spelling and capitalization mistakes. Then, “Each of these mistakes is indicated only with a check in the margin by the line in which it occurs” (Haswell, 1983, p. 601). It means that when the teacher finds one of the previous mistakes, he puts just a mark in the margin like **X** where it occurs. Moreover, when he indicates a line with two marks, this means that there are two errors no more in the same line.

1.2.4.5. Selective Correction

According to Harmer (2004), selective correction means that the teacher selects what he will correct in students’ works. In other words, the teacher does not correct all the mistakes. For example, he only concentrates on correcting the verb tenses or on punctuation.

In addition to that, the teacher might correct only two paragraphs in the whole essay. Furthermore, teacher should tell his students about this method. In specific words, he should inform them that he focuses only on correcting one aspect of writing, for example, he focuses on grammar. So, the student pays attention on what the teacher provides as a correction only.

1.2.4.6. Remedial Teaching

The teacher during the correction of his students' papers finds the majority of them made the same mistakes. So, he used remedial teaching. In other words, he suggests some examples from some students' incorrect answers to the whole class. Then, they correct them with each other (Harmer, 2004). Furthermore, he said: "correction can be affected by showing the whole class sentences produced by students that exemplify the mistake and asking them to help to put them right" (Harmer, 2004, p. 112).

1.2.5. The Effectiveness of the Written Feedback

The written feedback has a great importance during the learning process. First, the written feedback and the classroom achievement are intertwined and cannot be separated. So, it affects both the learning and students' academic achievement because it helps students to notice their errors and mistakes (Hattie & Timperley, 2007). Second, the effective written feedback should be provided by the teacher in a clear way (Miedzo & Chipu 2019). Third, written feedback is essential for the development of students' writing, and it is used to encourage them to achieve their learning goals (Hyland & Hyland, 2006). In addition to that, some researchers have found that the written feedback considers as a key part in EFL and ESL writing, it motivates students to control their draft. Besides, it has a central role for improving and developing their L2 writing (Ferris, 1995; Ferris & Roberts, 2001; Goldstein, 2004; as cited in Tee & Cheah, 2016).

Conclusion

The significance of feedback varies from one researcher to another, but it is argued that it is such a strategy which is applied for enhancing students' learning performance. It is comprised of different types namely: oral, peer, and written feedback. Precisely, the latter type of feedback, written feedback, has a direct impact on students' writing performance.

Essentially, teachers who provide this type of feedback focus on two main aspects; the form and content. That is to say, written feedback primarily has two types: the form-focused and the content focused; however another type has been added by researchers under the name of integrated written feedback which reflects the use of both types of written feedback simultaneously. Furthermore, written feedback is viewed differently by teachers in which they provide it differently by using certain ways. Despite their different perceptions about it, they all argue on the effectiveness it brings.

Section Three: Motivation

Introduction

The aspect of motivation revealed to be the key behind the success of both the teaching and learning process. Moreover, researchers had made a great effort for discussing this concept. Accordingly, this section presents a general overview about motivation through providing some definitions followed by its theories and types. Also, it stresses its concern on teachers' role and teachers' motivational strategies that increase students' motivation within the learning process.

1.3.1. Definitions of Motivation

Defining the term motivation is not an easy task. Therefore, many researchers, theorists and psychologists tried to provide some definitions about it. According to Nakata (2006, p.24), "Motivation cannot be explained by a single definition. Because of the complexity in defining the term, there has been a paradigm shift in our understanding of motivation over the last 50 years". That is to say, there is no single definition of motivation. So, researchers define it differently because of the ambiguity of such concept. In addition, Dornyei (2001, p. 91), it "is one of the key factors driving language learning success". This definition means that motivation leads students to achieve success in language learning. Besides, "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (Ryan & Deci, 2000, p.54). It means that the person who gets motivated wants to achieve something or to do a specific activity, whereas the one who does not have the desire for doing such acts considers as an unmotivated person. Moreover, motivation is "a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior" (Maehr& Meyer, 1997, as cited in Brophy, 2004, p. 3). It means that motivation is used as a way of explaining humans' intention, direction, persistence and goal- directed behavior which pushes them to do certain actions.

In sum, the term motivation has different definitions according to many researchers, each one of them provides his own definition. In addition to that, they focus on its importance on the field of learning languages. Also, they declared that it involves many factors like: desire, energy, persistence, goal and so on.

1.3.2. Theories of Motivation:

Researchers suggest so many theories of motivation which explain how students get motivated in learning L2 such as: the Attribution Theory and the Self- Determination Theory.

1.3.2.1. The Attribution Theory

According to Weiner (1985), the attribution theory deals with the causal explanation used for a specific event or behavior. Besides, it tried to provide an answer to what individuals give as reasons for their success and failure. So, students according to this theory attribute or provide explanations and clarifications for their success and failure in the learning process in order to give a good self -image to others.

Moreover, the cause of success and failure shares three basic dimensions which are: locus of causality, stability and controllability. Firstly, locus of causality refers to the location of the cause whether it is external or internal to the individual. Secondly, stability is the change occurs on the cause provided by the individual whether it is stable or unstable; this means whether the cause remains the same or can change. Thirdly, controllability means the ability of the individual to control the outcome of specific behavior, and it can be controllable or uncontrollable (Weiner, 1985).

1.3.2.2. The Self–Determination Theory

The self- determination theory is a theory to human motivation and personality which emphasized that the individuals get motivated by their inner resources rather than the external ones (Ryan, Kuhl, & Deci, 1997, as cited in Deci and Ryan, 2000).

Deci and Ryan (2000) indicated that according to the self- determination theory, individuals get motivated by three innate psychological needs namely: relatedness, competence and self –autonomy. First, relatedness means being related or connected to other people. Second, competence refers to the knowledge of a specific subject matter or the ability to reach the desired points. Third, self-autonomy is the learner’s ability to control their cognitive process and being self-independent in their learning. Therefore, the self-determination theory has been made or formulated according to these three psychological needs (Deci & Ryan, 2009).

1.3.3. Types of Motivation:

The self- determination theory mainly was concerned with the distinction between two types of motivation which are intrinsic and extrinsic motivation (Deci & Ryan, 2009).

1.3.3.1. Intrinsic Motivation

The first type of motivation is the intrinsic motivation “which refers to doing an activity for the inherent satisfaction of the activity itself” (Ryan & Deci, 2000, p.71). That is to say, intrinsic motivation is doing something for satisfying the one own needs or for engaging themselves in an activity for the sake of enjoyment, interest and the feeling of self - competence. So, the main reason for doing something comes from the inner side of the individuals. Besides, According to White (1959, as cited in Ryan & Deci, 2000), intrinsic motivation came first from the experimental studies of animals’ behaviors which

shows that regardless to the absence of rewards and reinforcement, many organisms or animals engage themselves in the discovery and the curiosity behaviors. So, this obviously explains from where the idea of intrinsic motivation comes.

Moreover, Ryan and Deci (2000) indicated that intrinsic motivation exists within the individual. In specific words, it exists in the relation between persons and tasks. Also, individuals were not intrinsically motivated by the same tasks which means that they may intrinsically motivated by some activities rather than others.

1.3.3.2. Extrinsic Motivation

Extrinsic motivation is the second type of motivation which “refers to the performance of an activity in order to attain some separable outcome” (Ryan & Deci, 2000, P. 71). It means that extrinsic motivation leads the individual to take part in tasks in order to gain external outcomes. In other words, people perform a specific task for the sake of getting marks.

Furthermore, the self- determination theory indicates that extrinsic motivation is different in the degree to which it is autonomous. For example, a learner who does homework or a specific task does it because he fears his parents’ punishment rather than he wants to do it. So, in this case he is extrinsically motivated by external factors .He must do the homework to gain a separable outcome which is the avoidance of the parents ‘punishment. Likewise, a student who wants to do a specific task thinks that it is needed or valuable for his chosen career is considered also a extrinsically motivated person. It explains that he does it for getting a specific reward rather than being interested in doing it (Ryan & Deci, 2000).

To conclude, the two types of motivation are important for the field of motivation. On the one hand, intrinsic motivation is related to internal factors like: interest, pleasure and personal needs. Besides, people who are intrinsically motivated do activities in order to satisfy their own needs. On the other hand, extrinsic motivation is related to external factors such as reward and punishment. In specific words, extrinsically motivated people engage themselves in activities for the sake of getting rewards or avoiding punishments.

1.3.4. Teacher's Role in Motivating Students within the Learning Process

The teacher plays different roles in the learning process; one of these roles is a motivator. "Though motivation can be intrinsic or extrinsic, it is important for teacher to create an environment that motivates students' learning" (Johnson, 2017, p, 46). It means that the teacher motivates his students within the learning process using motivational supports and strategies that enhance their learning level. In addition to that, teacher also can enhance his students' motivation in the classroom by supporting students' autonomy, relevance, relatedness and competence (Ferlazzo, 2015; Schiefele & Schaffner, 2015; Schuitema et al., 2016; Zhang, Solmon, &Gu, 2012; as cited in Johnson, 2017). This is explains that the teacher creates an environment that encourage students to be independent in their learning and helps them to be competent in the learning process. Furthermore, teacher increases students' motivation to learn by providing positive feedback in order to develop their competence. So, it helps them to control their own learning (Bain, 2004; Ferlazzo, 2015, as cited in Johnson, 2017). Moreover, According to Ramage (1990), a teacher should increase students' motivation; therefore, they will engage themselves in a positive and active way until they reach their goal in L2 learning. Also, students' motivation to learn is being increased during the learning process when teachers show interest in their lessons to students and when they made great efforts during the teaching process (Johnson, 2017).

1.3.5. Teachers' Motivational Strategies

Teachers use different strategies in order to increase students' motivation in the learning context. Motivational strategies "refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dörnyei, 2001, p. 28). That is to say, motivational strategies are techniques which aim to increase students' motivation in order to reach some positive outcomes. Dörnyei (2001) proposed these motivational strategies and classified them into four categories:

1.3.5.1. Creating the Basic Motivational Conditions

It considers as the first category or dimension which related to the teaching atmosphere. In specific words, teachers need to create motivational conditions that help learners to develop their motivation. Also, they need to build a good relationship with their students, maintaining pleasant and supportive environment and promoting cohesive learner's group with suitable group norms (Dörnyei, 2001).

1.3.5.2. Generating Initial Motivation

The teacher needs to generate students' motivation by using different strategies: First, increasing students' L2 related values and attitudes. Besides, for generating students' initial motivation, teachers need to enhance their goal-oriented which means they must help students to know their goals and work together in order to achieve it. Second, teachers should make the teaching materials relevant for students. That is to say, the teacher should introduce his teaching materials and make his students familiar with it. Third, teachers should promote students' expectation for success and create realistic learners' belief (Dörnyei, 2001).

1.3.5.3. Maintaining and Protecting Motivation

It is the third category where the teacher provides different strategies for maintaining and protecting motivation. Firstly, he should make the learning process enjoyable by varying the tasks in classroom. Secondly, he should allow students to maintain self- image and protecting students' self-esteem. This happens by avoiding negative comments on student's work in front of his classmates. Another strategy is to enhance students' self-confidence by encouraging them and letting them to take part in the lesson (Dörnyei, 2001).

1.3.5.4. Encouraging Positive Retrospective Self-Evaluation

In this category, the teacher provides many motivational strategies in order to encourage positive self- evaluation like: providing motivational feedback by saying positive comments. In addition, the teacher should increase learners' satisfaction which refers to encouraging them to be satisfied and proud of themselves. Besides, he must provide rewards and grades in a motivational manner which considers as a useful factor in reinforcing students' achievements (Dörnyei,2001).

Conclusion

Motivation is an essential aspect for conducting accurately both the process of teaching and learning. Psychologists and researchers in the domain brought different definitions to this aspect as well as theories done upon it. Additionally, intrinsic and extrinsic motivation are stated as the main types that comprise motivation. Moreover, within the educational context, it is indicated that teachers play a crucial role in motivating students by using an effective motivational strategies.

Chapter Two: Fieldwork

Introduction:

Every research work consists of two parts: the first is the theoretical part which is the literature review and the second is the practical part which considers as the field work. Basically, the aim of this chapter is to test the validity of the hypothesis. It is divided into two sections: the first is devoted to specify the population and the sample of our research work. After this, we describe the data collection tools that used in collecting data which are both students' and teachers' questionnaire. Next, it is followed by the description and the administration of each questionnaire. The second section is concerned with the analysis of students' and the teachers' questionnaire in order to obtain and discuss the results. Finally, we specify and discuss some pedagogical recommendations and limitations.

Section One: Research Methodology

2.1.1. Sample

The present research work is conducted at Mila University. The population we dealt with is the second year students of English at the Department of the Foreign Languages in the academic year 2020/2021. We have randomly selected a sample that consists of (70) students to represent the whole population (220 students). Concerning the teachers, we have selected randomly (10) teachers from the entire population.

2.1.2. Data Collection Tools

In order to investigate the effect of written feedback on students' motivation towards the writing skill, we administrated two questionnaires as data collection tools to both students and teachers for gathering the necessary information.

2.1.2.1. Students' Questionnaire

2.1.2.1.1. Description of the Students' Questionnaire

The questionnaire of this study was addressed to (70) second year students at Mila University. The whole questionnaire comprises of 21 questions of various types: (close – ended question, open ended question and multiple choice question). Furthermore, the students' questionnaire is divided into five main parts.

The first part “background information” is composed of three questions. It aims to investigate the personal information of students, their level and their motivation in writing.

The second part “the writing skill” consists seven questions(from four to ten), it discusses the importance of the writing skill and concentrates on different aspects of writing and students' problems, the most common stages and principles used in the writing process and the useful strategies which enhance the writing proficiency.

The third part “written feedback” is comprised of five questions (from eleven to fifteen), it deals with the teacher's written feedback on student' writing, and sheds light on how teacher provides written feedback on his students' work , how often he reacts to them and which type of feedback do students prefer.

The fourth part “Motivation” contains five questions (from sixteen to twelve). This part deals with students' motivation towards the writing skill. It investigates how students get motivated and which factors can increase their motivation.

The last part is “students' suggestions”, it gives students the chance to add any suggestions about how the written feedback can affect their motivation towards the writing skill.

2.1.2.1.2. Administration of the Students' Questionnaire

Because of the current circumstances, we administrated the students' questionnaire to the second year students using Google forms. We spent four weeks to collect the whole sample.

2.1.2.2. Teachers' Questionnaire

2.1.2.2.1. Description of the Teachers' Questionnaire

The teachers' questionnaire is precisely designed for gathering data that serve the scope of this research study which is conducted on the effect of written feedback on students' motivation towards the writing skill. Basically, this questionnaire is addressed for teachers from the department of English at Mila University who helpfully have, in turn, responded to the required questions.

Above all, the present questionnaire holds fifteen questions varied between closed – ended questions to open-ended questions. The first type of questions is supposed to be answered whether by “Yes” or “No” or by selecting the answer from the suggested choices, whereas in the second type teachers are given the opportunity to provide their own answers, suggestions and interpretations about the research topic. Furthermore, these questions are distributed along five parts, namely: the background information, teaching writing, written feedback, teachers' motivation and teachers' suggestions.

Firstly, the background information part contains three questions which are constructed for collecting information about teachers' academic degree as well as their experience in the field of teaching writing.

The next part entitled “teaching writing” consists of four questions that intend, primarily, to examine both the time and syllabus determined for teaching writing as well as

their impact on students' writing proficiency. Moreover, this part concentrates on how do teachers deal with such skill and process inside the teaching area by including both approaches and strategies applied for teaching it. Lastly, this part is also set to highlight the common writing problems shared among students.

Following that, the third part of this questionnaire "written feedback" contains three questions. They aim to investigate teachers' perceptions towards the written feedback in terms of which type they frequently focus on, how they provide it, and whether their students respond to it or not.

The Motivation's part is pointed to explore the teacher's engagement within the factor of motivation in conducting his writing classes. Subsequently, teachers were asked how they deal with it concerning the strategies they implement, and its effect on their students' attitudes.

Finally, the last part in this questionnaire, teachers' suggestions, covers one only open-ended question which is devoted for teachers' further suggestions and interpretations about the three combined variables that shape this research study.

2.1.2.2.2. Administration of the Teachers' Questionnaire

This questionnaire was given directly by hand to a particular sample of English teachers at Mila University. The process of both handing the questionnaire to teachers and receiving their responses is fully got accomplished in two weeks.

Section Two: Analysis and Discussion of Results

2.2.1. Analysis of Students' Questionnaire

Part One: Background Information

Q1: How long have you been studying English?

Table 01 Period of Studying English

Options	Number	Percentage
9 years	47	67,14%
Over 9 years	23	32,86%
Total	70	100%

The aim of this question is to determine the period of time that students spent in learning English. The table above shows that the majority of students (67.14%) have been studying English for 9 years. This is because students in this case studied English Four years in the middle school, then, three years in the secondary school and two years in university. The rest of students (32.86%) spent in studying English more than 9 years. This explains the fact that they might be repeated years in a specific level.

Q2: How do you consider your level in English?

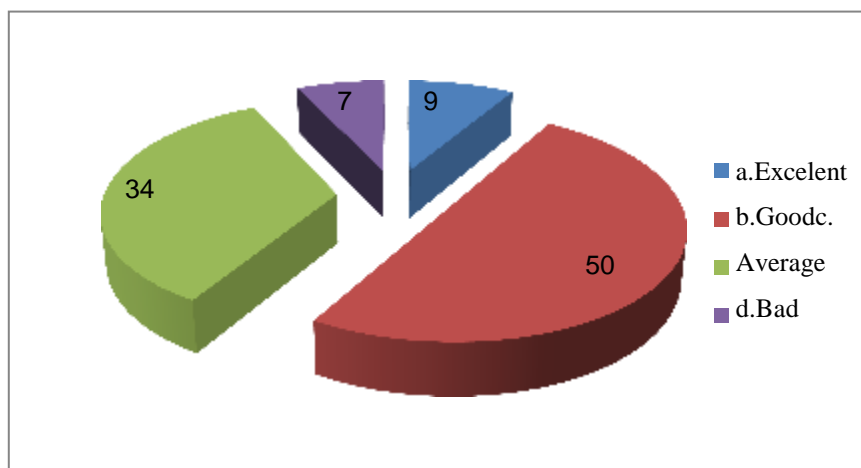


Figure 01 Students' Level in English

The aim of this question is to know how students consider their level in English. As we notice from the figure, (9%) of students think that they have an excellent level in English. We assume that those students get motivated and have competence in mastering the English language. Also, they think that in the basis of their marks, and may be they do not face problems in the four skills including writing. The majority of students (50%), which consider as the half of the sample, believed that their level in English is good. We suppose that they are the ones who have good average and they master the English language in a good way. Others (34%) consider their level is average. We believe that those students are less competent than the good ones, and they involve themselves in studying the English language for getting grades only and not for being competent. Only (7%) state that they have a bad level. It explains that those students are the ones that English is not the first choice for them. As a result, they are not motivated in the English learning process, and we assume that they face many problems in writing.

Q3: Do you feel motivated in learning writing?

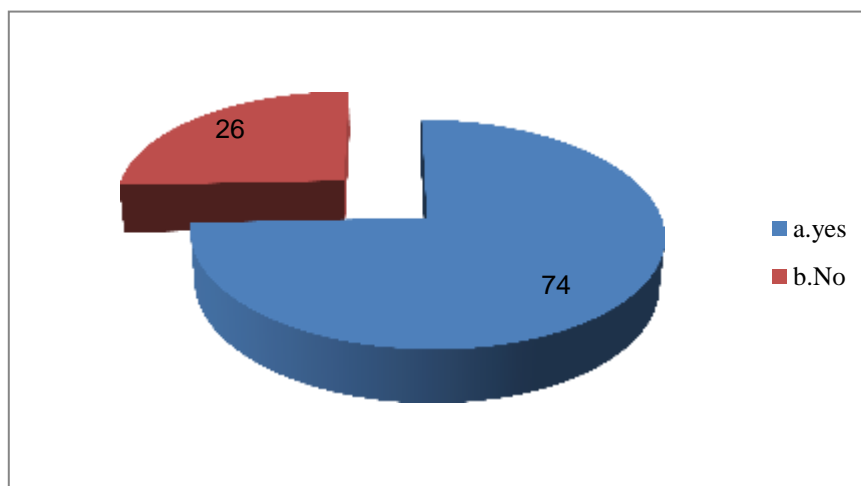


Figure 02 Students' Motivation to Learn Writing

We raise this question in order to investigate whether students get motivated in learning the writing skill, and if they have a positive feeling towards writing or not. From the figure 02, we notice that the majority of students (74%) answer by YES and they state that they get motivated in learning writing. That is to say, they have an interest in learning this skill and they know its importance in the learning process, for that; they need to develop it. Unlike them, (36%) of students answer by NO, they do not feel motivated in learning writing. Those students may be do not like writing and they face many problems during practicing it. So, they are not motivated in learning writing.

Please, justify your answer.

The majority of students, who feel motivated in learning writing, provide a range of explanations: A large number of students see writing as one of the most important skill among the four skills, and they need to develop it in order to master the English language. In other words, they think that improving the writing skill leads to developing the English level and helps in expressing the ones thoughts and ideas. In other sense, they need writing for their daily life, for example, for chatting with other people from other countries.

However, those students who do not feel motivated in learning writing provide some justifications like: they do not feel interested in learning writing because they hate it. In addition, they find problems and difficulties for that they do not feel motivated in practicing and learning it. Others believe that it is not necessary for them and they think that speaking is better than writing.

Part Two: The Writing Skill

Q4: In your point of view, writing is important because:

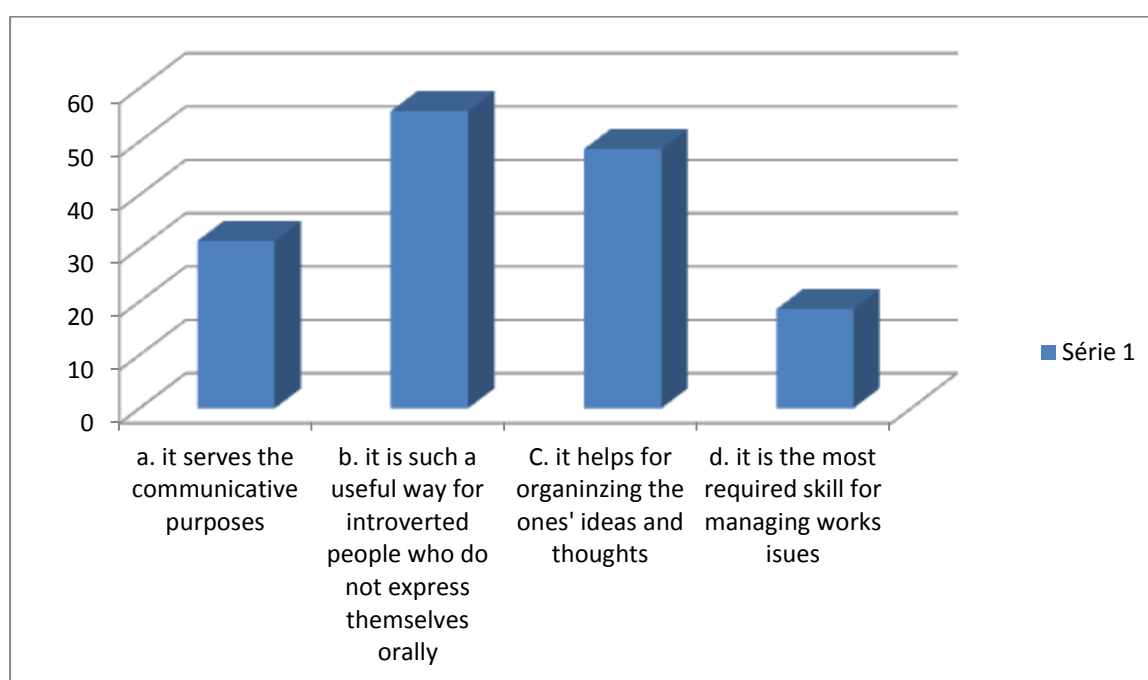


Figure 03 Importance of Writing

This question investigates students' point of view about the importance of the writing skill. When we asked this question, we gave students the freedom to choose more than one option because there is a sample of students who think that writing has different benefits. The statistics show that most of students opted for the option (b), *it is such a useful way for introverted people who do not prefer to express themselves orally*, with a highest percentage of (55, 7%). That is to say, that writing is important because it helps students who are shy or feel hesitated to express themselves orally. For that, they use writing rather than speaking.

Others choose option (c) *it helps for organizing the ones' ideas and thoughts* with percentage of (48, 6%). We expected that those students believed that writing helps them to express their thoughts and ideas. While (31, 4%) of students' answers go for the option (a) *It serves the communicative purposes*. We assume that for those students, writing is helpful for their communication with other people. (27, 1%) students opted for the option (e) *it is the most required skill for managing work's issues*. That is to say, they think that it is a useful way that helps people in their works. The rest of the students' answers (18, 6%) are for the option (d): *it maintains both human history and memories*. It means that writing is also important because humans preserve their history and memories using writing.

Q5: Where do you usually prefer practicing writing?

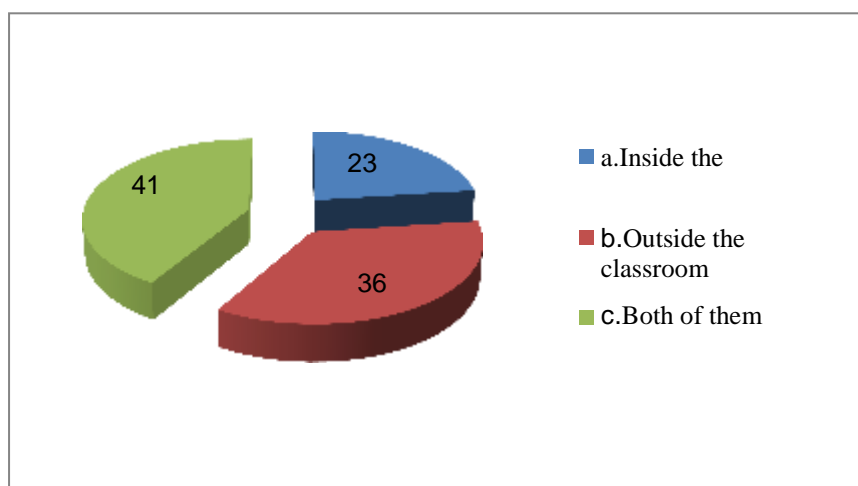


Figure 04 Students' Preference towards Practicing Writing

The aim behind posing this question is to know where students prefer to practice writing. It is clear from the figure above that (23%) of students prefer to practice writing inside the classroom. This explains that those students practice writing only in the classroom, and they do not like to practice it outside. Also, they may hate to have home works in writing expression. Whereas, about (36%) of students prefer to practice writing outside the classroom. It means that those students think that practicing writing outside the

classroom is better because they have the freedom to write without having teachers' instructions and without caring about the time. Also, those people may be the one who write and express their thoughts as diaries. The majority of students (41%) prefer to practice writing in both of them (inside and outside the classroom). This suggests that they think practicing writing only inside the classroom is not enough for improving this important skill. So, students need to practice it outside and inside.

Q6: Do you follow the writing process stages throughout your written production?

Table 02 Following the Writing Process Stages in Students Writing Production

Option	Number	Percentage
Yes	54	77,1%
No	16	22,9%
Total	70	100%

From the table above, we notice that the highest percentage of students which is (77, 1%) follow the writing process stages. That is to say, those students know the importance of following these stages during their writing assignment. Unlike them, a small portion of the sample with (22,9%) do not follow the writing process stages. we believe that they do not care about them because they think that they are not important during the learning process.

Q7: If you answered the previous question by “Yes”, which stage from the following is the most difficult for you?

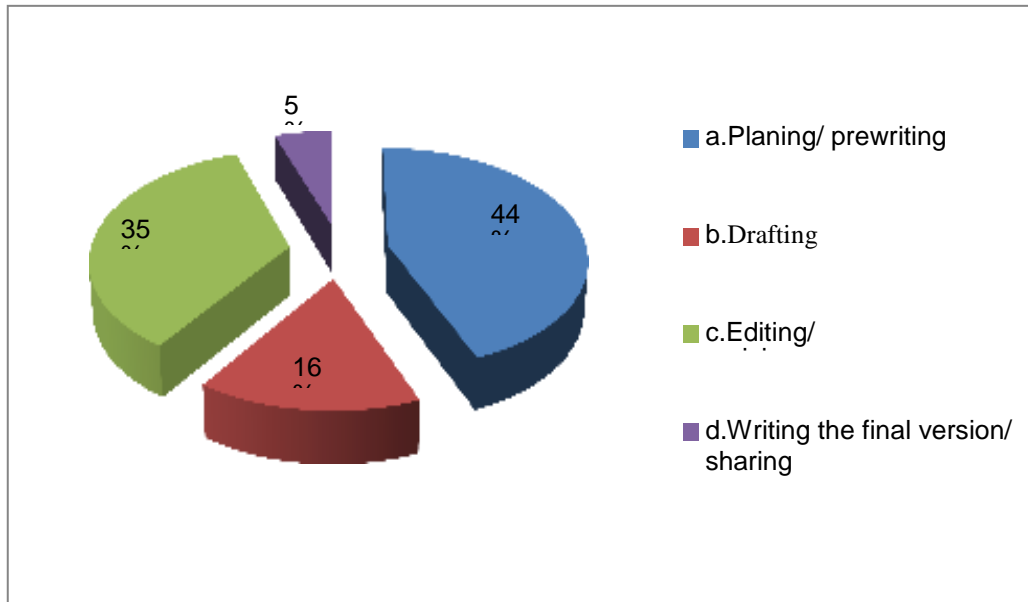


Figure 05 Most Difficult Stage of the Writing Process for Students

This question is designed for the students who opted for YES in the previous question. As a result, we concerned only with (54) students rather than (70). The data in figure (05) show that (44%) of students state that planning / prewriting stage is the most difficult one. we assume that they think that it is difficult because they may be unfamiliar with the topic. For that, they cannot plan what they want to write. Others (16%) declare that the difficult stage is the drafting stage. From this, we can say that those students have lack of vocabulary or style of writing, or maybe they do not have the necessary information about the topic, while (35%) of students state that they find difficulties in the editing/ revising stage. That is to say, they are not aware about how to revise and edit their draft, or they do not know where the mistakes are occurred. A few of students (5%) opted for writing the final version/ sharing. Here, we believe that students who face difficulties in this stage do not know how to put their draft in the final version.

Q8: What is the writing principle that you mostly focus on during your writing assignments?

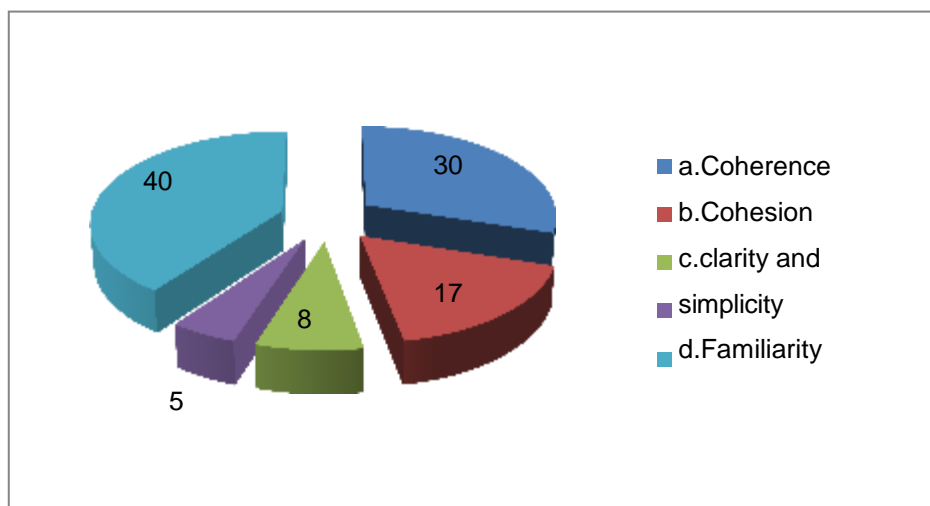


Figure 06 Writing principle that students mostly focus on

The aim of this question is to know which writing principle students mostly focus on during their writing assignments. The figure above demonstrates that (30%) of students declared that they focus on coherence during their writing. This means that they care about their ideas and they try to make them coherent. While (17%) focus on cohesion. We suppose that those people concentrate on how to link their sentences, and they focus more on the form rather than the meaning. A small percentage of students (8%) focus more on clarity and simplicity rather than the other principles. That is to say, they think good writing should be clear and simple. The minority of students (5%) opted for familiarity. We assume that they concentrate on being familiar with the topic under discussion, and they think that it is the important one for them. However, the highest percentage (40%) is for the option “All of them”. It is expected that those students believe that all the writing principles which are stated above (coherence, cohesion, clarity and simplicity and familiarity) are necessary for a good written work.

Q9: what are the problems that extensively obstruct the flow of your writing performance?

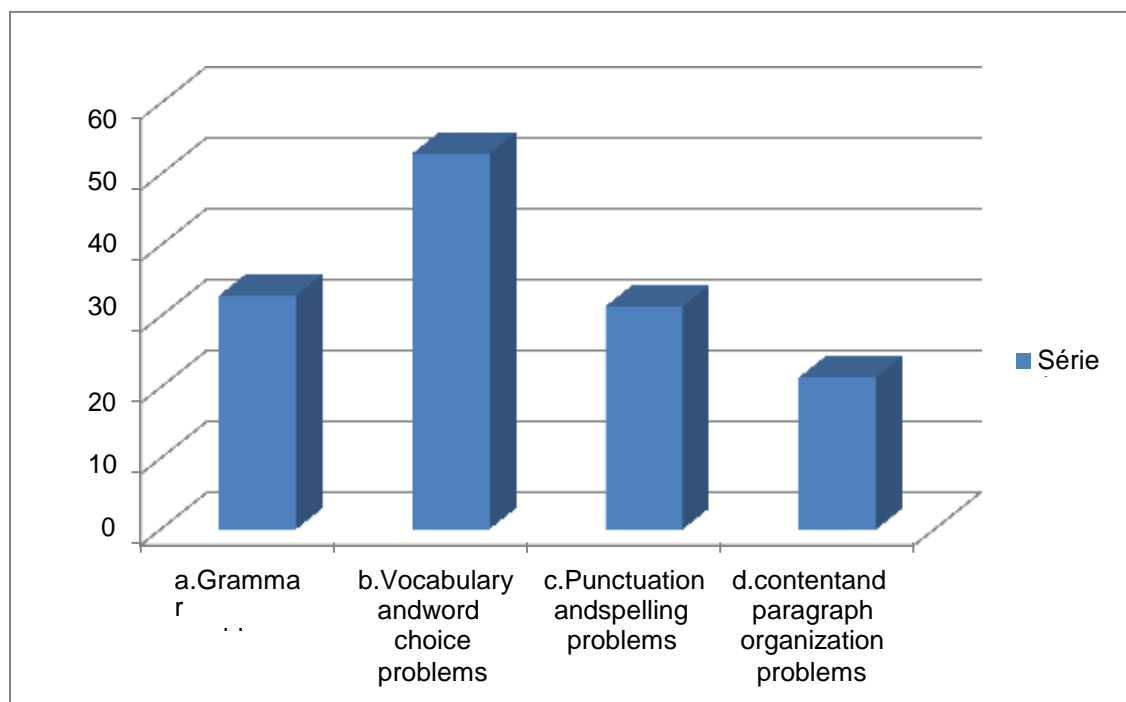


Figure 07 Students' Main Problems during their Writing Performance

When we asked this question, we give the students the freedom to select more than one option. This question aims at investigating students' difficulties which obstruct the flow of their writing performance. The obtained results show that the highest percentage (52, 9%) is for *vocabulary and word choice problems*. It seems that most of students face problems in using the appropriate words and vocabulary this is because of the lack of knowledge. While (32,9%) of answers is for *grammar problems*. We assume that those participants do not focus on learning grammar for that they face problems in it. Others (31,4%) is for *punctuation and spelling problems*. It expected that those students do not know how to write corrects words and how to punctuate sentences and paragraphs. The lowest percentage (21, 4%) is for *content and paragraph organization problems*. That is to say, the most essential aspect for teachers is the last one which considers as the difficult one for students. It is expected that students focus more on how to put content and how to organize paragraphs rather than focusing on the other aspects of writing.

Q10: According to you, what are the most useful ways that helped you in enhancing your writing proficiency?

The aim of this open -ended question is to invite the participants to provide their opinions about some useful ways that enhance their writing proficiency. We summarize some students' answers as follow:

- Reading books, articles, short stories and novels consider as the key for improving the writing skill.
- Practice writing through writing diaries, essays and short stories in free times
- Practice makes perfect.
- Try to memorize words and expressions, and learn new vocabularies.
- In order to enhance my level in writing, I try to compare my writing to other experienced people or authors.
- Using technology, for example, writing formal E- mails and attends to online courses about written expression and how to write in an academic way.
- Taking into consideration the teachers' feedback in my writing.

Part three: Written Feedback

Q11: Does your teacher respond to your written work?

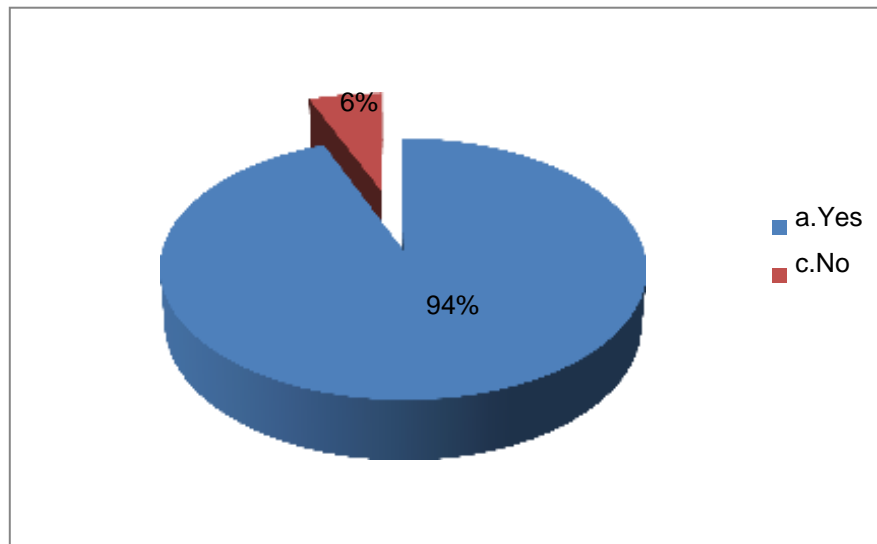


Figure 08 Teachers' Response to Students' Written Works

By asking the sample such a question, we aim to know if the teacher corrects his students' writing or not. The vast majority of respondents (94%) confirm that teachers respond to their written works. We expected that teachers in this case play the role of an editor. In specific words, they help them to know their errors and provide the suitable correction in order to avoid doing the same mistakes in the next assignments. Therefore, their writing level will improve. However, small rate of respondents (6%) declare that their teachers do not correct their written works. We truly think that those students do not care about their teachers' correction or do not understand their way of providing feedback.

Q12: How often, then, does he react to them?

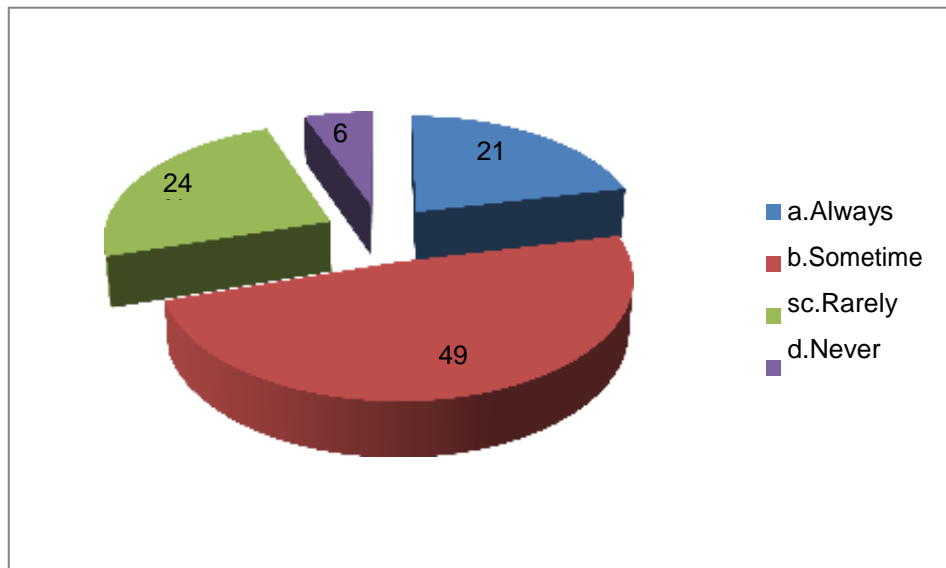


Figure 09 Frequency of Teachers' Reaction to Students' Works

The figure above shows that (49%) of participants indicate that their teacher sometimes reacts to their written works, (24%) of them believe that he rarely reacts on it. While, (21%) declare that the teacher always react to students' work, and only (6%) state that he never reacts to them. We raise this question in order to determine how frequently teacher reacts on students' works. According to these results, we assume that teachers try to provide feedback on students' writing but in different frequency.

Q13: How does your teacher correct your written errors?

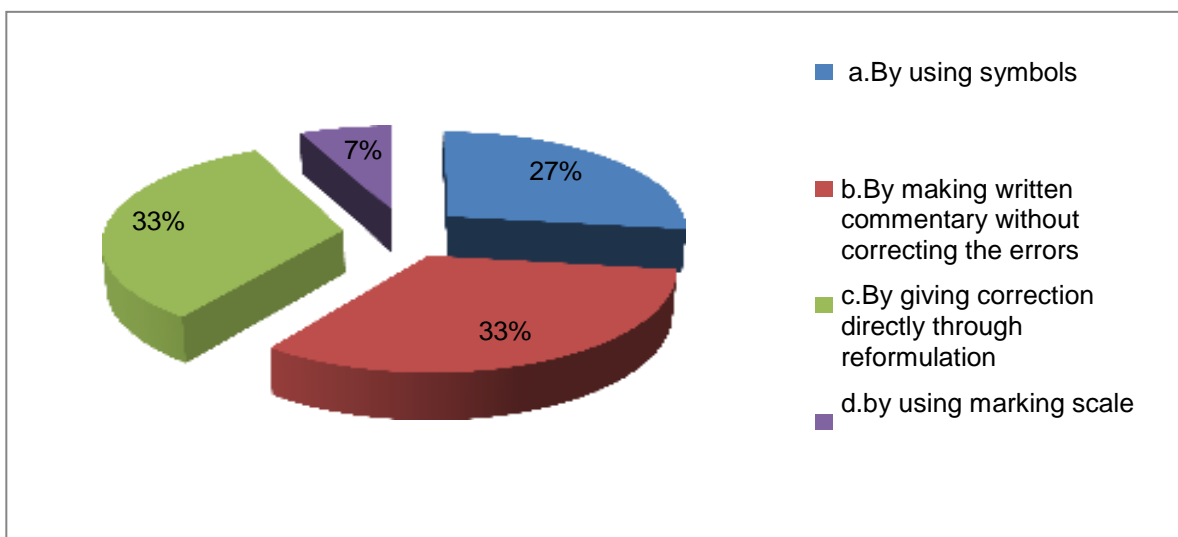


Figure10 Teachers' Ways of Correcting Students' Written Errors

The aim behind asking this question is to explore some ways that the teacher uses when he corrects his students' written errors. The results revealed from the figure above indicates that there is an equal rate for two options: *by making written commentary without correcting the errors* (33%) and *by giving correction directly through reformulation* (33%). So, the majority of respondents opted for these two options. This results emphasize that teachers use different ways in correcting students' papers. Also, we think that the most used ones are: giving written comments and reformulation (giving the write form directly). In addition, we notice from the figure that (27%) of participants declared that their teachers use symbols during the correction. We assume that teachers also use this way in order to indicate the type of errors. In specific words, correction symbols is applied in order to specify the type of mistakes made by the students; for example ,if there is a spelling mistake the teacher puts " S" where it occurs. The rest of students (7%) opted for *using marking scale* , this explain that the teacher rarely uses this way because it seems ambiguous for students.

Others, please, specify.

By providing this statement, we aim at giving students the freedom to specify others ways which their teachers use in correcting their written errors. The majority of respondents did not give any answers about it and state that there is no idea. The rest of them give their answers and provide some ways. For example, teachers cross the error, underline it or write exclamation and question marks where the mistake occurs. Others indicate that their teachers provide positive written feedback. Also, most of teachers only circle the errors without giving the right answer. Besides, some of teachers provide recommendations and notes. In addition, they write in the margin the most common mistakes that occur. We believed that according to these answers, teachers use different ways in correcting students' writing.

Q14: Do you find difficulties in comprehending the written way that your teacher uses in correcting your written draft?

Table 03 Students' Comprehension of Teachers' Correction

Options	Numbers	Percentage
No	37	52,9%
Yes	16	22,9%
Yes, but my teacher explains and clarifies them to me	17	24,3%
Total	70	100%

This question aims at investigating whether the students understand the written way that the teacher uses in correcting their drafts or not. The statistics revealed above show that the majority of students (52, 9%) indicate that they do not find difficulties in comprehending the written way that the teacher uses in correcting their written draft. It is expected that the teacher uses the most common ways in correcting his students' works. However, (22, 9%) of participants state that they find difficulties in comprehending the written way that the teacher uses in correcting their written draft. We assume that the teacher uses some ambiguous ways which the students are not familiar with; for instance, maybe he uses the correction symbols. Others (24,3%) demonstrate that they find difficulties but the teacher explains and clarifies them. we believed that the teacher tries to help his students by providing written feedback and explains it to them when it is necessary.

Q15: Which type of feedback do you prefer your teacher to provide you?

Table04 Students' Preference for Types of Teacher's Feedback

Options	Numbers	Percentage
The oral feedback	23	32,9%
The written feedback	47	67,1%
Total	70	100%

The reason behind posing such question is to determine which type of feedback students prefer their teacher to provide to them. The highest rate of participants (67, 1%) opted for the written feedback. It is expected that those students do not like to receive oral comments from their teachers in front to their classmate. In contrast, the rest of respondents (32, 9%) prefer to receive oral feedback from their teacher. We assume that those students think that the oral feedback is better because they have the chance to discuss their answers with their teachers.

Part Four: Motivation

Q16: You get motivated in writing through:

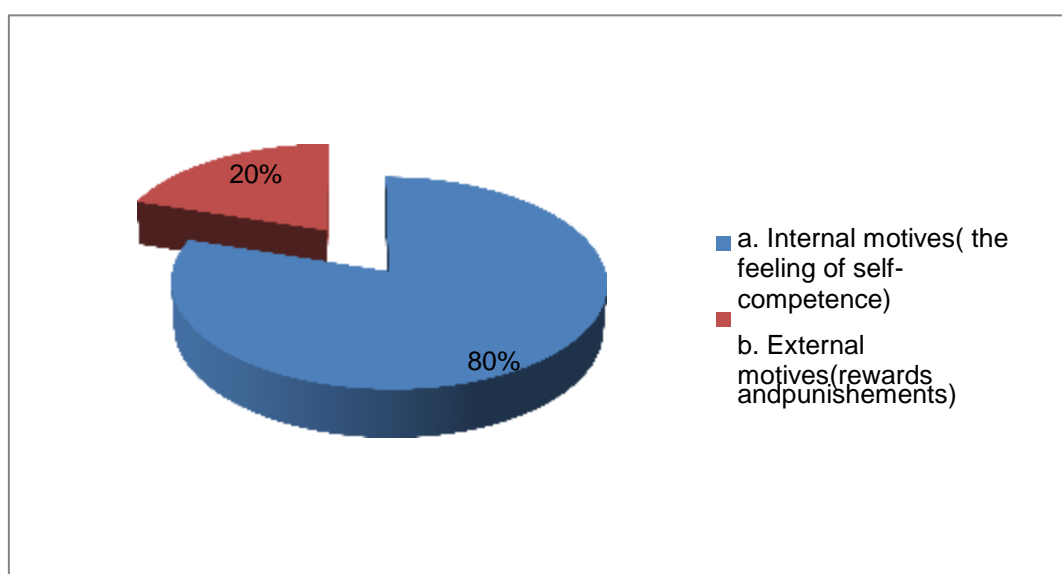


Figure 11 Students' Type of Motivation

By asking the sample such question, we aim at exploring how students get motivated in writing. The results obtained from the figures above demonstrate that the great majority of students (80%) motivated in writing through the internal motives (the feeling of self-confidence). It means that students who feel competent in doing something consider motivated internally. So, they learn writing in order to develop their level only not for any other external reasons. However, only (20%) state that they get motivated through external motives (rewards and punishments). It explains that those students learn writing only for the sake of getting marks and grades, and for avoiding punishment.

Q17: The teacher's written comments motivate you to write better:

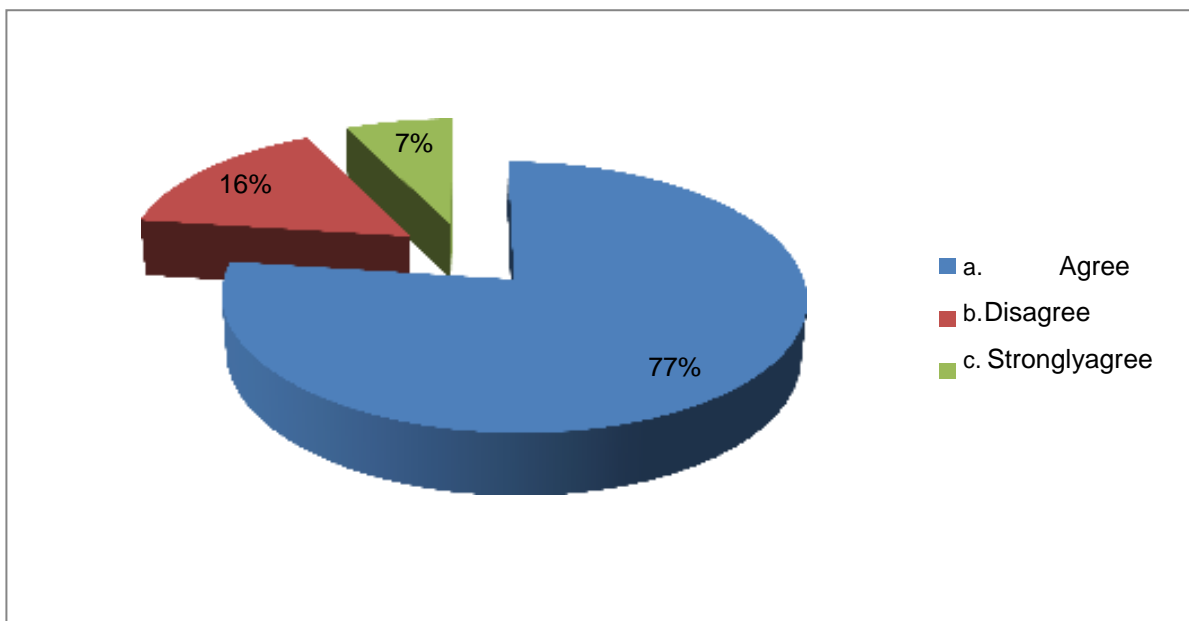


Figure12Effect of Teacher's Written Comments on Students' Motivation during Writing

We asked this particular question in order to explore the extent to which students agree that teacher's written comments motivate them to write better. The statistics obtained in the figure above reveal that about (77%) of students from the whole sample claim that they agree that they get motivated to write better because of teacher's written comments. Others (7%) opted for strongly agree .While (16%) of them are totally disagree. That is to say,

the students confirm that teacher's written comments increase their motivation to write better. In specific words, when the teacher provides written comments on students' works, students will notice their points of weaknesses. For example, if they have problems in grammar, they try to work more on it in order to avoid it in the next assignments.

Q18: What are the effective strategies that increase your motivation?

In order to explore the most effective strategies that increase students' motivation. We asked this open-ended question to the sample. Here are some students' answers:

- "Teachers' rewards, praise (like adding additional marks) increase my motivation."
- "I think that saying motivational words and receiving positive reinforcements from our teachers consider as effective strategies that help in enhancing our motivation."
- "Working in cooperative and collaborative way increase students' motivation."
- "There is no specific strategy for me, but I want to develop myself, I think it is the biggest motivation for me now."
- "Comparing my level to other successful people who were better than me."
- "Teachers' written feedback and positive written comments encourage me to develop myself and my level in English."
- "Interacting with my classmates who motivates me to become better is a helpful strategy."
- "My parent's punishments."

We assume from these answers that there are many strategies that increase students' motivation. Also, students get motivated in different ways.

Q19: Do you think that students' individual differences can affect motivation during the process of learning?

Table 05 Effect of Students' Individual Differences on their Motivation

Options	Numbers	Percentage
Yes	58	82,9%
No	12	17,1%
Total	70	100%

This question is opted in order to investigate whether students' individual differences can affect their motivation during the learning process. As it is anticipated, the results represented in the table above show that the majority of students (82,9%) think that the students' individual differences can affect motivation during the learning process. However, only a few number of students from the whole sample with rate of (17, 1%) think that it does not affect. This clearly confirms that students' motivation is affected by their individual differences during the learning process. In specific words, students are different from each other, and each one of them has his way of learning (learning style). So, it is logical that they do not get motivated in the same way.

Q20: Do you aim to enhance your level in writing for satisfying your own needs or for the sake of getting marks and rewards? Explain.

This open- ended question provides a clear explanation about students' aims in enhancing their writing level. The majority of students declare that their aim for improving the writing skill is to satisfy their own needs. Some of them provide explanations for their answers. One of students' explanations is the following: "I want to enhance my writing level for satisfying my own needs because I want to be a professional writer in the future". We assume that students who want to develop their writing proficiency do not think about marks, but they have their own needs and they want to achieve them. Others state that

they enhance their writing level for the sake of getting marks and rewards. They propose some explanations like: “I want to develop my writing in order to get marks which help me to become the first one in my class, and I will graduate in an excellent level”. According to these answers, we believe that those people do not care about improving their writing level, but they care only on getting marks and rewards and having an excellent average. Some of students demonstrate that they improve their writing level for both satisfying their own needs and for getting marks and rewards. They explain their answers by: they need marks in order to have an excellent average in order to have the chance to complete their studies abroad as well as they need to develop the writing skill in order to write perfectly like the famous writers.

Part Five: Students’ suggestions

Q21: According to you, how does the written feedback affect your motivation towards the writing skill?

In this open ended- question, we invite the students to provide their suggestions and opinions about how the written feedback can affect their motivation towards the writing skill.

The following are some of students’ answers:

- “Written feedback can strongly affect my motivation toward the writing skill because this feedback is a key factor that helps me to enhance and improve my writing skill.”
- “I would say a simple complement can coming from a teacher especially can make the student go all out doing his almost to become better.”
- “When the teacher corrects my mistake, I take it into consideration in order to avoid it in the future. So, it affects positively my motivation to develop the writing skill.”
- “It depends on which type of feedbacks you received if it is positive or negative.”
- “It increases my motivation because it lets me know my points of weakness, and I would be motivated to solve them.”

- “Through written feedback, I will be able to recognize my mistakes in order to do not repeat it for next times.”
- “Teachers’ written feedback evaluates my writing skill. So, if i made spelling or grammar mistakes, the feedback reflects my work. As result, next time I will do it perfectly. Because the feedback motivates me and pushes me to be better.”
- “Written feedback is the best way to enhance learners writing skills since it affects positively their motivation.”
- “Good words from the teacher push me to be better for other good comments.”
- “It highlights my weaknesses so I make efforts to strengthen them.“

From these answers, we confirm that students are aware of the importance of the written feedback in increasing their motivation towards the writing skill.

2.2.1.1. Discussion of the main result of the students’ questionnaire

The students’ questionnaire attends to investigate the effect of teachers’ written feedback on students’ motivation towards the writing skill. Under the light of the finding obtained from the questionnaire, we can say that the results are in the direction of our hypothesis. In addition, this discussion highlights the most significant aspects that have already been seen in the students’ questionnaire.

The first part of the students’ questionnaire, background information, designed in order to reveal some background information about the respondents. The results indicate that students have been studying English for a long period of time as well as they have a good level on it. Besides, the results show that they are motivated in learning writing for many reasons.

The second part, which entitled the writing skill stressed on the most important aspect of writing. The results confirm that the second year students consider writing as an important

skill because, according to the majority of them, it is a useful way for introverted people who do not prefer to express themselves orally. Furthermore, the data show that they prefer to practice writing in both inside and outside the classroom because practicing it inside the classroom only is not sufficient for developing this important skill. Concerning the writing process stages, the participants demonstrate that they follow the four stages during their writing assignments, and the most difficult one for them is the prewriting stage. Additionally, from the analysis of the students' questionnaire, we find that they focus mainly in all the writing principles: (coherence, cohesion, clarity and simplicity and familiarly). Besides, the results also reveal that most of students indicate that they face two major problems which are: vocabulary and words choice problems and grammar problems in comparison to the other suggested problems. Also, the results show that students are aware about some strategies that enhance their writing performance such as: reading, practicing writing, using technology.

The third part which entitled as "written feedback" devoted to discuss the effect teachers' written feedback on students' written works. Fortunately, a highest rate of students emphasize that their teachers correct their writing but not all the times. Also, they confirm that they prefer to have written feedback rather than the oral one. Concerning teachers' ways of correcting students' drafts, a great numbers of students agree on the same answer which states that their teachers made written commentary without correcting errors. In addition to that, they declare that they do not find difficulties in comprehending the teachers' correction.

The fourth part is about motivation. Many students indicate that they get motivated because of the feeling of their self –competence rather than rewards and punishments. Moreover, almost all students agree that their teachers' written comments motivate them to write better. Also, the results show that students agree on some motivational strategies that increase their motivation like: cooperative works, teacher rewards and punishments. The last

part gives an explanation about the aim of our study in which students suggest how the written feedback affects their motivation towards writing.

2.2.2. Analysis of the Teachers' Questionnaire:

Part One: Background Information

Q1: Which academic degree do you hold?

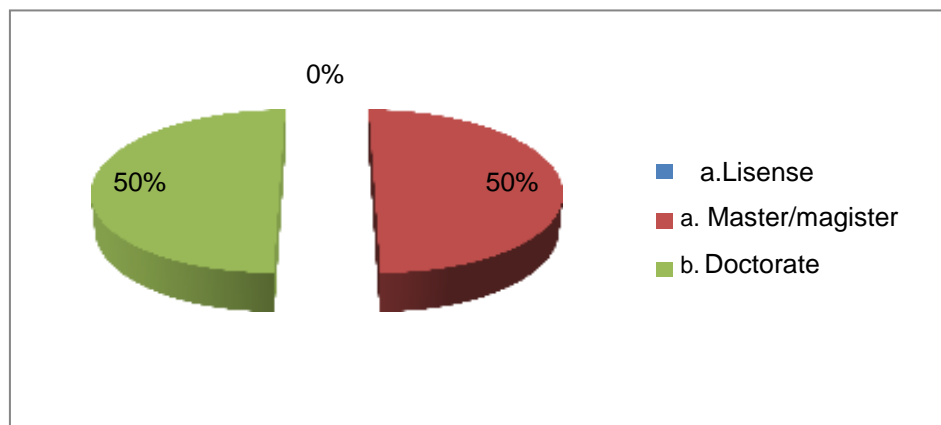


Figure 13 Teachers' Academic Degree

This question is purposely identified for revealing the teachers' academic qualifications. So, by looking to the figure above, we notice that (50 %) of them have doctorate degrees as well as those who have a master or magister degree (50%). However, the licenses' holders in this sample represent none (0%). Therefore, These results indicate that the respondents of this questionnaire are highly competent, and this, consequently, reinforces the authenticity of the obtained results.

Q 2: Have you ever been teaching the written expression module?

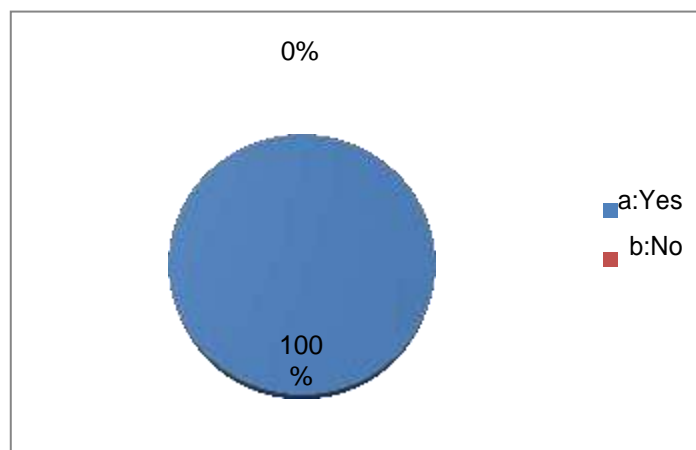


Figure14 Teachers of Written Expression

The aim of this question is to specify the teachers who experienced teaching writing throughout their teaching career. As shown in the figure 14, (100%) reflects the percentage of teachers who taught the written expression (WE) module, whereas teachers who have never taught it are not found within this teachers' sample. So, according to these findings, all teachers who received this questionnaire dealt with teaching (WE). That is to say, they have concretely treated the target issues which encounter the writing skill. Henceforth, their contribution to this study is of a great value.

Q 3: If "Yes", how long have you been teaching it?

Table 06 Teachers' Experience in Teaching Writing

Options	Numbers	Percentage
From 1-4 years.	4	40%
From 4 years and more	6	60%
Total	10	100%

Such question is tailored for demonstrating teachers' professional experience in teaching (WE). This question also comes to strengthen the previous questions and the resulted interpretations, because they all fall in the same scope. Meanwhile, depending on the statistics tabulated on the table above, (60%) covers the category of teachers who have been teaching WE from one to four years. While, (40 %) refers to those teachers who have been teaching writing from four years and more. Just like the upper interpretations, this question item leads us to ensure once more that teachers of this sample are qualified. Thus, the data collected are, undoubtedly, dependable and credible.

Part Two: Teaching Writing

Q4: From your own experience, what do you think about both the designed time and administrated syllabus for teaching writing? They contribute effectively to enhance your students' writing proficiency or not?

-Please, explain your opinion.

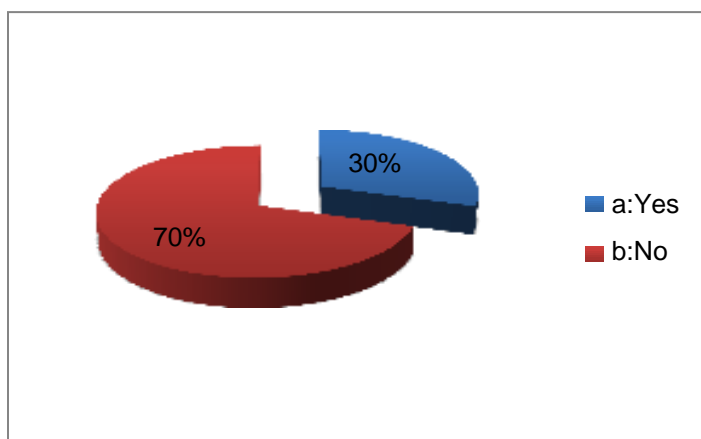


Figure15 Teachers' perceptions towards the contribution of time and syllabus devoted for teaching writing on the students' writing proficiency

Apparently, this question is composed of two parts. The first part seeks to examine the teachers' perceptions towards the administrated syllabus determined for teaching WE and

the time designed for it; whether those aspects serve properly in enhancing their students' writing level or not. The second part of this question requires teachers to provide us with their opinions and explain it. So, by taking a glance at the figure above, we obviously notice that (70 %) of our informants confess that "No" the time and syllabus are not totally effective. Nevertheless, (30%) of them responded by "Yes".

Hence, after analyzing the answers of teachers, who declared that both the designed time and administrated syllabus do not function properly in managing the process of teaching writing, thus, their students' writing proficiency, we found that they argued on the same belief; they all attached the reason behind answering by a "NO" is due to the fact that time is not enough for delivering the content within the syllabus. They mentioned also that the time distributed for teaching written expression and the syllabus do not match together. In addition to that, some of them added that the factor of time hinders the process; two hours according to them are not sufficient. Furthermore, one of respondents suggests that four hours would be reasonable for teaching it since writing needs practice too, it is not only a matter of explaining the lesson. On the other hand, teachers who opted for "Yes" justified their answer by stating that both the time and syllabus are adequate for transmitting successfully the input and reaching, hence, the designed goal due to the fact that teachers are only supposed to guide students and give them instructions for mastering adequately the composing aspects of this skill. Whilst, students are responsible about improving their writing level by practicing writing outside the classroom, and following the teachers' given content and instructions.

From the answers detected above, we conclude that within the educational scope, teaching and mastering the writing aspects are both for the teachers' and students' concern. Thus, writing is such a complex task which requires much time, practice, and organization.

Q5: Which approach do you follow in conducting your writing classes?

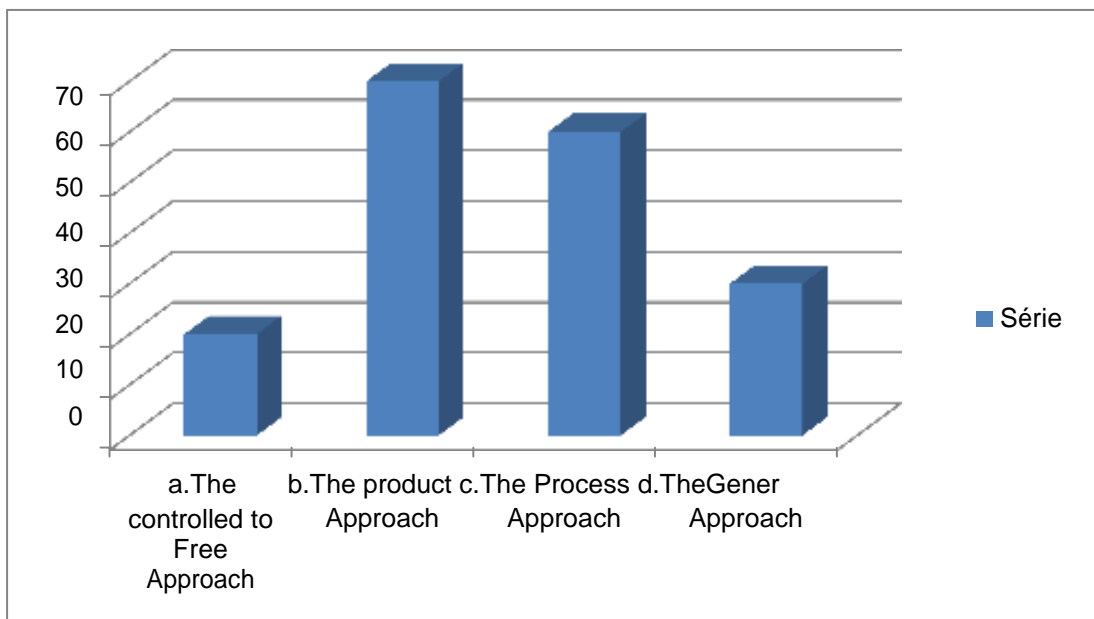


Figure 16 Approaches Used in Teaching Writing

This question item is for investigating the common used approaches applied by teachers for managing effectively the process of teaching writing. Hence, by following the statistics announced above, we find that teachers do not depend on a constant approach; they mostly rely on both the product approach (70%) and process approach (60%) and a low rate is attached to the genre approach (30%) and, then, to the controlled to free approach (20%). So, the mixed implementation of such approaches explains that teachers depend on what is theoretically called the “Eclectic Approach” which is based upon the use of multiple approaches. These results indicate also that teachers are aware of the way they practice teaching writing; they use a mixture of approaches for meeting each students’ learning style.

Q6: How do you impose your students to practice writing?

This question is an open-ended question that tends to figure out the strategies followed by teachers so as to lead their students practice writing and, consequently, their writing competence will be enhanced. So, teachers provide the following answers:

- “The best way I do is through asking them to write in classroom and help them in the process of writing.”
- Besides, two teachers argue on using rewards so as to motivate their students and get them involved in practicing writing. In this regard, one of them stated that “Rewarding students might help. The rewards can be marks, expressions of thanks and encouragements.”
- “By giving them interested topics.”
- “Through the over-reliance on intensive reading and the topic related.”
- “By focusing on the target points.”
- “By making the process of writing enjoyable, each time give them short stories to read and then write their own interpretations and responses about it.”
- “By giving them exercises to do in the class like writing paragraphs and they should write a clear topic sentence which help them later in developing their supporting sentences. Also, giving them exercises of sentence errors and how they should correct those errors. At home, it depends on their program of both semesters.”
- “By giving them a homework”.
- “I offer them the freedom to choose whatever kind of writing they like, and then they will produce their own piece of writing.”

The aforementioned answers show that each teacher has his/her own way for getting their students involved in practicing writing, and this clarifies that teaching writing is not merely a matter of delivering the content to students. Teachers, however, are responsible to some extent about imposing them to practice it so as to reach the designed purpose.

Q7: What are the problems that your students mostly fall in?

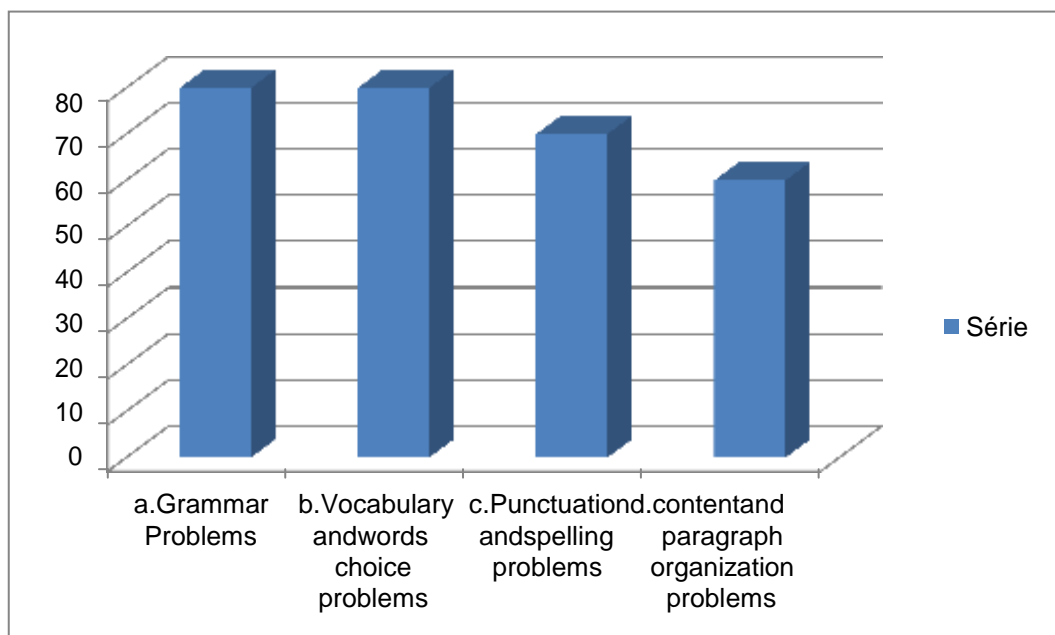


Figure 17 Students' problems in writing

Through this question item, we deeply want to explore the common problems noticed by teachers and perpetrated by students in writing. According to the upper, teachers do not fix their choice on a particular problem which reflects that students carry a variety of problems within their writing performance. Statically speaking, grammar problems as well as punctuation spelling problems got the highest rate (80 %) followed by vocabulary and word choice problems (70 %) and, finally, the content and paragraph organization problems comes to take place with also a representative rate(60 %).These findings assert the difficulties that encounter both teaching and learning writing. Both teachers and students are responsible about diminishing such troubles by pointing the causable reasons and overcoming them through the extensive and controlled practice followed by teachers' corrective written feedback and students' positive responses; this get done only through involving the suitable approaches and strategies that not only enable, but also motivate students to properly acquire, practice and, as a result, produce an ideal piece of writing without similar deformities.

Part Two: Written Feedback

Q8: During the process of correcting your students' drafts which types of written feedback do you usually concentrate on?

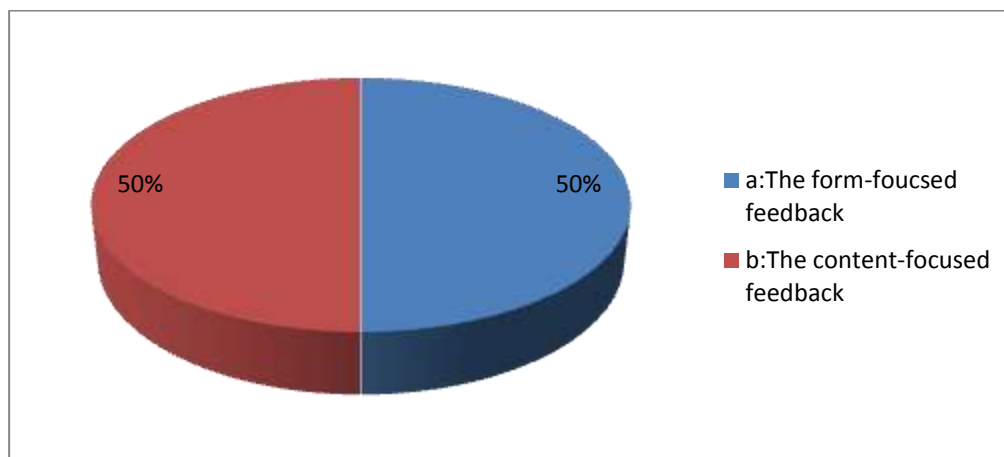


Figure18 Type of Written Feedback that the Teacher Focuses on

For the sake of pointing out which type of written feedback teachers frequently focus on while correcting their students' drafts, this question has been constructed. Basically, by analyzing the received answers we noticed that teachers do not provide only one type of feedback. Most of them fully focus on more than one type; this indicates that they apply what is called integrated feedback. Consequently, their answers are ranged between the form-focused feedback (50 %) and the content –focused feedback (50%). The perceived outcomes explains that teachers give a valuable consideration to the form since students are learning writing for using it later in formal and educational contexts where the form what matters the most; whereas, they concentrate on the content also because it is that factor which reflects the meaningfulness of ideas. So, this question clearly reveals the role of written feedback which affects the students' attitudes and leads them to pay more attention to the errors and mistakes they make so as to avoid of them.

Q9: How do you spot your students' written errors and mistakes and correct them?

Table 07 Ways of Correcting Written Errors and Mistakes

Options	Frequency	Percentage
Using symbols	05	50%
Reformulation	05	50%
Providing written comments	09	90%
Selective marking	03	30%
Using marking scale	01	10%
Others	01	10%

The aim behind putting such question within this questionnaire is to identify the ways utilized by teachers to opt their students written errors or mistakes and correcting them. The questioned teachers reveal that they use multiple ways each time. The majority of them reported that they provide written comments (90%). In addition to that, teachers declared that they mark these errors and correct them also by using both symbols (50%) and reformulation (50%). Few choices occur upon using selective marking (30%) and only one selection ranged to using marking scale. Furthermore, when we asked them to add any other suggestions concerning the way they follow in such process, one of them mentioned that he relies also on using different colors for different mistakes. The interpretation that can be grasped from such results is that such act of eliciting written errors or mistakes and correcting them does not occur randomly ; it is, however, restricted by applying certain techniques and ways. Furthermore, it is worth mentioning that teachers should be mindful concerning how and when to provide a particular form of spotting and correcting written errors since these forms have a fundamental importance in whether raising or lowering students' awareness towards the faults they commit; this can be achieved only if they are followed

by the accurate use ; otherwise ,students will simply ignore them, and repeat them once more.

Q10: For you, do your students positively take into consideration your written feedback?

-If yes, how?

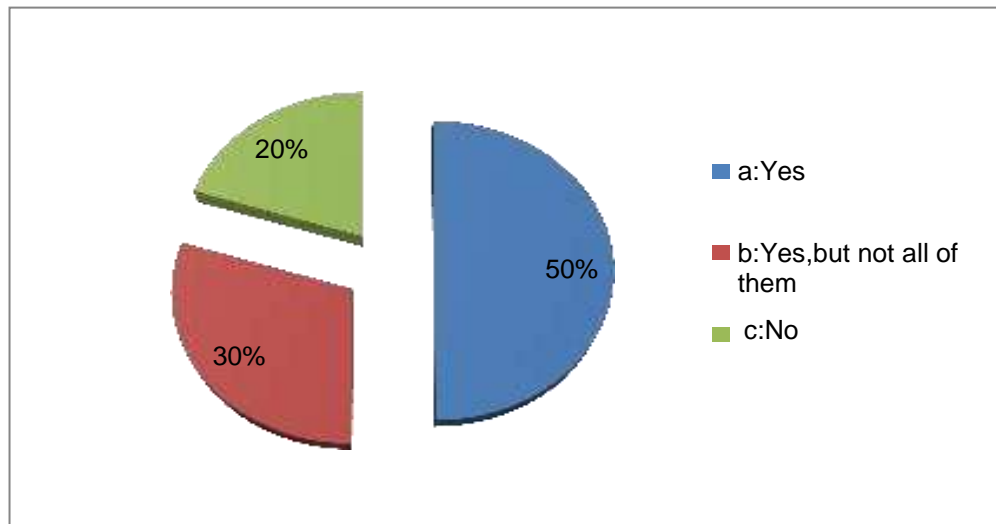


Figure 19 Students' Response to Teachers Written Feedback

This is a two- part question. The first part seeks to know whether the students treat their teachers' written feedback in a positive way or not. The second part demands teachers who answered by YES to clarify their answer. As figure (19) reveals, (50%) of teachers reported that their students respond positively to the given written comments. (30%) of them stated that yes, but not all of them. Additionally, the remaining members within this sample (20%) denied the fact that students respond to their given feedback. Furthermore, some of the informants who responded by YES provide us with the following answers about the way their students react to their written feedback:

- “They are asking again how to correct them.”
- “They try to take my comments into consideration while revising their writing.”

- “I noticed that some mistakes are avoided, and their writing is improved.”
- “They know their problems of writing. They tried to avoid them because they know that writing is important in every module, and they need it to write their dissertation later on. So, they started to take into consideration the written feedback especially through avoiding spelling mistakes, grammar mistakes, and punctuation. They also use their new words (Build their vocabulary).”

The obtained data show that teachers’ written feedback has a non-neglected positive impact on students’ attitudes towards the writing skill this is due to many factors such as the ones related to the way being provided. That is to say, the instructors’ performance during the process of teaching strongly influences, whether positively or negatively, the students’ learning process.

Part Four: Teachers’ Motivation

As stated before, this part of questionnaire is tailored for dealing with the aspect of motivation from teachers’ own perspective. The starting three questions are attached to each other since they are mentioned to, approximately, fulfill the same purpose. As a result, we will discuss their findings all together depending on the collection of the data resulted from each question.

Q11: Do you motivate your students to write perfectly?

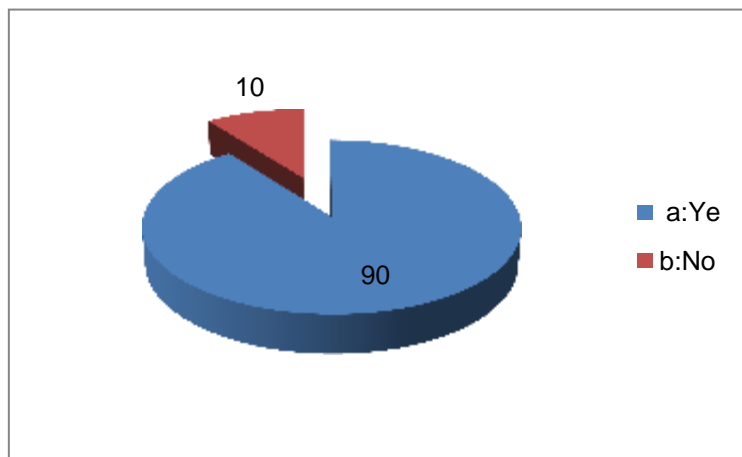


Figure 20 Teachers' Motivation to Students

Basically, the first question item in this part is structured to unveil whether teachers motivate their students for a better writing or not. According to the illustrated results above, we note that (90%) of teachers motivate their students to perfectly write. However, only (10%) which represent one of the respondents does not involve himself with playing such role.

Q12: What are the motivational strategies that you constantly use in teaching writing?

Notably, since these questions are closely related to each other, teachers, thus, who answered the aforementioned questions, will effectively provide us with the sufficient answers that this question looks for. Precisely, they will inquire us with the motivational strategies they follow in conducting their writing classes. Analytically speaking, their strategies vary from one teacher to another, some of them argue on motivating students by giving them interesting topics to write about. Others emphasized the use of peer correction as an essential motivational factor. In addition to that, a few members of them stated that they include using rewards and praises such as adding marks to motivate students. Moreover, some of the questioned teachers suggested other motivational strategies which can be listed as follows:

- “Reading books, short stories (summarizing to enhance writing and build vocabulary). I also motivate them to practice writing using their own words about a specific topic.”
- “Selecting brainstorming topics to write and creating a plan for writing.”
- “It depends on the style they follow; formal/informal or scientific/academic. I recommend independent writing blended with self-correction.”

Q13: Your role as a motivator and assessor can enhance the writing skill:

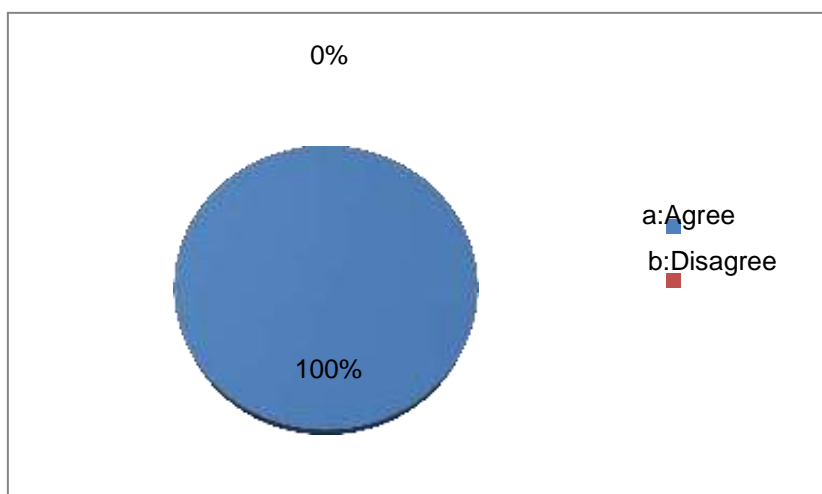


Figure21 Teachers’ Assumptions about Acting as a Motivator and Assessor for Enhancing the Writing Skill

The reason behind such question is to ensure whether the teacher’s role as a motivator and assessor has a strong impact on students’ motivation and ameliorate their writing performance or not. The figure shows that (100%) which represents the whole sample agreed with the statement they are introduced to. Thus, the role of teacher as a motivator and assessor can enhance the writing skill.

Evidently, after analyzing the previous questions (Q1, Q2andQ3), we can say that motivation is the basic aspect behind the success of whatever kind of performance. From the educational side, as we noticed teachers declared that they act as motivators who motivate

their students to constantly produce a better written assignment until they, exaggeratedly, reach the ultimate perfection. In turn, this task gets accomplished only through creative and convincing strategies that directly affect students. Despite the fact that these strategies vary from one instructor to another, they all seek to raise students' interests so as to gradually get their writing enhanced. So, the teacher, in this vein, is not only a content deliver and feedback provider, he acts multiple roles within the teaching area. Regarding the outcomes obtained, he successfully acts as motivator and assessor as well who contributes effectively in improving students' writing quality. This explains the crucial role teachers play in both the process of teaching and learning writing.

Q14: According to you, do you think that there is a relationship between motivation and students' individual differences?

This is an open-ended question which is mentioned in this part for investigating teachers' views concerning the relationship between motivation and students' individual differences. Some of the questioned teachers, apparently three of them, preferred to answer only by a "Yes" both motivation and individual differences are interrelated to each other rather than providing how and what kind of relationship. Others, however, provided us with the following perceptions:

- "Humans generally need motivation to move forward. So, students will like the teacher, like the module and admire writing."
- "Yes, absolutely individual differences are related to motivation, it affects motivation like confidence and personality. Attitudes have a strong effect on motivating students; bad attitudes can contribute in demotivating students whereas positive attitudes can motivate them to be more productive."

- “Extrovert students are usually more likely to get easily motivated.”
- “Yes, there is. I try to give a list of topics and students choose them according to their interests.”
- “Students are different so they get motivated in different way.”
- “Motivation helps learners to write more and to improve their writing abilities, but it is the hard work through reading a lot and writing a lot which really helps.”

The fact of increasing and decreasing students’ motivation works accordingly with students individual differences. This justifies the clear-cut relationship between them. Motivation that perceives the transmission of a given input or the accomplishment of a particular task supposed to be designed to fit with students’ individual differences. Teachers should take into consideration students’ learning styles, gender, personality and so many other features. So, in writing, for example, students can get motivated by giving them topics that suit their interests and provide those teaching strategies that accord with their learning styles. To conclude, during the process of teaching, teachers should take into consideration such aspects, because they have a direct and forceful impact on the process of students learning.

Q15: What would you suggest as a further view that may serve the scope of this research study?

Apparently, this is the last question that shapes this questionnaire. It is structured for teachers’ own suggestions, comments and interpretations that may help us to reach more adequate information. However, only three teachers responded to this question in which they fill up the presented space by the following suggestions:

- “Students should ask questions, read a lot, search and practice, then write and write over and over again to improve their skills.”
- “I believe that the best way of making students good writers is to try and provide them write as many opportunities through which they can explore and benefits of writing as possible.”
- “Reading is the best way for improving their writing competence.”

2.2.2.1. Discussion of the Main Results of the Teachers’ Questionnaire

The findings related to the present questionnaire lead us to reach various and authentic interpretations that profoundly serve the scope of our research work. By the analysis of the first part within this questionnaire, we found that the questioned teachers are of a high level of competence and professionally qualified due to the academic degrees they hold as well as their experiences within the field of teaching writing. Besides that, the second part that is carried down for investigating particular issues related to teaching writing, revealed that both the time and syllabus for teaching written expression are notably not sufficient for developing the student’s abilities in writing. From the analysis of the obtained data, we also noted that teachers borrow during their process of teaching writing various approaches and strategies that can help to contribute effectively in enhancing students writing quality. Concerning the approaches, they do not rely entirely on a particular approach; they , instead, use them whether interchangeably or simultaneously depending on the students’ needs. The strategies for imposing practicing writing also are used accordingly to such feature. Also, this part shows that students’ problems extensively revolve around the grammar, punctuation and spelling problems. This can be treated by teachers through the appropriate use of the adequate approach and strategy as well as through the students’ extensive practice. Furthermore, the third part’s received data shows that teachers argue on providing written feedback based on both the form and the content that shape whatever piece of writing, and they do this by providing written comments. In turn, the plurality of teachers confirmed that

this written feedback is positively being taken by students. Moreover, the analysis of the following part, teachers' motivation, reveals that almost teachers within this sample confess that along the process of teaching they tend to motivate their students to write better by using different motivational strategies. This explains the non- avoidable role that teachers play as motivators which is clearly confirmed by them; by adding also that it is restricted by particular aspects such as learners' individual differences. Finally, the last part within this questionnaire took place as an attempt to collect more information from teachers' own perspective which is regarded as a positive contribution to our research study. To conclude, after the process of analyzing the present teachers' questionnaire, we figured out that teachers' written feedback has a substantial impact on students' motivation which unconsciously affects the process of conducting the writing skill and helps in overcoming the mistakes and errors perpetrated.

Limitations of the Study

Several limitations are encountered during the completion of this research work. Firstly, we were only allowed to work with the second year students at Mila University. If we have the permission to include a wider sample from different levels, we would collect more data that serve the scope of our study. Secondly, we administered the students' questionnaire using Google forms. So, we spent much time because most of them did not have connection. Thirdly, we aimed to use another research means which is the experiment, and due to the fact that the majority of students do not attend their classes we were not able to conduct it. Finally, we entirely found also difficulties during the collection of the reliable sources.

Pedagogical Recommendations

According to this research work and depending on the analysis of the students' and teachers' questionnaire, we suggest some recommendations for students, teachers and for further researches:

Recommendations for Teachers

- Written expression teachers should adopt the appropriate approach to teach writing.
- They had better encourage their students to follow the writing process principles.
- Teachers should provide the type of feedback the more effective for their students because they are different and may the use of the same feedback does not serve all students.
- Teachers ought to increase students' motivation by giving them rewards such as adding extra marks. Also, they should provide to them the positive feedback whether written or orally.
- It is preferable that teachers encourage students' self-evaluation which helps them to develop their writing proficiency.

Recommendations for Students

- Students should practice writing outside the classroom extensively.
- Students had better take into consideration their teachers' written feedback in order to avoid doing the same mistakes once more.
- Students should take part in the learning process and they should be motivated through interacting with both their classmates and teachers.
- Students should react positively towards their teachers' correction in order to enhance their writing performance.

Recommendation for Further Researches

- We suggest for further research to conduct the study on a large sample so as to collect more data.
- Using other research means such as: the interview and the experiment.

Conclusion

Upon the analysis and the interpretation of the students' and teachers' questionnaire, it is clear that the written feedback has positive effects on students' motivation towards writing. That is why they should concentrate on their teachers' correction and react positively to it.

General Conclusion

Writing is one of the four fundamental skills which students need to develop in order to achieve various purposes. Thus, teachers make many efforts in order to help their students to master such skill. Besides that, they try to provide the necessary written feedback for motivating them to write in a perfect way.

The present study aims at investigating the effect of the written feedback on students' motivation towards the writing skill. It is comprised of two chapters; the first chapter is the theoretical part which considers as the literature review of the research work. It holds three sections: the first section discusses the writing skill, the second deals with the written feedback and the third one concentrates on motivation. However, the second chapter is the practical part which reflects the fieldwork, it consists two sections; the first one describes the sample and the population, the research tools, in addition to the description of students' and teachers' questionnaire. The second one deals with the analysis and the discussion of the main results of the two questionnaires. Besides, it proposes some limitations and pedagogical recommendations.

In order to test our hypothesis, we used two questionnaires for both students and teachers. Moreover, we conducted this study at Mila University and we selected randomly a sample of 70 second year students from the whole population .Also, we dealt with 10 teachers of English from Mila University.

The obtained data confirm that the written feedback improves students' writing proficiency. In addition, the majority of students react positively to the teachers' written correction, and they are aware about the importance of receiving written feedback.

All in all, through the analysis and the interpretation of the previous research means, our hypothesis has been confirmed. Both students and teachers agree on the idea that the written feedback can increase students' motivation towards the writing skill.

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Appendices

Students' Questionnaire:

Dear students,

This questionnaire is tailored for gathering information that serve our research study which mainly revolves around the effect of written feedback on your motivation towards the writing skill. Thus, you are kindly asked for responding to the questions listed below. Please, tick the appropriate answer and provide justification whenever it is needed.

We truly appreciate your collaboration. Thank you in advance.

Part One: Background Information

1. How long have you been studying English?

.....

2. How do you consider your level in English?

a. Excellent

b. Good

c. Average

d. Bad

3. Do you feel motivated in learning writing?

a. Yes

b. No

Please, justify your answer.

.....

Part Two: The Writing Skill

4. In your point of view, writing is important because:
- a. It serves the communicative purposes
 - b. It is such a useful way for introverted people who do not prefer to express themselves orally
 - c. It helps for organizing the ones' ideas and thoughts
 - d. It maintains both human history and memories
 - e. It is the most required skill for managing work's issues
5. Where do you usually prefer practicing writing?
- a. Inside the classroom
 - b. Outside the classroom
 - c. Both of them
6. Do you follow the writing process stages throughout your written production?
- a. Yes
 - b. No
7. If you answered the previous question by "Yes", which stage from the following is the most difficult for you?
- a. Planning/pre-writing
 - b. Drafting
 - c. Editing/revising
 - d. Writing the final version/Sharing
8. What is the writing principle that you mostly focus on during your writing assignment?
- a. Coherence
 - b. Cohesion
 - c. Clarity and simplicity
 - d. Familiarity

e. All of them

9. What are the problems that extensively obstruct the flow of your writing performance? (you can select more than one answer)

a. Grammar problems

b. Vocabulary and word choice problems

c. Punctuation and spelling problems

d. Content and paragraph organization problems

10. According to you, what are the most useful ways that helped you in enhancing your writing proficiency?

.....

Part Three: Written Feedback

11. Does your teacher respond to your written work?

a. Yes b. No

12. How often, then, does he react to them?

a. Always

b. Sometimes

c. Rarely

d. Never

13. How does your teacher correct your written errors?

a. By using symbols

b. By making written commentary without correcting the errors

c. By giving correction directly through reformulation

d. By using marking scale

Others, please, specify.....

14. Do you find difficulties in comprehending the written way that your teacher uses in correcting your written draft?

a. No, I do not find difficulties in comprehending the written way that my teacher uses in correcting my written draft

b. Yes, I find difficulties in comprehending the written way that my teacher uses in correcting my written draft

c. Yes, I do. But, my teacher always explains and clarifies them to me

15. Which type of feedback do you prefer your teacher to provide you?

a. The oral feedback

b. The written feedback

Part Four: Motivation

16. You get motivated in writing through:

a. Internal motives (the feeling of self-competence)

b. External motives (rewards and punishments)

17. The teacher's written comments motivate you to write better:

a. Agree

b. Disagree

c. Strongly agree

18. What are the effective strategies that increase your motivation?

.....
.....

19. Do you think that students' individual differences can affect motivation during the process of learning?

a. Yes

b. No

20. Do you aim to enhance your level in writing for satisfying your own needs or for the sake of getting marks and rewards? Explain.

.....
.....

Part Five: Students' Suggestions:

21. According to you, how does the written feedback affect your motivation towards the writing skill?

.....
.....

Thank you!

Teachers' Questionnaire

Dear teachers,

We would be extremely pleased if you provide us with your anonymous help by filling in the following questionnaire which seeks for the accomplishment of our research study that is basically conducted on the Effect of Written Feedback on Students' Motivation towards the Writing Skill.

Your contribution would be such a great favor. Thank you.

Part One: Background Information

1. Which academic degree do you hold?

- a. License
- b. Master/magister
- c. Doctorate

2. Have you ever been teaching the written expression module?

- a. Yes
- b. No

3. If "Yes", how long have you been teaching it?

.....

Part Two: Teaching Writing

4. From your own experience, what do you think about both the designed time and administrated syllabus for teaching writing? They contribute effectively in enhancing your students' writing proficiency or not?

Yes/ No

Please, explain their opinion.

5. Which approach do you follow in conducting your writing classes?

a. The Controlled- to –Free Approach

b. The Product Approach

c. The Process Approach

d. The Genre Approach

6. How do you impose your students to practice writing?

.....
.....

7. What are the problems that your students mostly fall in?

a. Grammar problems

b. Vocabulary and word choice problems

c. Punctuation and spelling problems

d. Content and paragraph organization problems

Part Two: Written Feedback

8. During the process of correcting your students' drafts, which type of written feedback do you usually concentrate on?

a. Form-Focused feedback

b. Content-Focused feedback

9. How do you spot your students' written errors and correct them:

a. Using symbols

b. Reformulation

c. Providing written comments

d. Selective marking

e. Using marking scale

Others, please, mention them.....

10. For you, do your students positively take into consideration your written feedback?

Yes/No.....

If "Yes", how?

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

Part Four: Teachers' Motivation

11. Do you motivate your students to write perfectly?

a. Yes

b. No

12. What are the motivational strategies that you constantly use in teaching writing?

.....
.....

13. Your role as a motivator and an assessor can enhance the writing skill:

a. Agree

b. Disagree

14. According to you, do you think that there is a relationship between motivation and students' individual differences?

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.....
.....

Part Five: Teachers' Suggestions:

15. What do you suggest as a further view that may serve the scope of this research study?

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Thank you!

ملخص

يعد التصحيح الكتابي للمعلمين عنصرًا أساسيًا لتحسين الكتابة, من الواضح ان حقيقة تحفيز الطلاب على الكتابة الجيدة مقيدة بشكل أساسي بالملاحظات الكتابية الفعالة التي يقدمها المعلمون. لذلك ، في الأساس تهدف الدراسة الحالية الى التحقق من مدى تأثير الملاحظات الكتابية للمعلمين على دوافع الطلاب ومواقفهم اتجاه الكتابة. من أجل جمع المعلومات المطلوبة، تم استخدام وسيلتي بحث: استبيان الطلاب واستبيان المعلمين. تم تصميم الاستبيان الأول لعينة تم اختيارها عشوائيًا تتكون من سبعين طالبًا من طلاب السنة الثانية إنجليزية في جامعة ميله. بالإضافة الى استبيان ثان موجه الى عشرة أساتذة من قسم اللغة الإنجليزية في جامعة ميله. كشفت النتائج التي تم الحصول عليها أن التصحيح الكتابي للمعلمين له تأثير فعال فيما يتعلق بتحسين كفاءة الطلاب في الكتابة. و أيضًا ، يُشار إلى أن عينة الطلاب التي تم اجراء استبيان عليها تستجيب بشكل إيجابي لملاحظات معلمهم المكتوبة. في الختام تؤكد هذه النتائج أن التعليقات المكتوبة للمعلمين يمكن أن تزيد من دافع الطلاب اتجاه تطوير مهارة الكتابة.

Résumé

La rétroaction écrite des enseignants se révèle alors un élément essentiel pour gérer avec précision le processus d'écriture. De toute évidence, le fait de motiver fortement les étudiants à produire un texte approprié est principalement limité par une rétroaction écrite efficace à fournir par les enseignants. Ainsi, sur la base d'une condition similaire, les réponses des élèves sont prises différemment. Fondamentalement, la présente étude est menée comme une tentative d'atteindre de manière substantielle l'objectif d'enquêter sur l'impact de la rétroaction écrite des enseignants sur la motivation et les attitudes des élèves envers la performance d'écriture. Afin de collecter les données requises, deux moyens de recherche ont été utilisés : un questionnaire élèves et un questionnaire enseignants. Le premier est conçu pour un échantillon sélectionné au hasard qui est composé de soixante-douze étudiants de deuxième année de l'ensemble de la population, tandis que le second est distribué à dix enseignants du département d'Anglais de l'Université de Mila. Les résultats obtenus ont révélé que la rétroaction écrite des enseignants est adéquate car elle a un impact efficace sur l'amélioration des compétences en écriture des élèves. En outre, il est indiqué que l'échantillon d'étudiants examiné répond positivement aux commentaires écrits de leurs enseignants. Ces résultats, à leur tour, confirment que les commentaires écrits des enseignants peuvent augmenter la motivation des élèves envers la compétence d'écriture.