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**EFL Learners' Perceptions and Attitudes Towards the Effect of
Corrective Feedback on their Writing Skills : Case of Third
Year Students LMD in Bordj Bou Arreridj University**

Dissertation Submitted to the Department of Letters and Foreign Languages in Partial fulfillment of the Requirements for the Master's Degree in Didactics

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DECLARATION

We hereby declare that the dissertation entitled “EFL Learners’ Perceptions and Attitudes Towards the Effect of Written Corrective Feedback on their Writing Skill: Case of Third Year Students Bordj Bou Arreridj University” is our work, and that all sources used were acknowledged. We also certify that this dissertation follows exclusively the seventh edition of APA Style guide

DEDICATION 1

I thank God almighty first and foremost for the great grace that He has bestowed upon me. First of all, I am very grateful for being capable to achieve this work. I dedicate this effort to my beloved parents who have always inspired and motivated me. To my sister and her daughter “Anfal”, and to my brothers “Yacine” and “Mohammed”, who helped me in this research with their constant emotional support. Finally, I dedicate this humble work to all my friends.

TAHAR ALLOUANI

DEDICATION 2

I thank God almighty first and foremost for the great grace that He has bestowed upon me.

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ABSTRACT

The present study aimed to find out EFL learners' perceptions and attitudes towards the effect of written corrective feedback on their writing skill. To achieve the objective of the study, a descriptive research design was applied, and a mixed questionnaire was conveniently distributed to 100 third year students of English at Mohamed El Bachir El Ibrahimi University in Bordj Bou Arreridj. The numerical data collected using close-ended questions were analyzed quantitatively by frequencies and percentages, while qualitatively data collected using open-ended questions were analyzed thematically. The findings indicated that the participants perceive and feel that written corrective feedback has positive effect on their writing skill. The results also showed that students believe that direct and focused types of feedback can enhance their writing performance especially their grammar, vocabulary, structure and academic style. These results could make a significant contribution to the field of written corrective feedback (WCF), particularly in the context of teaching writing skills. However, further research is still necessary to determine the extent to which WCF can influence learners' writing accuracy and performance.

Keywords: Attitudes, direct feedback, EFL learners, focused feedback, perceptions, writing skill, written corrective feedback.

List of Abbreviations

EFL: English as a Foreign Language

WCF : Written Corrective Feedback

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GENERAL INTRODUCTION

General Introduction

Writing is currently regarded as one of the biggest challenges facing EFL students. According to Hadifield (1992), there are three reasons that the learner should generate a written work of high quality in terms of syntactic and semantic quality. This difficulty is related to various elements. He stated that the first difficulty is that the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others it is more elaborate and formal like in an academic report. The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper". Thus, it becomes a challenge for teachers to find and develop creative and effective ways to evolve EFL learner's writing skill .

In fact, many suggestions have been made concerning the low level of students' writing and lots of studies have been conducted about the effects of the use of the appropriate way or tool to improve EFL learners' writing accuracy . Among the tool suggested in teaching EFL learners is written corrective feedback (WCF). The latter is a written comment about the quality of writing and errors that are made while writing ,it is provided by the teacher to the writer to correct their errors and improve their accuracy . Indeed, it is one of the useful tools that can fulfill students' learning needs, and help them develop their language skills, especially their writing skill. The advantage of implementing written corrective feedback in teaching writing was acknowledged by many researchers (Varnosfadrani & Basturkmen 2009, Carroll and Swain, 1993; Pérez, Fuentealba, Barra, Rojas & Cisternas, 2012) to mention a few. These researchers argued that exposing EFL learners to written corrective feedback can develop their writing skill as they provide written response on their written product with different types like direct, indirect, focused and unfocused that help them get a better grasp of

the information about their performance, level of accuracy, and errors they have committed. They added that providing learners with more than one type of written feedback can increase their confidence, enhance their accuracy, and promote their vocabulary development. Based on these premises, this study aims to find out how Algerian learners of English perceive and feel about the effect of written corrective feedback on their writing skill.

1. Statement of the Problem

Writing is one of the most important fundamental skills to be mastered, as it is considered as essential part in learning English for EFL learners because it is the best means to express ideas, thoughts, and needs. However, the teaching- learning of writing in English classroom has not been easy for both teacher and learner. Teachers face problems while teaching, and students encounter difficulties while learning. This is mainly because writing is a complex cognitive process that requires background knowledge of English, motivation and a lot of practice (Rabehi, 2012). Abu Rass (2015) stated: "writing is a difficult skill for native and nonnative speakers alike because writers must balance multiple issues in their writing such as content, organization, purpose, audience, vocabulary and mechanics which means using the right punctuation, spelling and capitalization". This clearly shows the aspects of writing that learners often struggle with and which need an effective technique to be enhanced. Aside these challenging writing areas for learner, most teachers use boring traditional teaching methods in the English class; this makes students not interested to improving their skills (Amara, 2015). These factors may then create a bad influence on the students -teacher relationship which lead to a gap between them. Since writing skill is the prerequisite for mastering the other English skills, it is necessary for teachers to utilize the preferred tools that satisfy the needs and preferences of learners in order to help them overcome the challenges they face in writing. Written corrective feedback have been suggested by many researchers as an effective technique for teaching writing skill. In this regard, this study aims to cast light on the topic of corrective feedback, and to explore the perceptions and attitudes of third year

students of English - at Bordj Bou Arreridj University- towards the effect of written corrective feedback on their writing skill. The selection of third year students is important in this context because they are the one concerned by writing different types of essays in the second semester of their third year and therefore their experience in the writing class may help us understand better whether WCF improved or can improve the quality of their essays and writing.

2. Aim of the Study

The goal of the study is to find out EFL learners' perceptions and attitudes towards the impact of written corrective feedback effect on their writing skill. More specifically, the study aims to explore how third year students at Mohamed El Bachir El Ibrahimi in BBA think and feel about correcting and commenting on their mistakes in writing, and what writing aspects have been improved by the written correction, comments and suggestions they probably received on their essays in the written expression module. Broadly, the study also attempts to raise the learners' awareness about the effectiveness of written corrective feedback in enhancing their writing accuracy and performance.

3. Research Questions

This study aims to answer the following question:

- What are students' perceptions and attitudes towards the effect of written corrective feedback (WCF) on their writing skill ?

To answer this question easily, these sub-questions were formulated

1. What type(s) of WCF do EFL third year students prefer?
2. What specific aspect(s) of writing EFL learners think have been improved or can be improved by WCF in the long run?

4. Research Methodology

The present study adopted a descriptive research approach. For data collection, a questionnaire was administered to 100 out of 214 third year students of English at the university of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj. The sampling technique we used for selecting sample of participants is convenience sampling. The data were analyzed with percentages and content analysis, and the findings were presented graphically.

5. Structure of Dissertation

The present study consists of a general introduction, two chapters, and a general conclusion. The first chapter is theoretical and the second one is practical. The theoretical chapter includes two sections. Section one tackles writing skill, starting with a definition and it's approaches to teach writing , the moving to the relation between writing and feedback .Section two deals with feedback ,starting a definition of feedback and its types , its significance in the EFL classroom, and corrective feedback. The practical chapter, however, consists of two sections. The first section explains the research methodology, including research design and tool, population and sampling, data collection and analysis procedure, and research ethics. The second section describes data analysis and findings, then discusses the main findings. The third section presents the study limitations, recommendations and suggestions for future research.

CHAPTER ONE: THEORETICAL PART

FEEDBACK AND WRITING SKILL

Section One: Feedback

In many contexts , feedback plays a crucial in promoting excellence and progress . Feedback can be an essential parts of personal and professional growth , fostering a culture of improvement and continuous development . The main aim of this chapter is to highlight the importance of Feedback , and how can be a beneficial tool in a foreign language teaching-learning process , in order to contribute to better educational methods. In this chapter, the concept of feedback is initially introduced. Subsequently, different types of feedback are discussed. The focus then shifts to an in-depth exploration of written corrective feedback and its various types. Additionally, the chapter highlights the significance and importance of corrective feedback.

1. Feedback Definition

The value of feedback in the context of teaching and learning was widely acknowledged by scholars .There are various definitions that emphasize the significance and value of feedback as a result of these perspectives .According to Askew (2000), teachers provide feedback to students in order to address any gaps in their knowledge and improve their performance ,he define feedback as ; “a judgment about the performance of another with the intention to close a gap in knowledge and skills”(Cited in Mahdi & El Saadany,2013).According to Ur in his work “A course in language teaching” feedback is an information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 1996).

Additionally, Hattie & Timperley (2007) conceptualized feedback as some information given by a source such as a teacher, peer, book, parent, oneself, or personal experience, which pertains to various aspects of one's performance or understanding. Furthermore ,feedback focuses on the points where students excel and adjusts it and provides the appropriate feedback to help students perform better.

Moreover, according to Amara , researchers use a variety of terms to describe the term "feedback" and these terms are frequently used interchangeably, he stated that in the literature, various terms were used to describe different aspects of feedback. For example, "written feedback" is a term that is used by researchers such as Bitchener, Cramp, and Hyland to refer to feedback provided in written form. "Corrective feedback" is another term used by scholars including Ellis, Ferris, and Han, which specifically focuses on feedback aimed at correcting errors or inaccuracies. "Error correction" is a term that was employed by researchers like Hendrickson and Truscott to emphasize the act of correcting errors. "Teacher response" is a term that was used by Ferris to denote the feedback provided by teachers. Lastly, "error feedback" is a term that was utilized by Chandler, Ferris, and Lee to encompass feedback specifically addressing errors. It is important to note that while there may be disagreements about the terminology, these terms were often used interchangeably in the literature (Lee, 2004).

Feedback was defined as providing any information or comments, either through explaining or proposing, written or oral, about his or her performance, in order to enhance and improve a learner's level for better writing quality and good speaking performance. Feedback also helps to facilitate the learning process, which gives it this importance and makes it a strong learning strategy.

1.2 Types of feedback

There are numerous approaches and techniques for giving feedback to a student in order to correct his mistakes and enhance his abilities or performance.

1.2.1. Written feedback

Written feedback is the most useful types of feedback , both teachers and learners can benefits, enhance ,and improve their performances. (Amara, 2015) stated that written feedback reduce the gap between the student understanding and actual performance and how

he should perform or develop , he stated that : “Written feedback in L2 writing provides information that helps learners to fill the gap in their knowledge and techniques of writing. It bridges the gap between what learners composed on their writing tasks and how the composition should actually be.” (p. 36) . Written Feedback in words means any comments or written correction forms that take place in learners piece of writing like what (Hyland, 2003) maintained that written feedback is “...written substantial comment on their papers, justifying the grade they have given and providing a reader reaction” . Additionally Hyland stated that “written feedback from teachers is greatly appreciated by second language writers. However, the impact of written feedback on students' revisions in subsequent drafts has not been extensively explored. Nevertheless, it appears that students make an effort to incorporate the feedback that is considered usable. This emphasizes the value of written comments between the initial and final drafts, which aids students in producing work of high quality. K. Hyland claimed that most common techniques in providing feedback are commentary, cover sheets, minimal marking, taped comments and electronic feedback.

1.2.2. Oral feedback

Oral feedback is a verbal comment provided by teacher easily during the learning process , and also it is a quick remarque as Stagg Peterson (2010) argued that Teachers can provide verbal feedback while circulating around the room as students are writing. Students have the option to seek input from their teachers or receive commendations and suggestions during the drafting and revision process. Verbal feedback can also be given during student-teacher conferences, where students can schedule meetings with their teachers when they are prepared for feedback, or have regular meetings with them. According to Brookhart (2008):

Oral feedback is often given informally during observations of the students doing their work or of work in progress. Oral feedback is also appropriate as a formal response to finished products completed by young children or for students of any age during conferences, where feedback leads to a conversation between teachers and students.

In clear words, oral feedback can be given formally and informally throughout the development when there is interaction between teacher and student and if there is more concentration. Moreover to that, Hyland emphasize the importance of oral feedback and state that verbal feedback provides teachers with an opportunity to respond to diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities while saving time spent in the detailed marking of papers''(Hyland, 2000).In other expression, Hyland is saying that by using oral feedback effectively, teachers can save more time instead of spending it writing comments, and they can also eliminate uncertainty for much more topics at once during the teaching process.

1.2.3. Peer feedback

Peer feedback involves students making comments on the work of their classmates in order to motivate them to set realistic goals, measure their progress objectively, fill in any gaps, and identify their own strengths and weaknesses. As Hyland stated that the idea of students receiving feedback on their writing from their peers developed from L1 process classes and has become an important alternative to teacher -based forms of response in ESL contexts. Peer response is said to provide a means of both improving writers' drafts and developing readers' understanding of good writing, but teachers have generally been more positive than students, who tend to prefer teacher feedback , and its benefits have been hard to confirm empirically in L2 situations.

Moreover, Hyland noted that peer feedback helps students develop their critical thinking skills and refine their revision and editing techniques before turning in their final drafts. This is in addition to receiving feedback on how their writing will be perceived and improved.

Furthermore, stage Peterson(2010) claimed that teachers can facilitate peer feedback by creating structured opportunities for students to share their writing with peers. This can be

done by allocating specific time for students to exchange their written work or to read their compositions aloud to a small group of peers. After the reading, a discussion takes place where peers share their insights from the writing, highlight noteworthy aspects, and pose questions that arise from the piece.

In other expression ,Peer feedback can also be thought of as the opportunities for a fertile environment full of interaction, criticism, and exchanging of ideas and opinions, which involves and engages students in the learning process, as well as the progress of education.

1.2.4. Descriptive feedback

Descriptive feedback is detailed information that is given to a student in the form of written remarks or spoken exchanges to help them comprehend what they need to do to advance and strengthen their abilities. Carol Rodgers (2006) defined descriptive feedback as : Descriptive feedback differs from immediate constructivist information gathering or formalized data collection processes. Instead, it entails a reflective dialogue between teachers and students, where students articulate their experiences as learners. The primary objectives of descriptive feedback are to enhance learning, foster a sense of trust between teacher and student, and cultivate a dynamic and creative learning community on a daily basis. It is important to note that descriptive feedback is distinct from student self-assessment since its nature is descriptive rather than evaluative in nature. That is to say that , when the student take confidence and speak about their experiences in order to make it better by nature , this act build confidence in the two sides ;teacher and learners , which lead to enhance and make progress on the ongoing of the process .

1.2.5. Evaluative feedback

Evaluation is a process that uses a variety of quantitative or qualitative technique to analyse program, pedagogical,or course outcomes to determine whether they have been met. Thus , evaluative feedback is a type of evaluation that emphasizes and recaps the tasks that

pupils successfully completed by assigning grades or making observations. However, The teacher must pay close attention to the observation or comment or else he will have issues with respect and confidentiality.

1.3 Corrective feedback

According to Mc Donough et al. (1999), Feedback has two main distinguishable components : assessment and correction .In assessment , the learner is simply informed how well or badly he or she has performed . Percentage grade on an exam would be one example or the response now to an attempt answer to a question in class . However , in the other hand in correction, some specific information is provided on aspects of the learner performance: through explanation , or provision of better or other alternatives , or through elicitation of these from the learner .

1.3.1 Corrective feedback definition

In principle ,correction can and should include information on what the learner did the right , as well as wrong ,and why. Corrective feedback defined by many scholars : Ellis et al mentioned that :

Corrective Feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct language form or(c) metalinguistic information about the nature of the error, or any combination of these (2006, p. 340)

That is meant to say that corrective feedback is the trainer's response to the student's errors. It can take many different forms, such as addressing the error directly, providing the right answer, describing the error's nature, or combining all of these together in order to deal with successful correction.

As well Lightbown & Spada,1999, p, 171clarified the term corrective feedback as “any indication to the learners that their use of the target language is incorrect; this includes

various responses that the learners receive". In other expression, it is when the teacher identify any errors in the target language that is used by the learner and adjust it by providing the correct answers to their mistaken sentences.

Russell and Spada (2006) provided a similar definition of "corrective feedback" According to their definition, corrective feedback encompasses feedback given to a learner from any source, such as a teacher, that draws attention to language errors or inaccuracies. Essentially, when a teacher identifies linguistic errors in a student's work and communicates this information to them, it is considered as corrective feedback.

1.3.2 Types of corrective feedback

Ellis had extensively studied the role of corrective feedback in language learning and its effectiveness in promoting language development . Therefore , Ellis provided a table that discussed the different types of corrective feedback. The images below list the types of WCF:

Type of CF	Description	Studies
A Strategies for providing CF		
1 Direct CF	The teacher provides the student with the correct form.	e.g. Lalande (1982) and Robb <i>et al.</i> (1986).
2 Indirect CF	The teacher indicates that an error exists but does not provide the correction.	
a Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.	Various studies have employed indirect correction of this kind (e.g. Ferris and Roberts 2001; Chandler 2003).
b Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.	Fewer studies have employed this method (e.g. Robb <i>et al.</i> 1986).
3 Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.	
a Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).	Various studies have examined the effects of using error codes (e.g. Lalande 1982; Ferris and Roberts 2001; Chandler 2003).
b Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.	Sheen (2007) compared the effects of direct CF and direct CF + metalinguistic CF.
4 The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.	Most studies have investigated unfocused CF (e.g. Chandler 2003; Ferris 2006). Sheen (2007), drawing on traditions in SLA studies of CF, investigated focused CF.
a Unfocused CF	Unfocused CF is extensive.	
b Focused CF	Focused CF is intensive.	

5 Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.	Milton (2006).
6 Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.	Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their text.
B Students' response to feedback	For feedback to work for either redrafting or language learning, learners need to attend to the corrections. Various alternatives exist for achieving this.	
1 Revision required		A number of studies have examined the effect of requiring students to edit their errors (e.g. Ferris and Roberts 2001; Chandler 2003). Sheen (2007) asked students to study corrections.
2 No revisions required		
a Students asked to study corrections		A number of studies have examined what students do when just given back their text with revisions (e.g. Sachs and Polio 2007).
b Students just given back corrected text		No study has systematically investigated different approaches to revision.

Table1 : *types of teacher written CF (adopted from Ellis 's article(2009 p .98).*

1.4. The significance of written corrective feedback

In the learning and improvement process, corrective feedback is essential. It enables students to recognize their error types and correct them. Written corrective feedback is an effective tool that fosters the development of writing abilities and gives the learner a roadmap to help him facilitate and advance his skills .According to Hyland (2006), providing feedback to students is crucial for promoting and solidifying their learning. Feedback is necessary for students to know how well they are doing on a task or what errors they are making. Feedback also acts as a facilitation tool to help students recognize the gap between their native language and the target

language .Once students are aware of this gap, they realize what needs to be done to produce the proper form of the language. Written corrective feedback points out areas for development and directs the student toward more accurate and effective language use. It helps learners become aware of their flaws in many areas, including grammar, vocabulary, coherence, and cohesiveness. Additionally, WCF provides an appealing educational atmosphere by encouraging learners to continue improving. WCF also raises linguistic awareness by providing the error, its type, and its correction .It is important to note that the effectiveness of written corrective feedback can vary based on a number of factors, including the style of feedback delivered, the preferences of individual students, and the context of instruction. For the best results in language learning, a balanced strategy that incorporates opportunities for practice and revision together with focused feedback is frequently advised , which highlight the effect of written corrective feedback .

Conclusion

In conclusion, the section emphasizes the crucial role that feedback plays in many aspects of language learning, particularly in improving writing skills. Feedback offers insightful information that aids in making students aware of their flaws and potential improvement areas. It helps people improve their abilities' accuracy, precision, and proficiency. Feedback also helps with engagement and motivation. To summarize, feedback is a powerful tool to facilitate learning and advancements. When used properly, it has the power to transform students' abilities, raise their confidence, and help them realize their full potential. By adding feedback as an integral part of the learning process, learners can create an environment conducive to improvement.

Section 2: Writing skill

This chapter focuses on writing skills. The major goal is to gain a firm understanding of what writing entails and how it can be useful in the classroom. First, a general definition of writing and, the importance of improving writing skills in the EFL classroom, the challenges faced by EFL students, and lastly, how written corrective feedback influence students' writing skills. Students are taught four language skills in language classes: listening, speaking, reading, and writing. Receptive skills include reading and listening, whereas productive skills include writing and speaking.

1.5 Writing Definition

Writing has a unique position compared with other fundamental skills (speaking, reading and listening), therefore numerous experts were interested in it trying to define it from different perspectives in a way that provides EFL learners a background knowledge so that they can improve their writing skills. According to Nunan (1991), writing is a highly intricate cognitive task that demands the writer to exhibit simultaneous control over various variables. These variables encompass aspects such as content, format, sentence structure, vocabulary, spelling, and letter formation at the sentence level. Furthermore, at a broader level, the writer must possess the ability to organize and integrate information into cohesive and coherent paragraphs and texts.

What Nunan meant here is that writing as a complex cognitive activity requires writers to manage multiple aspects simultaneously. At the sentence level, writers need to control various elements such as the content they express, the format they use, the structure of their sentences, the choice of vocabulary, and the accuracy of spelling and letter formation. However, writing goes beyond individual sentences. Writers must also be able to organize and integrate information effectively, creating paragraphs and texts that flow logically and

coherently. In essence, writing involves juggling various linguistic and structural components to produce well-structured and meaningful written compositions.

Tarigan (1994) described writing as a process of producing or drawing symbols, those symbols must be well structured and organized in certain way to form words and sentences, which need also to be connected coherently and cohesively to convey a message to the reader that can be understood easily. On the one hand, White (1986) declared that writing is a process of expressing ideas, thoughts, knowledge, almost the same with White, Ghaith (2003) who delineated that writing as a complex process that allows writers to discover thoughts and ideas.

1.6 Importance of improving writing :

“Who taught by pen . He has taught man that which he knows not “ Al –Alaq” verses 45. Allah has cited writing in His holy Qu’ran, which makes it worth to mention that writing has a notable role in human life not only for EFL learners since it is used as a mean of communication that helps to share ideas, represents one’s personality, thoughts and make arguments to express opinion. In this vein, Walsh (2010) said ” writing is important because it is used extensively in higher education and in the workplace” ; students who are struggling with writing will face problem of communication with others such as teachers because nowadays writing is used consistently as a means of communication in a form of : proposals, reports, emails ...etc., it can be also treated as a tool of learning language because its acquisition involves mastering grammatical rules, developing new vocabulary, coherence and cohesion. Learners need to evolve their writing skills in order to meet their academic needs and workplace requirements and be successful as (Alexander, 2008) declared that strong writing skills may enhance students' chances for success.

1.7 Difficulties faced by EFL learners in writing :

According to researchers, EFL learners are facing issues and challenges in writing activities (capitalization, punctuation, language use, and spelling ...), which are related to some factors such as the lack of interest and motivation, they do not have a background knowledge about English, moreover, writing is a complex process so that improving writing accuracy requires both physical and mental efforts, also many cognitive abilities (Gillespie and Graham, 2011), in addition to several transitions as well such as planning, generating, and reviewing (Hayes and Flower, 1980).

In addition to that, according to some experts, most of learners are not aware of the importance of grammar, most of errors that are made in writing activities it was because they have never been focused on learning grammar.

As an EFL learner, they have limitations in learning vocabulary which affect their writing accuracy. The reason behind the lack of vocabulary is the traditional ways that are applied in classroom or the absence of good materials that help learners to develop their writing skills and sometimes the teachers do not provide learners with correction because of the lack of time the school schedule is not made well to meet learner's needs, such as feedback, so that they will not be aware or notice their errors and correct them, which make them not active in classroom and less interested in learning and improving their skills.

1.8 Writing Approaches

1.8.1 Process Approach

Process approach emerged as a reaction to the traditional product approach which neglects the ongoing steps of learner's writing process from prewriting to post writing that play an important role in improving writing skills. "Process writing evolved as a reaction to the product approach" (Jordan, 1997). It is a learner-centred approach, which focuses on the learner's process of writing from the beginning to the end result of written activity. The

mainly aim of this approach is improving writing accuracy that most learners are struggling with it. According to Graham Stanley (1993), the process approach views writing as a creative endeavor that necessitates sufficient time and constructive feedback to be executed effectively. In process writing, the teacher assumes a role beyond simply assigning a writing topic and correcting the final output, instead actively engaging with students throughout the writing process itself.

O'Brien (2004) asserted that implementing the process approach in teaching encouraged learners to view writing tasks from diverse perspectives, going beyond mere grammar exercises. It empowered students to explore their thoughts, ideas, and intended meanings. The Process Approach stressed writing activities that guided learners from generating ideas and collecting data to producing a final, polished text (Tribble, 1996). In fact that writing is a complex cognitive activity, so that learners are required to employ different stages during writing activity, which help them to evolve their writing accuracy. Because writing is a process which involves several identifiable steps, those stages are mentioned in the following “*Model of writing process 1986 adopted from Scott 199*”:

- Prewriting : The teacher’s role in this stage is to provide learners with some strategies during writing activity such as brainstorming, clustering and discussion to encourage them to create new vocabulary and express their thoughts, ideas ...
- First draft composing : learners are required to use vocabulary that they have learned to express their desire .
- Feedback : in this stage learners will receive a comment from their instructor or peers about what they have written in different ways (focused, direct, indirect) .
- Second draft writing : based on the comment from the previous stage, learners will modify first draft by reading it several times, revising and adding or omitting ideas

- Proof reading : learners will move forward , their focus in this stage will be on the appropriate use of vocabulary , but on the quality of written task (grammar errors , spelling ,punctuation)

1.8.2 Product approach

Nunan(1991) claimed that a product-oriented approach, as the title indicates focuses on the end result of the learning process, what is that the learner is expected to be able to do as fluent and competent user of the language It is known also as text-focused approach because it focuses on the final product of written activity that have to be grammatically correct .

According to product approach ,during writing activity , learners are required to follow a model text or a standard sample of text which is provided by teacher to make them aware of the features of the model text so that to achieve an end product with high quality .It focuses on the use of vocabulary , how to choose the appropriate one , moreover the cohesive devices ,syntax ...which means learner should have knowledge about language form and linguistic .As (gabrielatos, 2002) mentioned “a traditional approach in which students are encouraged to mimic a model text , usually is presented and analysed at an early stage”.

Product approach consists of four steps that EFL learners need to follow them one by one in order to ensure their writing skills and accuracy (steele, 2004)

The first stage is when learners are going to write , the teacher provides them with a model text as a beginning point that they need to analyse it individually and study its features(a story ,a formal letter...) . the second stage , learners have to study the techniques that are used in the model provided by teacher . the third stage is the most essential for learners in which they start organizing ideas , for product approach organization of ideas are more important than the language used or the style . the fourth stage , learners use the vocabulary ,and grammatical rules to achieve organized ,correct text or the final product .

1.9 Relationship between writing and feedback

Writing is a complex activity ,it consists of numerous norms and grammatical rules , vocabulary , spelling... that need to be acquired using a good ways and the appropriate tools . So that it is a fact that most of EFL learners are struggling to evolve their skills and improve their writing accuracy . Ahmed (2018) described learners level of writing , he stated that when it comes to writing an essay in classroom EFL learners have a low level . That is what prompted an uncountable number of experts to conduct studies to find a solution for EFL learners 's issue which is a weak writing level .

One of the most great solution was providing feedback to EFL learners .They have done some research to investigate the value of feedback on developing writing accuracy . Corrective feedback had great attention in the field of error feedback , also it was considered as a critical issue because there was two different sides which take the idea of using feedback from different perspectives , one of them supported providing feedback to EFL learners (Ferris, 2004 ;Noroozizadeh, 2009 ;Erlam et al, 2013 ;Eslami, 2014) , according to them feedback is workable and effective to improve their writing skills .they argued that feedback plays a notable role in developing learners writing skills due to its capacity of encouraging learners to accept comments provided by teachers even if it is bad and motivate them to correct their errors to enhance the learning process ; which have a positive affect on developing their skills.

Gripps (1994) said that feedback plays a crucial role for two primary reasons: it directly promotes learning progress by facilitating formative assessment, and it indirectly influences students' academic self-esteem.Hattie and Timperley (2007) also claimed that feedback cannot be separated from writing activities because it is helpful for learners no matter what the type of feedback is(explicit , direct, focused...) ,it has a good effect in enhancing and promote their writing skills to be proficient especially when feedback is

understood and clear for learners “to be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections” (Hattie and Timperley, 2007). Furthermore, they declared that Feedback is an important component that evolves learner’s writing accuracy and teachers have to establish it in the classroom to close the gap between what learners know about their errors and what they need to know to correct their errors and what is beneficial for them to improve their writing accuracy since feedback is widely acknowledged as a powerful catalyst for enhancing writing skills and is considered a fundamental instructional tool in the teaching of writing (Abdulahi et al, 2017).

On the other hand, they neglected the role of feedback in developing EFL learners’ writing skills (Chandler, 2003; Lalande, 1982; Fazio, 2001; Brown, 2001; Brookhart, 2008). They claimed that giving feedback is unproductive and destructive for learners.

Truscott argued that in writing courses there is no need to provide learners with feedback because it is considered as a theory that has no studies that provide us with the evidence about the value of giving feedback to improve learner’s writing skills. He rejected all the idea of giving feedback because it has a bad affect. According to him feedback is not only ineffective but it is considered as a destructive tool that damages learners, so that he recommended to stop using it and separate it from writing. In addition to that, he stated that the best environment for student should be enjoyable, therefore feedback should be abandoned because it makes learners stressful and not comfortable during learning process. Truscott (1996) went further as he described feedback as a time factor, which means it is a waste of time, he claimed that instead of reading a lot, revising, correcting their errors... learners should be practicing writing so they can develop their writing accuracy.

Harmer (2001) had the same opinion as Truscott (1996). He considered feedback as a harmful way of teaching writing in the classroom, he claimed that over correction may inhibit

learners and take the communicativeness out of the activity which means the teachers make them feel unable to do more , they will not be active and do not have the chance to discuss their errors ;which creates a misunderstanding between teacher and learner , also hesitation that stop them from evolving and developing their writing accuracy.

In addition to that , to confirm Truscott idea, (Chandler, 2003 ; Lalande ,1982 ; Fazio ,2001; Brown, 2001, Brookhart, 2008) had done some researches about the impact of providing feedback , they stated that learners can improve their writing accuracy through the practice instead without using feedback , because it makes them feel dominated by teachers and cannot be creative .

Conclusion

To sum up, writing plays an important role in the learning process. It helps learners to exchange ideas and information . writing comprehension is an interactive process that should be developed consciously. However, learners face many difficulties. But thanks to the positive and effective use of written corrective feedback, improving the learners' writing comprehension is not impossible. Finally, it can be concluded that giving corrective feedback to learners in the process of writing provides them with the knowledge by which they can successfully complete a writing activity and puts them in control of their learning.

CHAPTER TWO: PRACTICAL PART

METHODOLOGY, DISCUSSION, AND RECOMMENDATIONS

Chapter Two: Practical Part

Methodology, Discussion, and Recommendations

This chapter is dedicated to explain the research methodology used to collect, analyse and interpret data. It describes students' perceptions and attitudes towards the effect of written corrective feedback on their writing skills. Firstly, the research design and tool are described and justified. Secondly, the target population, sample size and sampling technique are explained. Thirdly, the data collection and analysis procedures are elucidated. Fourthly, the research ethics are highlighted. Then, data are analysed and the research findings are presented. Finally, the research limitations are explained, and the pedagogical recommendations are offered, followed by some suggestions for future research.

Section One : Research Methodology

1. Research Design and Tool

The research design is the framework that defines the methods and procedures applied by the researcher in order to collect and analyze the needed data and information in a research study. As Creswell and Plano Clark state that a research design is the 'procedure for collecting, analyzing, interpreting and reporting data in research studies' (Creswell & Plano Clark, 2007, p.58). To attain the aim of the current study, a descriptive research design was employed, and a mixed questionnaire was used for data collection. The descriptive approach adopted here is both quantitative and qualitative, with the dominance of the former, since it allows the collection and analysis of numerical and non-numerical data at once through one instrument : a mixed questionnaire. The selection of this type of questionnaire is, in fact, due to three reasons. Firstly, it is an effective way of obtaining "information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants" (Christensen & Johnson, 2019). Secondly, it allows a quick collection

of both quantitative and qualitative data from a big sample. Thirdly, the different types of data, the questionnaire collects through open-ended and closed-ended questions, not only enrich the research findings, but also give participants the freedom to express their opinions in different ways rather than restricting them to respond in one specific manner.

2. The Target Population, Sample Size and Sampling

The target population of this study comprised 214 third year students of English at Mohamed El Bachir El Ibrahimi university of Bordj Bou Arreridj. The sample size consisted of 100 respondents who were selected conveniently with no regard to their age, gender, or any economic or social situations. The reason behind targeting them is twofold : only third year student are assigned to write different types of essay in written expression module, especially in the second semester. Second, since only this level is meant by writing essays, it is assumed that they may have received teacher feedback on how to correct their mistakes , and improve the quality of their pieces of writing . Based on these two reasons, we chose this population, presuming that their previous two years of learning and experience in writing essays in class render them able to articulate their experience in class and provide insightful information on the present topic .

3. Data Collection Procedure

The data were collected in the spring semester of the academic year 2022-2023 Data collection is the process of gathering and measuring pieces of information of specified variables in a systematic way that enables one to answer the research questions, test the hypotheses, and evaluate the findings. In this study, data were collected through a mixed questionnaire that is a blend of quantitative and qualitative items, which is the appropriate way for answering the research questions that were both quantitative and qualitative.

The questionnaire was designed using Google Forms website and was distributed online on a Facebook group created and dedicated exclusively for third year students. The participants were clearly informed about the title of our topic and its aim and the time it required to be completed. The survey required approximately ten minutes. It comprised three sections and seventeen questions of different types (close and open-ended). The main aim of the data collection was to establish a contextual understanding of the participants. The data of the first section can help us to recognise any shared features among them, and identify any potential confounding factors or variables that could affect their responses to the subsequent sections, the section had two close-ended questions about students' general information. The second section had six questions with the goal of knowing the problems that can face the student in writing and how they generally viewed feedback. After that, nine questions in the third section sought to explore in depth the perceptions and attitudes of the participants on the effect of different types of written corrective feedback on different aspects of writing. This section is the most important one because it is directly linked to the research aim and questions of our work. Before administering the questionnaire, we conducted a pilot test with four students only to make sure that our questions were clear and understandable, and could be answered in a short time. All four students, gladly, mentioned no issues with the questionnaire and, based on their feedback, we were able to administer it online.

4. Data Analysis Procedure

As for data analysis, the collected data were treated differently according to their nature. Quantitative data were analyzed statistically as they were represented in the form of percentages and graphs; whereas, qualitative data were analyzed thematically, through interpreting, coding and classifying the participants' responses into key themes, then illustrating them with a few direct quotations when necessary.

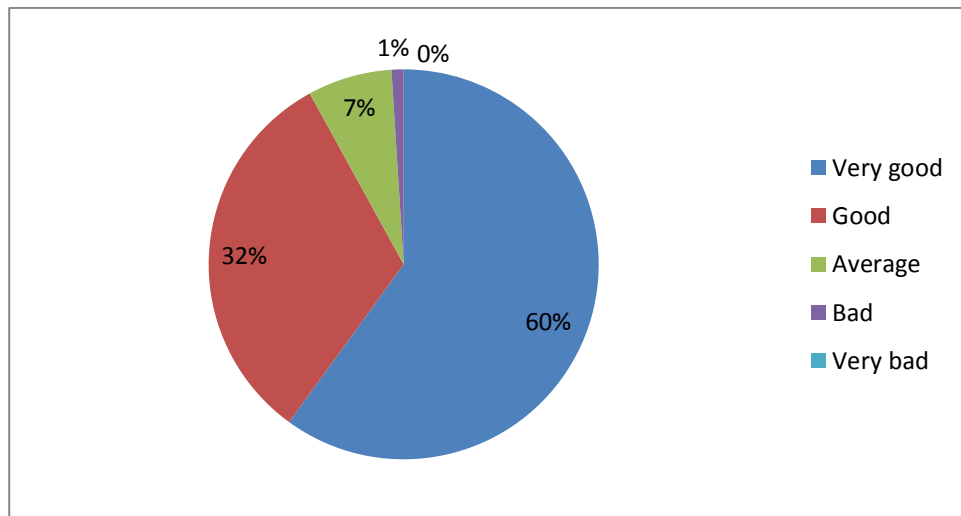
5. Ethical Considerations

Ethics in research is very important. It outlines the principles and guidelines for researchers to follow in order to conduct credible research. In our case, we did our best to conduct the research in accordance with ethical standards in order to maintain research integrity and avoid research misconduct. The ethical principles that were taken into account are : voluntary participation, anonymity, and confidentiality. To get the participants' consent , the participants were not asked to fill in any consent forms but they were clearly informed about the research title, aims, the purpose of the questionnaire, and that their participation is voluntary and they were free to opt-in or out of the study at any point in time. After explaining to the participants all necessary information about the purpose of the study and the questionnaire to help them arrive at a reasoned judgement about whether or not they want to participate, the respondents were also granted anonymity and confidentiality. They were assured that their identity and responses would not be revealed.

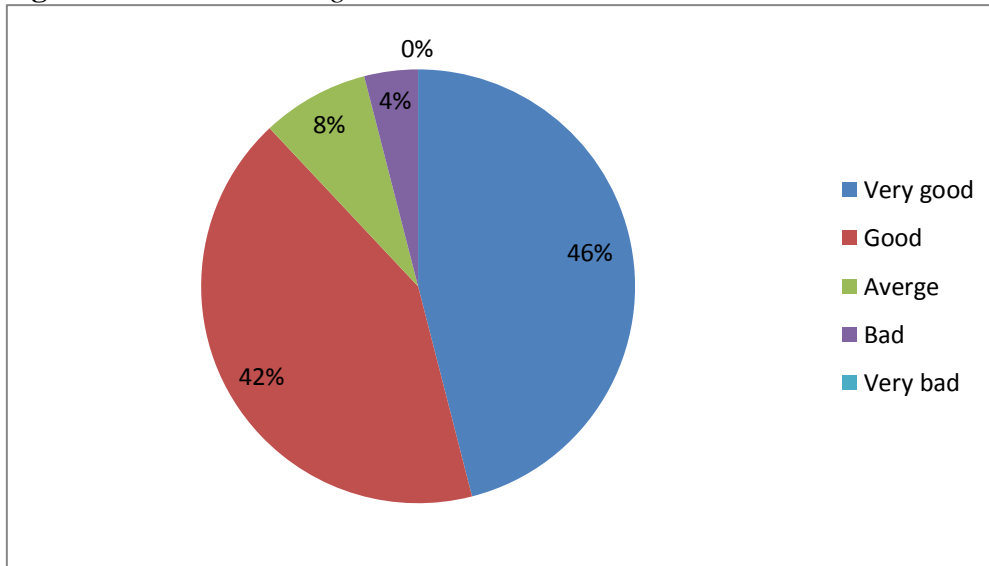
Section Two: Research Analysis and Findings

Question 1: How would you evaluate your English level?

Figure 1 : *Student' English level*



Question one aims to find out how students view their proficiency level in English . As shown in figure 1 , more than half of the participants 60 % said that their level was good . Another considerable percentage 32 % described their level as average, while 7 % described it as very good . Only 1 % of participants viewed their level as bad , and none of them viewed their level as very bad .

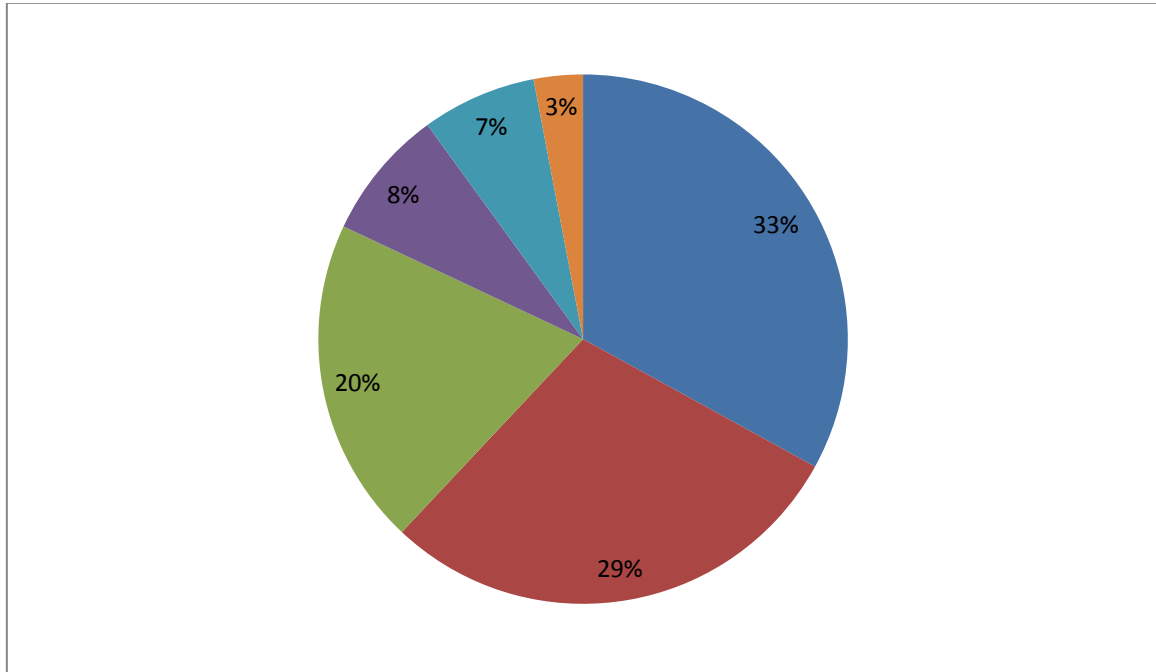
Question 2: How would you describe your writing skills?**Figure 2 : Student' writing skills level**

The second question is to figure out how students perceive their level of writing skills. As seen in figure 2, Approximately half of students 46%, said that their level is average . A sizeable portion of 42 % describe their level as good, and 8% respectively described their performance as bad . Only 04% of participants thought their level is very good , and none of them thought it was very bad. This means that the majority of students have an acceptable level in writing skills.

Section 2: Learners' General Perceptions and Attitudes on Writing and Feedback

Question 1: What are the major challenges do you encounter in writing?

Figure 3: *The major challenges of writing*



The first question in section two was designed to investigate potential writing challenges that participants might have. Figure 01 ; shows that 33% of respondents had difficulties using the appropriate vocabulary and word choice, while 29% found it hard to apply grammar rules. 20% of them had difficulty maintaining proper spelling, and 08 % had trouble achieving coherence, cohesion, and proper punctuation. 07% of respondents claimed to struggle with all the previous problems. Only 3% of respondents selected the option "others".

Question 2: What do you do, or what do you need, to overcome these challenges?

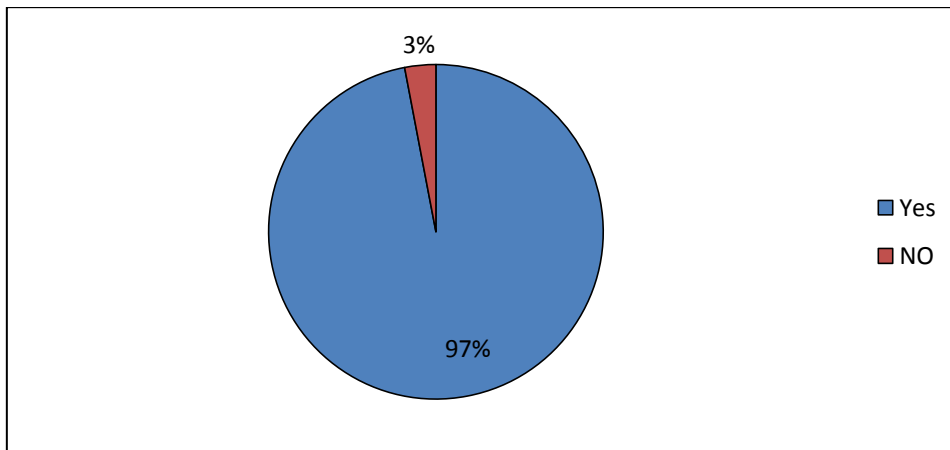
Table2 : *Student thought on how they overcome their problems in writing .*

Key Themes	Examples of Participants' Quotes
Practising writing	<p>Respondent 11: "To overcome these challenges I need to practice more on my writing."</p> <p>Respondent 85: "To overcome these challenges I need to practice more on my writing."</p> <p>Respondent 29: "Practicing more about writing."</p> <p>Respondent 40: "To overcome these challenges, I need to practice more and more and write even with mistakes to know what's wrong."</p>
Reading	<p>Respondent 56: "By reading more."</p> <p>Respondent 04: "I have to read and write extensively."</p> <p>Respondent 77: "Read a lot of books and novels to improve my vocabulary."</p>
Grammar	<p>Respondent 68: "Review grammar and spelling basics, know the basic principles of writing, and learn how to organize."</p> <p>Respondent 35: "I practice a lot to improve my grammar skills."</p> <p>Respondent 90: "I believe I need a lot of practice with the right rules."</p>

This was an open-ended question designed to elicit detailed replies on how students handle challenges they may encounter when writing. Their responses were centred on the importance of reading, practicing writing essays, and enhancing grammar.

Question 3: Does your Written Expression teacher provide you with rubrics or guidelines to help you understand the criteria and expectations for your writing?

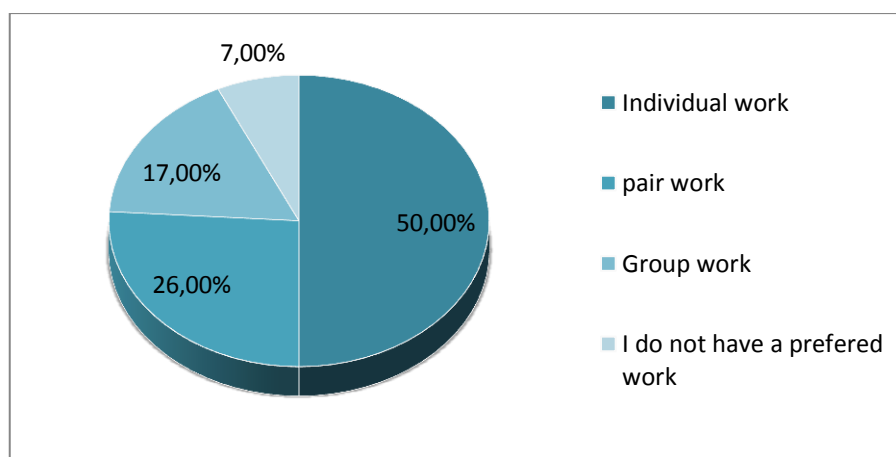
Figure 4 : *Student's answers about receiving feedback*



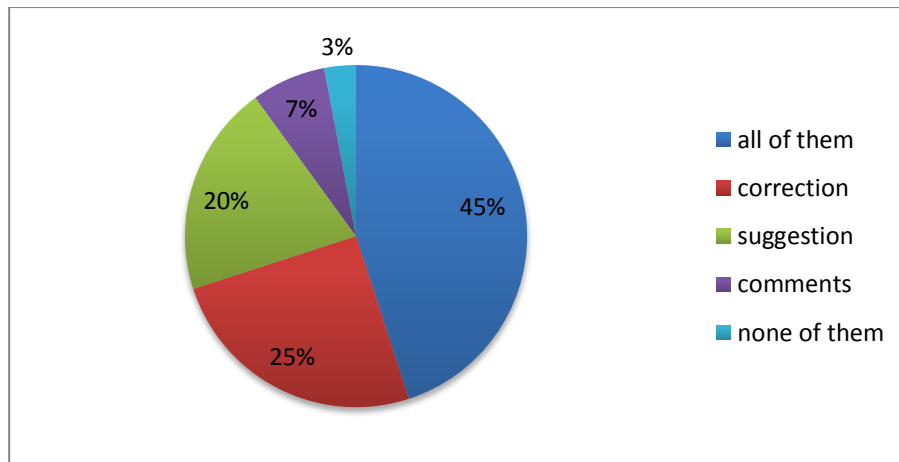
Attempting to ascertain whether students receive comments on their writing in an effort to raise their levels. Figure 4 illustrates that 97 % of participants answered "yes," while only 03% disagreed . This indicates that the students received comments and correction for their pieces of writing

Question 4 :What is your preferred type of writing activity in class

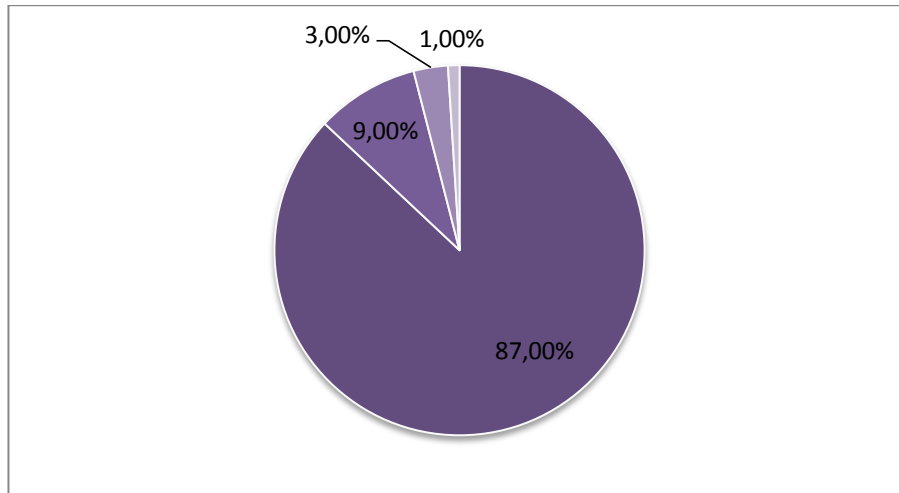
Figure 5 : *student preferred types of writing activity in class*



This question was intended to determine the kinds of writing are most engaged about. According to figure 05, 50 % of participants preferred individual tasks, 26 % preferred pair work, 17 % claimed they did not have a preferred type, and 7 % preferred group work

Question 5: What type of feedback do you prefer to receive on your essays?**Figure 6 :** *Types of feedback preferred to receive by student on their essays*

The purpose of this question was to figure out what type of feedback that the student prefer to receive on his essays ; correction , comments , and suggestion . Figure 06 shows that more than half of the participants with a percentage of 45 % prefer receiving all types of feedback .25 % of the respondents prefer correction , and 20% prefer suggestion , and 07 % prefer comments , and only 03 percent chose none of them .

Question 6 : How does your teacher's written feedback affect you?**Figure 7 :** *The student's perception about teachers written feedback .*

This question had the goal for identifying how the student was impacted by the written feedback from the teacher. Figure 07 shows that 87 % of participants stated that the comments affected them positively, 09 % said it did not, 01 % of students said it affected them negatively, and 3 percent indicated other. Respondents who selected “other” option , gave these answers :

Respondent 18 : " it does not affect me once it is a piece of information not a comment "

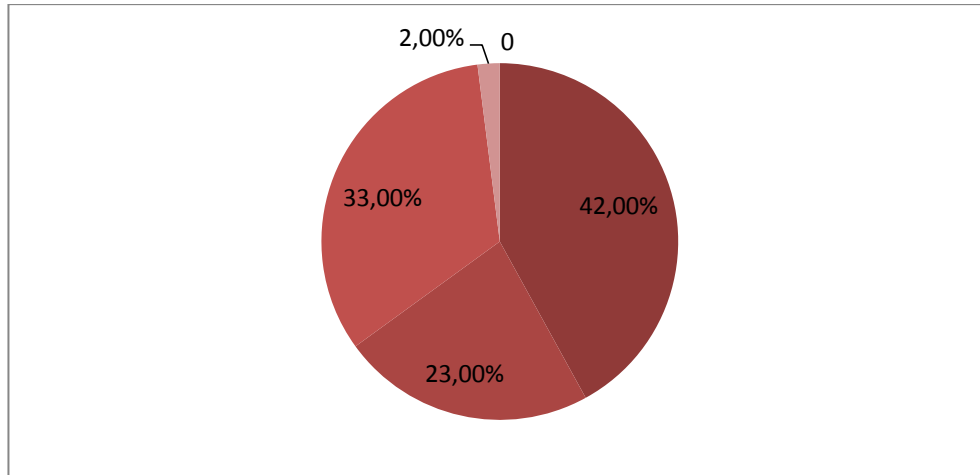
Respondent 11 : "it helps me to know my mistakes and improve my writing skills "

Respondent 45 : "I do not know why

Section 3 : The effect of written corrective feedback on writing performance

Question 1 : How often does your written expression teacher provide you feedback on your essays ?

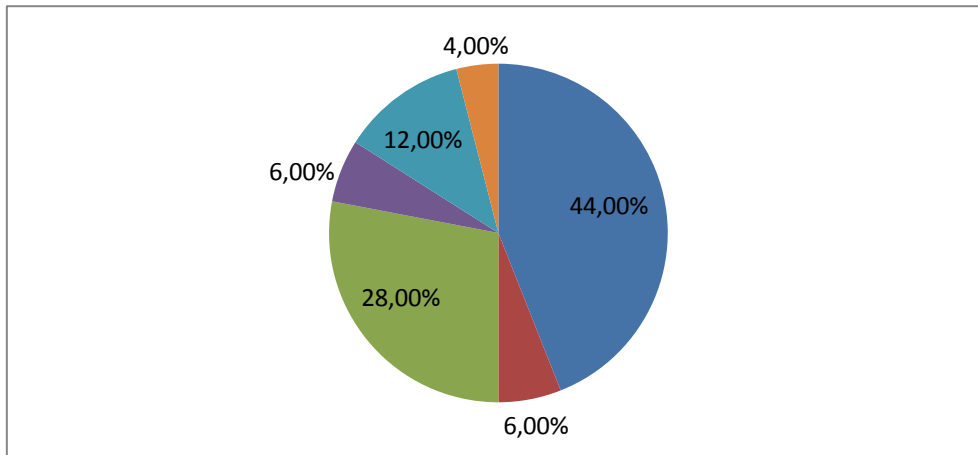
Figure 8 : *The frequency of receiving feedback about student essay .*



The purpose of question one is to provide data on how frequently students receive written comments regarding their essays from teachers. According to data shown in figure 8 ; 42 % of respondents indicated that they always receive comments on their writings . 33% of them claimed that they sometimes receive feedback, while 23 % claimed to do it often. 2 percent of participants selected rarely , while no one selected never.

Question 2 : What type of feedback does your teacher provide you on your essays in the written expression sessions ?

Figure 9 : *The types of correction that the students receive .*



The question seeks to find out the sort of feedback that the student receives from their written expression teacher. Figure 09 ; demonstrates that, with a percentage of 44 %, more than half of the participants gave replies involving direct correction, in which the teacher specifically points out the types of faults. 28% of the students' responses centered around focused correction, which addresses the correction of all errors , and 12 % of the students reported that the teacher uses a code to indicate the type of error (coded), and 6 percent of those surveyed claimed that their teachers only correct them indirectly by pointing out their mistakes. 6 % of students reported that the teacher only corrected a few mistakes, which is unfocused , and only 4% responded "others" Their preferences were as follows:

Respondent 18 : " the teacher give us general comments on strengths and/or weaknesses without correction"

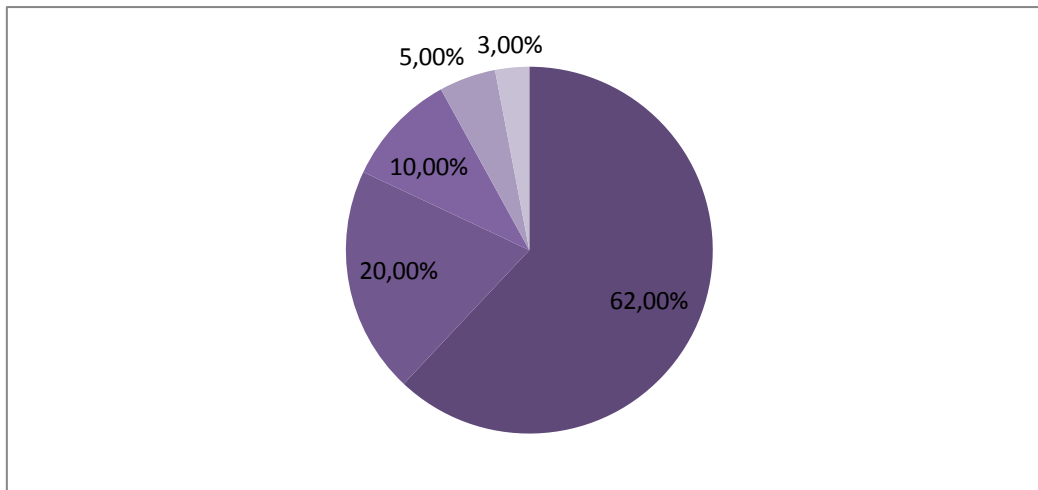
Respondent 11 : "suggestions for improvement without correction"

Respondent 36 : "She constantly encourage me to keep doing great work giving me some tips to use in the future"

Respondent 59 : " Not just giving definitions ,we have to analyze the topic and we have to be critical thinkers".

Question 3 : Which type of feedback do you find most useful for improve your writing?

Figure 10 : *Types of feedback that are useful for improving writing .*



This question was designed to find out how the students felt about the many types of feedback that can help them write better. As seen in figure 10, 62 % of participants preferred that the teacher mark all errors, 20 % preferred that the teacher mark only major errors, and 10% students preferred that the teacher mark only errors that interfere with effectively communicating the content. 5 % of participants opted to only receive comments about the ideas, and 03% selected “ others”. Respondents who selected “other” option , gave these answers :

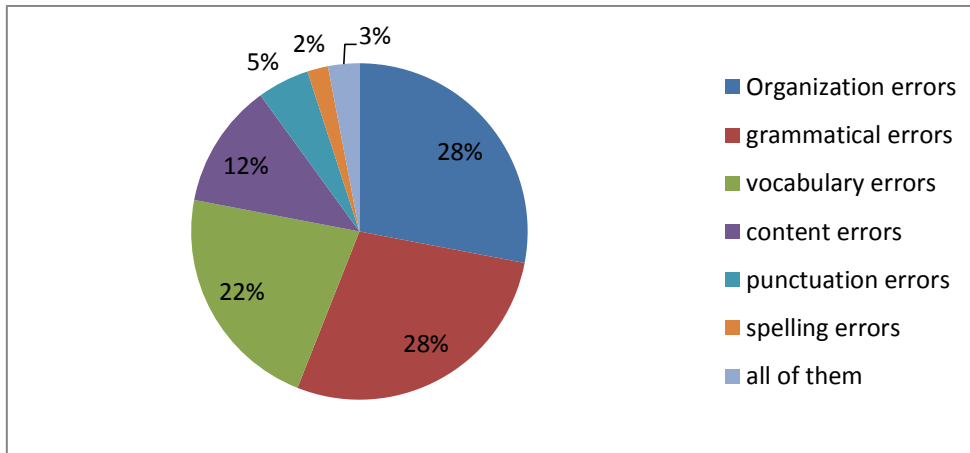
Respondents 36 : “The first one if there was any”

Respondents 61 : “When the teacher marks errors and teaches me how to correct them”

Respondents 91 : “when the teacher marks errors and the rule”

Question 4 :Which type of errors do you want your written expression teacher to focus on correcting the most?

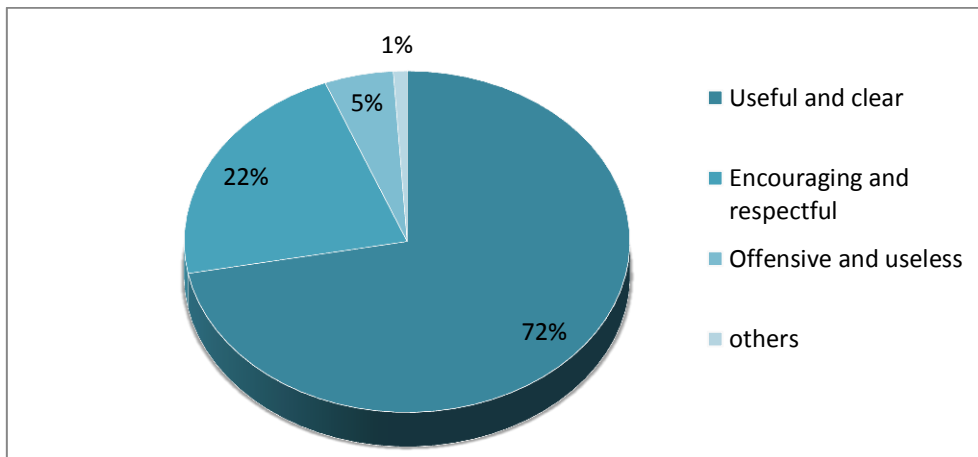
Figure 11 : *Types of errors to correct .*



The objective of question four was to investigate the specific mistakes that the student wanted the teacher to identify and concentrate on. According to graph 11, 28 % of the students selected to have their essay organization corrected, and the same amount also favoured the grammar mistakes. 22% of respondents want the teacher to focus on vocabulary errors , followed by 12 % in the contents category, 5 % in the punctuation category, and 2 % in the spelling category. While 3 percent of people made a different choice and stated that they wanted to receive rectification for all kinds of faults.

Question 5 : What do you think of the written feedback you receive on your essays?

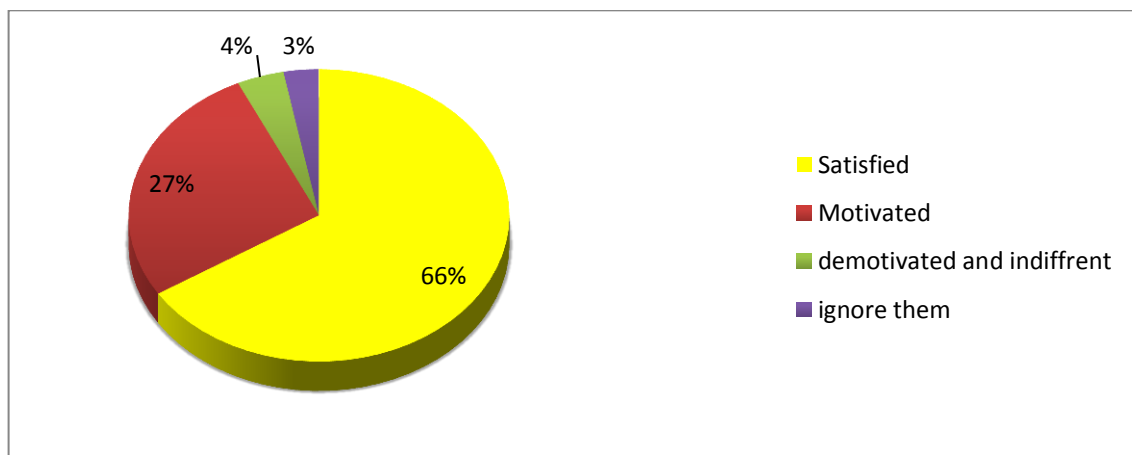
Figure 12 : *Student's viewpoint about corrective feedback they received .*



The overall goal of the question is to figure out how the students feel about the teacher comments that they received . Figure 12 indicates that the majority of participants 72 % thought the feedback was clear and useful, and 22 % thought it was encouraging and respectful . 05% thinks that feedback is offensive, vague, and useless. Only 1% said "others". The outcome illustrates the significance and influence of the comments.

Question 6 : How do you typically respond to your teacher's feedback and comments in the written expression session ?

Figure 13 : *Student attitudes towards teacher's feedback .*

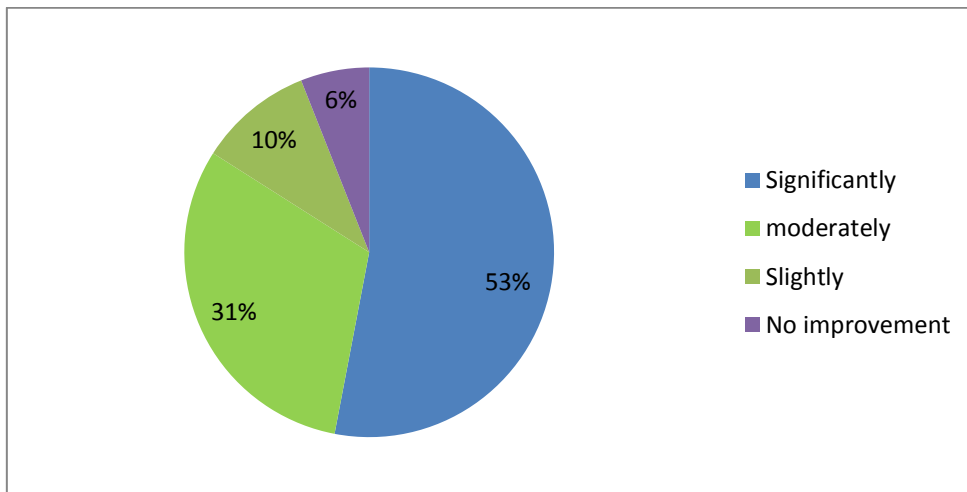


Question six's objective was aimed at figuring out how the students felt about the comments they received during the written expression session. Figure 13 shows that an important percentage of participants, 66%, were satisfied, took their suggestions into

consideration, and applied them to future works. 27 % said they are comfortable and motivated to complete their writing . Only 3% of participants stated they disregard them , whereas 04 % said they are demotivated, frustrated, and indifferent.

Question 7: To what extent has your teacher's written corrective feedback improved your writing skills?

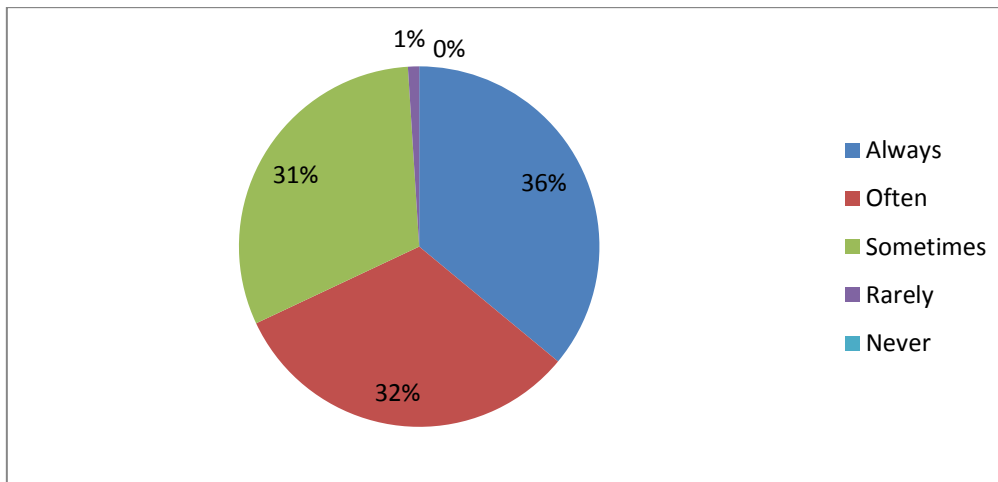
Figure 14 : *The effect of written corrective feedback .*



The purpose of this question sought to determine whether or not written corrective feedback is helpful and useful for writing abilities. According to the data in figure 14, more than half of the students 53 % believed that their teachers' feedback had significant effects on developing their writing skills, followed by 31 % who stated they had made moderate improvement and 10 % who saw a small improvement. While 06 % thought they had made no progress at all.

Question 8 : How often do you apply the corrective feedback you receive to new essay assignments?

Figure 15 : *The frequency of receiving feedback.*



The purpose of this question was to know the students frequency of applying the corrective feedback that they receive to future essays assignments . As can be seen from figure 15 , 36 % claimed that they always apply corrective feedback to new essays . 32 % of participants responded with often, whereas ; 31% of them answered with sometimes , and only 1 participant answered with rarely which shows the significant improvement of corrective feedback.

Question 9 : What specific aspect(s) of your writing, if any, has been improved by your teacher's corrective feedback?

Table 3: *Writing Aspects improved by corrective feedback*

Key Themes

Examples of Participants' Quotes

<p>Learning Correct Grammar</p>	<p>Respondent 30: "The specific aspects of my writing, if any, have been improved by my teacher's corrective feedback are content, the grammatical mistakes, and punctuation."</p> <p>Respondent 45: "Grammar mistake."</p> <p>Respondent 80: "I used to make mistakes in grammar, for example, in conjugating the verbs, and sometimes I made mistakes in writing words. But through the teacher's correction, I learned a lot."</p>
<p>Enhancing Academic writing/style</p>	<p>Respondent 09: "Writing academic essays and making a research proposal."</p> <p>Respondent 79: "The use of academic word."</p> <p>Respondent 58: "Last year, I was writing for fun even in the exams, but this year our teacher taught us academic writing."</p>
<p>Improving Structure of writing</p>	<p>Respondent 43: "Anytime I receive my teacher's feedback, I correct a lot of errors. One of them is the structure or the form of writing."</p> <p>Respondent 93: "The structure of my writing has improved. Correct and organized writing."</p> <p>Respondent 76: "The teacher facilitates understanding how the essay works and its form."</p> <p>Respondent 28: "The structure and punctuation."</p>

**Broadening
vocabulary**

Respondent 17: "I benefit from her information in collecting the largest number of vocabulary."

Respondent 08: "I fill the gap of my vocabulary."

Respondent 66: "Some of vocabulary."

This question was an open-ended question that aimed to get in-depth responses on the aspects that has been improved by the teacher's corrective feedback . After analysing the answers, highlighting the key recurring ideas, we categorised these ideas into themes. The themes we generated revolved around learning correct grammar, enhancing academic writing, improving writing.

Section Three: Discussion, Limitations, Recommendations and Suggestions

Discussion of the Findings

In this section, the major results collected from the questionnaire are discussed in relation to the research questions. The aim of this study was to explore EFL learners' perceptions towards the effect of written corrective feedback on their writing skills. As a general result, the students' responses to the questionnaire demonstrated their positive views and attitudes towards the impact of written corrective feedback on the quality of their writing.

Research Question 1: What are students' perceptions and attitudes towards the effect of written corrective feedback in improving writing skill ?

The first question attempts to explore what the students think and feel about the effect of written corrective feedback they receive from their written expression teacher on their writing skill. The second prediction in this research was that students have a positive attitude towards the effect of written corrective feedback in improving writing skills. From the findings it can be said that this hypothesis is accurate. As the results show, students had positive views about written corrective feedback .

First of all, the majority of students declare that the teachers feedback affect them positively which highlighted the positive attitudes towards the written feedback . Secondly, student's in answers to the fifth question in section three demonstrate that more than 90 % saw written corrective feedback useful and clear in understanding and avoiding mistakes, besides that they considered their teachers' feedback as respectful, objective, and encouraging for improvement in the future assignment. Thirdly, in attempt to confirm the effect of written feedback , the result of question seven in section three showed that more than half of student maintain that they had significant effect from their teachers written feedback . The findings show as well that the majority of the students apply the corrective feedback that the teacher provide them with . The outcome of the sixth question in the third section showed that most

of students consider the received feedback and make the suggested changes , also , the result reveal that most of student take the feedback as a sign of improvement and motivated them for future essays . Furthermore , an open-ended question that aimed to get in-depth responses on the aspects that has been improved by the teacher's corrective feedback , the data of the ninth question of the section three showed that the feedback have a great impact in improving many aspects like grammar , vocabulary , organization , and academic writing style which were already identified in the first section of the questionnaire as the main challenges students encounter the students in writing essays.

Research Question 2: What type(s) of feedback do EFL third year students prefer?

This question was intended to identify the types of feedback that the students prefer to receive . According to the question five from section two, it is appeared that students favoured to receive all kind of feedback,45 % selected all of them , and the rest of the answers were selected between correction ,suggestion , and comments . On the other hand when it comes to the most favoured correction technique , the students' answers to the second and third questions of section three showed that the majority of them preferred direct and focused correction ;direct correction means that the teacher indicates all kind of error while focused correction means that the teachers indicated the errors and shows their types whether they are mistakes in grammar, spelling, punctuation, capitalization, essay organization...etc

Research Question 3 : What specific aspect(s) of writing can be improved by written corrective feedback?

The purpose of this question was to gain clear understanding about the effect of CF on learners' writing by identifying the aspects of writing that students think has been improved so far thanks to their teachers' correction, or can be improved on the long run. Results of question nine in section three in particular helped us list five aspects and they are: grammar, vocabulary, structure and academic style.

The results of the questionnaire are similar and in alignment with the previous studies. The previous studies we are referring to here are those of Ellis (2009) and Russell (2009) who highlighted the effectiveness of different types of corrective feedback CF in promoting learners' language proficiency and accuracy. According to our questionnaire results, students are aware of the benefits of teachers' corrective feedback and they apply it in their essays and they consider focused direct and indirect feedback as the most effective types that can help them make less errors in grammar, structure and vocabulary, and to enhance many their writing performance in general. In comparison with the two previous studies mentioned above, our research results are similar to what Ellis and Russell found in their researches in terms of the perceptions of participants towards the receipt of corrective feedback; but they are also differ from them in the type of feedback which learners prefer receiving depending on the types of writing errors they frequently commit.

Finally, it is safe to say that the findings of this research complement and add to those earlier studies in the sense that it highlighted the possible aspects that can be improved by CF and which need more attention on the part of teachers. In light of this, we think that our research can yield important implications and contribution to the English language teaching, in general and the teaching of writing skill in particular.

3.2. Research Limitations

This study had some limitations that could have negatively impacted the findings. First of all ,the small sample size (only 100 out of 214), and the availability sampling technique may restrict the generalization of our findings. Second, the study utilized the questionnaire as the only research tool for data collection; a classroom observation or an experiment could have been a better way to increase the validity of the results of study. Besides, the study would have been improved if a questionnaire or an interview were conducted with more population like teachers so that a balanced point of view can be achieved. Moreover, this

research topic has a limited literature access since very few previous studies were available in Algerian context.

3.4. Pedagogical Recommendations

Based on the findings and conclusion presented, it is considered now fitting to make some recommendations to students, teachers, and administrators:

Students are strongly advised to use written corrective feedback outside class in order to practice their writing skills since this tool supports them to accept their errors and helps them develop their ability to correct errors that were committed. Teachers, in their turn, should devote more attention and care to the use of different types of corrective feedback fulfilling their learners' needs and preferences in the classroom. Also, they should also explore more ways to incorporate feedback into their lessons and homework depending on their students' learning style. As for the administration staff, they must provide all necessary equipment for teachers and students, such as free access to Internet and applications to facilitate the process of integrating electronic corrective feedback outside classroom.

Administrators should also make sure that the size of classes is not too big so that teachers have less workload and therefore would be able to dedicate more time to correct more essays, highlighting mistakes, suggesting and commenting on both content and form. That way, direct, indirect, focused and unfocused types of feedback would be offered more frequently in class.

3.5. Suggestions for Further Research

This study attempted to figure out how third year Algerian students of English at the university of Bordj Bou Arreridj perceive the influence of this strategy on their the writing skill. Since this study is limited to certain population, skill, and approach, we would like to make the following suggestions for future teachers who are keen on exploring or investigating the same topic :First, future researchers may explore differences between

students' perceptions with regard to their gender and age since these two factors were completely disregarded in our study. Also, they may explore teachers' perceptions and attitudes on the use of written corrective feedback in teaching English face-to-face and online since our study did not consider the type of teaching modality of the module and how it can possibly affect both teachers' and learners' views and experiences. In addition to that, They may investigate the effect of oral instead of written corrective feedback on other English language skills, such as : speaking and listening. Future researchers are also recommended to explore the positive and negative effects of written corrective feedback through a true experiment or case study to find out to what extent this technique impacts EFL learners' performance be it spoken or written. If researchers want to go further, we would recommend them to compare and contrast the effect of teacher feedback with electronic or computer-based feedback on very specific types of errors like tense, adjectives and other English parts of speech.

Conclusion

After going through three sections talking about students' perceptions towards the effect of written corrective feedback on their writing performance , it is the time to conclude by giving a brief summary of the entire chapter.

The study employed a descriptive approach, and the data were collected with one research instrument, which is a mixed questionnaire. The latter was distributed to a sample of 100 third year EFL students who were selected using convenience sampling technique. As expected the results generated from analyzing the data by means of frequencies, percentages and content analysis showed that students perceive the implementation of written corrective feedback in written Expression class positively and feel interested and motivated when their writing expression teacher corrects their essay errors with different types of feedback.

Accordingly, the findings of our dissertation answer the research questions, and based on them, we proposed some recommendation and suggestions for future studies.

General Conclusion

Corrective feedback is an important tool to assess learners' writing tasks and evolve their ability to correct their errors , especially their writing skills. This study sought to explore EFL learners' perceptions and attitudes towards the use of corrective feedback to improve writing comprehension skill.

This dissertation is divided into two chapters: theoretical and practical. The theoretical chapter of this study covered two sections. The first section, on the one hand, was dedicated to Feedback, its various types, the types of corrective feedback and its significance in the EFL classroom .The second section, on the other hand, shed light on writing, its definition, along with the importance of improving writing skills , and the difficulties faced by EFL learners, then teaching writing approaches, at last writing's relation with written corrective feedback and how written corrective feedback has a notable efficacy on writing skills. The practical chapter, comprising three sections : The first one collected and analysed data , while the second one discussed the result. The third one clarified the study limitations, and provided some recommendations and suggestions for future research.

The study adopted a descriptive research design and the data were collected with a mixed questionnaire that was distributed conveniently to 100 third year students of English, and then analysed quantitatively with frequencies and percentages, and qualitatively with content analysis for the open ended items. The research findings showed that the majority of students have positive views about written corrective feedback as a teaching tool that can enhance the quality of their essays. The results also indicated that most students are familiar with two types of corrective feedback: direct and indirect, and prefer receiving more than these two types as they showed interest in coded and focused comments and suggestions. The

interpretation of qualitative data of the open ended questions indicate that most learners wished for more feedback on specific errors like grammar, spelling, choice of words, and structure in class as they found it very helpful in develop these specific aspects in writing essays. In this regard, this study answer the research questions and demonstrate the importance of providing frequent WCF and suggests that teachers should provide different types of corrective feedback about these writing areas in class, and that students should also seek correction outside class using websites and applications to improve their writing performance. In light of these important implications, we believe that our research has valuable contribution to the body of literature that is related to the English language teaching, in general and the teaching of writing skill in particular. This research is meaningful to teachers and curriculum designers to reflect on their current teaching approach; it allows teachers to evaluate their written corrective feedback, the type they use, and the frequency of providing that feedback in class. By making such evaluation, teachers would be able to tailor the feedback they offer in class depending on their students' preferences, needs and types of errors they often commit.

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Appendix

Students' Questionnaire

Dear Potential Participant,

We are Asma Azib and Tahar Allouani, second year master students, conducting a study about third year students' perceptions and attitudes towards the effect of written corrective feedback on their writing skills. The purpose of this questionnaire is to collect data on your thoughts and feelings about written feedback, and how it may affect your writing performance. We kindly invite you to complete this questionnaire as honestly and thoroughly as possible. Please be certain that your participation is voluntary, and that your responses will be treated with utmost anonymity and confidentiality. Your help is greatly appreciated and will contribute to improving the quality of feedback that EFL learners receive.

The questionnaire takes about ten minutes to be completed. If you have any concerns, please email us on: masterdissertation2023@gmail.com

Thank you for your cooperation!

Section 1 : General Information

01-How Would you evaluate your English level?

Very good

Good

Average

Bad

Very bad

02- How would you describe your writing skills?

Very good

Good

Average

Bad

Very bad

Section 2 : Learners' General Perceptions and Attitudes on Writing and Feedback

01-What are the major challenges do you encounter in writing?

Vocabulary

Grammar

Spelling

Coherence and cohesion

All of them

others Please specify.....

02-What do you do , or what do you need , to overcome these challenges?

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

03-Does your written expression teacher provide you with rubrics or guidelines to help the criteria and expectations for your writing ?

Yes

No

04-What is your preferred type of writing activity in class ?Individual work Pair work Group work Do not have preferred type **05-What type of feedback do you prefer to receive on your essays ?**Correction Comments Suggestion All of them None of them **06-How does your teachers' written feedback affect you ?**Positively Does not affect me Negatively Others Please specify.....**Section 3 : The effect of written corrective feedback on writing performance****01 -How often does your written expression teacher provide you feedback on your essays ?**Always Often Sometimes Rarely

Never

02- What type of feedback does your teacher provide you on your essays in the written expression sessions ?

my teacher indicates the errors only

my teacher indicates the errors and their types (type : like grammar, spelling...etc)

my teacher uses codes to indicate the type of mistake (for example: GR for grammar)

my teacher corrects all the errors (content and form)

my teacher corrects only some of the errors

Others Please specify.....

03- Which type of feedback do you find most useful for improving your writing?

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

04- Which type of errors do you want your written expression teacher to focus on correcting the most?

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

05- What do you think of the written feedback you receive on your essays?

Useful and clear

Encouraging and respectful

Offensive and useless

Other Please specify

06- How do you typically respond to your teacher's feedback and comments in the written expression session?

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

Question 7 : To what extent has your teachers' written corrective feedback improved your writing skills ?

- Significantly
- Moderately
- Slightly
- Not at all (no improvement)

Question 8 : How often do you apply the corrective feedback you receive to new essay assignments?

- Always
- Often
- Sometimes
- Rarely
- Never

Question 9 : What specific aspect(s) of your writing, if any, has been improved by your teacher's corrective feedback?

.....

.....

.....

.....

Thank you for your cooperation!

Resume

La présente étude visait à explorer les perceptions et attitudes des apprenants en anglais langue étrangère (ALE) concernant l'effet de la rétroaction corrective écrite (RCE) sur leurs compétences en écriture. Pour atteindre l'objectif de l'étude, une méthodologie de recherche descriptive a été appliquée, et un questionnaire mixte a été distribué de manière pratique à 100 étudiants de troisième année d'anglais à l'Université Mohamed El Bachir El Ibrahimi à Bordj Bou Arreridj. Les données numériques collectées à l'aide de questions fermées ont été analysées quantitativement par fréquences et pourcentages, tandis que les données qualitatives obtenues à partir de questions ouvertes ont été analysées de manière thématique. Les résultats ont indiqué que les participants perçoivent et ressentent que la rétroaction corrective écrite a un effet positif sur leurs compétences en écriture. Les résultats ont également montré que les étudiants croient que les types de rétroaction directe et ciblée peuvent améliorer leurs performances en écriture, en particulier en ce qui concerne la grammaire, le vocabulaire, la structure et le style académique. Ces résultats pourraient constituer une contribution significative au domaine de la RCE, notamment dans l'enseignement des compétences en écriture, mais des recherches supplémentaires sont nécessaires pour mesurer dans quelle mesure la RCE peut influencer l'exactitude et la performance en écriture des apprenants.

Mots-clés : Attitudes, rétroaction directe, apprenants en anglais langue étrangère (ALE), rétroaction ciblée, perceptions, compétences en écriture, rétroaction corrective écrite.