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Investigating EFL Students' Feedback-Handling Strategies in Argumentative Essay Writing: A Case Study of Second Year University Students

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Investigating EFL Students' Feedback-Handling Strategies in Argumentative Essay Writing: A Case Study of Second Year University Students

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

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Abstract

Teachers of writing spend considerable time and effort providing students with feedback, hoping that this will help reduce the number of students' mistakes and improve their writing performance. However, they can feel quite disappointed when they realize that their feedback is ignored or does not result in better drafts especially in process writing tasks.

Studies done in the field of response to students' writing (Diab, 2005; Ferris, 1995; Leki, 1991; and Cohen,1987))demonstrated the importance of feedback for writing in an academic context and the mismatch between teachers' expectations of feedback and students' reaction to it.

This study investigates how second year university students of English react to teacher written feedback (TWF),what problems they face dealing with it and what strategies they use to handle it and solve the problems it poses. Three research instruments were utilized to collect data from a sample of six students: questionnaires, content analysis of students' drafts and interviews.

The analysis of the results revealed that all six students have a positive attitude to TWF. They found it motivating and tried to take it into consideration whenever they revised their drafts because it seemed to help them improve their writing. However, they all faced problems dealing with illegible teacher's handwriting and unclear comments and symbols. Finally, even when they managed to decode teacher's feedback correctly, many of them did not know how to use this feedback to improve their second and final drafts.

The findings of this study showed that the subjects used a number of feedback handling strategies. The latter were classified into three main categories:

- Meta-cognitive strategies: making a mental note, relating TWF to previous knowledge about language, and deciding on which mistakes to correct and which to ignore.
- Cognitive strategies: reading TWF several times, using a dictionary/grammar book, and replacing the wrong word/verb by a synonym.
- Social-affective strategies: asking for the teacher's help or a peer/friend help.

The present study emphasizes that students need to be trained on how to use TWF effectively when writing the second drafts of their essays. In addition, they should be actively engaged in feedback provision. Furthermore teachers should take into account students' needs and preferences, negotiate feedback with them in terms of purpose, the way it is presented and how it can best be used to improve their writing.

List of Abbreviations

- EFL: English as a Foreign Language

- L1: First Language

- L2: Second Language

- TWF: Teacher Written Feedback

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General Introduction

Teachers of writing spend considerable effort and time commenting on their students writing hoping that the latter will help them improve their writing ability. However, most of those teachers can feel disappointed when noticing that their feedback is not as rewarding as they expected. This situation may be the result of different factors which may vary from the quality of teachers feedback (i.e., its clarity, focus, its nature, whether it is positive praise or negative criticism) and students reaction to teacher feedback in general.

Teacher Written Feedback can be a wasted effort if students have a negative attitude to it and do not take it into account when revising. Despite of the fact that students' reaction to teacher feedback is a crucial factor in the success of the process of feedback provision, research in the 1990s was focused on teachers. Some writing scholars, however, emphasized on students' preferences and expectations of teacher feedback basing their assumption that studying feedback from students' perspective may yield useful data that can help in better understanding the effect of teacher feedback on students' writing and thus discover effective feedback provision practices for teachers of writing.

Other researchers went further to investigate the strategies students use to deal with teacher feedback. For instance, Cohen and Calvalcanti (1990) put further a number of strategies used by their participant who were both L2 and EFL college students. However, the literature on feedback provision is often characterized by contradicting findings. For example, some studies found out that students value and prefer teacher feedback and others showed that students find difficulties dealing with teacher feedback and think that peer feedback is more useful than teacher feedback. (Goldstein, 2001: 71)

According to Goldstein (2001) this contradiction is the result of some methodological flaws. These include lack of sufficient information about the context of the studies conducted in this area as well as the research design and data collection and analysis techniques; each study using a different research methodology makes comparison between the findings of the different studies conducted on teacher feedback difficult if not impossible.

Background to the study

Writing is an important module in the "Licence d'Anglais" curriculum. Students need to develop their writing skill because it is a crucial factor for their academic success. The importance of developing the writing skill lies in the fact that it is a module needed for both language modules and content-modules. Besides, the majority of exams at the English department of the University of Algiers2 require students to demonstrate their knowledge and understanding via writing. From the second year, onwards, students are taught to write academic essays.

Being EFL learners, students often find difficulties developing their writing skill since they have limited opportunities to write for an authentic audience and for real life purposes. In addition, students' writing practice seems to be limited to classroom tasks and activities. In this case, the teacher plays a crucial role as a monitor, an evaluator and a reader at the same time. As such, the teacher is often considered by students as a primary source of feedback. The latter is also important as input which feeds the writing process from the beginning till the end and makes writing meaningful thanks to the interaction between the teacher and the writer students which may motivate and engage them for the writing task.

Statement of the Problem

Being a primary source of written feedback, teachers invest a considerable time and effort correcting students' writings out of the belief that their feedback will help them be more aware of the requirements of writing a good essay by discovering the possible reactions of the reader (in this case the teacher), practicing writing and developing a number of writing sub-skills such as drafting, revising and editing. However, teachers often feel disappointed noticing that the feedback they provide is rarely used by students and when used, few students only handle it successfully.

As a result, it does not have a distinguishing effect on the quality of students" drafts which seem to remain with the same mistakes in spite of teacher written feedback (TWF). This is reflected in the poor quality of students' drafts even after teacher feedback is provided.

Research Questions

The present study aims at investigating how second year EFL students at the English department deal with TWF. In order to have a clear picture of the way they handle teacher feedback, it is important to know their reactions towards TWF which is a factor that often determines the way students handle TWF. In addition, the study aims at finding out the problems those students face when dealing with TWF. Precisely, we want to know what aspects of TWF pose more problems for students, form-oriented aspects or content-oriented ones. In the same vein, we want to know which TWF provision technique is taken into account the most by students and which one is mostly ignored and why. Finally, and as a follow-up to the previous aim, the study also aims at finding out the strategies students use to solve the problems posed by TWF when writing the second draft of their essay.

Therefore, the present study tries to answer the following research questions:

R.Q.1.How do second year students react towards teacher written feedback (TWF)?
R.Q.2.Do they face problems when handling TWF? What are they?
R.Q.3.What are the strategies these students use to solve the problems posed by TWF?

Significance of the study

The present study aims at finding out how second year students react to teacher feedback, the difficulties they face dealing with this feedback and the strategies they used to overcome them to write good/coherent essays.

The importance of this study lies in that it aims at investigating the feedback provision process from students' perspective. This was often neglected since the majority of studied conducted on feedback on writing focused mainly on the teacher and the different feedback provision practices. These studies also focused on the impact of TWF on students' accuracy in writing (Truscott, 1996) or its effect on revision (Cohen, 1978) and writing in general.

We conducted this study assuming that understanding TWF provision process remains limited without understanding how students' react towards it , the problems they face dealing with it and the strategies they use to overcome these problems.

Investigating TWF provision process from students' perspective is also important because the results of such an investigation can provide both researchers and teachers with valuable insights that can be used to improve TWF provision practices. This can be possible if teachers of writing are aware of how students perceive this process and how they want feedback to be presented to them. In other words, these insights can give writing teachers the opportunity to listen to their students as feedback providers not as feedback recipients as it is usually the case.

Organization of the study

The study contains five (5) chapters. The first two chapters present the review of the literature by giving a critical account about the theoretical works relating to the study. The first chapter covers research on writing and the second is an account about research on written feedback. Then, the third chapter is about research methodology and design where research tools and procedures are presented. In the fourth chapter the study results obtained from the different research tools are presented.

Finally, chapter five presents the discussion of the results where results are directly used to answer the three main research questions of the study in the light of the studies reviewed in the literature.

Chapter One

Approaches to Writing: Insights from Research

Introduction:

In spite of the importance of writing as one of the most crucial skills constituting the students' language proficiency, research on L2 writing started in the late1980's only and was focused on techniques for writing instruction rather than the writing process itself (Grabe and Kaplan, 1996).

Researchers have been studying other language skills such as Reading, Speaking and Listening in relation to different teaching methods. The Audio-Lingual method, for example, gave priority to Speaking and Listening and considered Reading and Writing as secondary. This is one of the reasons which delayed research on writing as compared to the amount of research conducted in the other language skills. This situation was clearly expressed by Freedman et al. (1983):

> Learning to write in English when it is not your first, but a second or a third language poses its own problems. It presents difficulties (of a peculiar nature) to the teaching profession as well, and until recent years has been the neglected child in the family of the four skills. (Freedman, Pringle and Yalden1983:186)

To situate the present study in its context, we present, in this chapter, the main definitions of writing, the different writing approaches and the main writing stages focusing on argumentation.

1.1. Defining Writing

Writing is a complex process. This complexity is due, in part, to the several cognitive processes involved in writing, such as reasoning, evaluating, thinking and decision making. It is also the result of the difference between speaking and writing, such as the

physical absence of the interlocutor, the message oriented nature of writing and the limited shared knowledge between the writer and the reader (Richards1990:100-101).As a result, learning to write is one of the most challenging tasks forL1 and L2 students as well as for their EFL counterparts.

Research on L2 writing often yields diverging results. This may result from the fact that there is no consensus over a given definition of writing.
For instance, Widdowson (1978) defines writing as:

> …developing a discussion and arranging points in such a way as to persuade you, the reader, that I have something worthwhile to say. What is involved in this activity? There is certainly more than simply putting sentences together in sequence like wagons in a train. A good deal of time is spent going over what has previously been written and pondering how the discourse might most effectively develop from it. Thus, what I am writing now is dependent on my recollection of what has gone before. It is also dependent on how I think what I have written so far will be understood and on what I assume to be common ground between myself and you, the reader. (Widdowson1978:62cited inLynch1996:139)

Thus, according to Widdowson, writing is a process during which the writer interacts with the reader through the written text. So, writing is mainly a process of interaction.

For Zamel (1982), writing as a process "whereby an initial idea gets extended and refined". (Zamel, 1982:197)

Hedge (2000) also views it as a complex process:

> Writing is the result of employing strategies to manage the composing process, which is one of the gradually developing a text .It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing .It is a complex process which is neither easy nor spontaneous for many language writers. (Hedge2000:302)

This definition emphasizes the different strategies and activities involved in the writing process.

It is worth noting that the diversity of definitions is the result of the different approaches to writing, on the one hand, and the complexity of the writing process which contains different stages, on the other hand. The operational definition of writing which we have adopted in this study is the following:

> Writing is a recursive process by which the writer transforms his knowledge and skills into a coherent text that fulfills its aim. This process has different stages and each one paves the way to the other.

1.2. The Product Approach to Writing

The product approach to writing was influenced by both Structural linguistics and Behaviorist learning theories that were dominant in the 1960's.Writing in this approach is described as:

> (…) a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (Hyland,2003:3).

This approach gave priority to accuracy at the expense of fluency. Thus, students were required to produce an error-free text which respects the main features of the provided text model. Writing practice was heavily based on controlled composition. Hyland (2003) describes this approach as follows:

> Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill the gaps, complete sentences, transform tenses or personal pronouns. A common application of this is the substitution table which provides models for students and allows them to generate risk-free sentences (Hyland, 2003: 4).

Consequently, emphasis is on the structural aspect of writing:

> The structural orientation thus emphasizes writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of rules used to create texts (Hyland2003:op.cit.).

Accuracy and clarity are the main criteria of good writing whereas meaning and content are taken care of at the end of writing. The limitations of this approach relate to the neglect of the writer as text generator, focus on imitation without regard to personal expression and creativity, and mechanical practice of writing. This has led scholars to think of an alternative approach to writing, the Process Approach to writing which did not bring about a complete disappearance of the product approach to writing still used, especially for teaching young writers.

1.3. The Process Approach to Writing and the Different Writing Stages

This approach appeared as a reaction to the limitations of the product approach to writing. It describes the writer "as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task." (Hyland, 2003:10)

Thus, writing is a complex process characterized by its recursive nature. Flower and Hymes (1981) described this complexity in their model, widely accepted by scholars who regard writing as involving three main stages: planning, writing and reviewing. This model is viewed by Zamel (1983) as: "…non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning." (Zamel, 1983:165cited in Hyland2003:11)

Process writing activities take place simultaneously, are recursive and interactive. They do not occur in a linear sequence as many of the writing text-books present them. They involve: "…problem- solving, with a focus on thinking and process." (Evans and St John, 1998:117)

Process writing gives priority to meaning rather than form and to feedback. It also encourages the role of the learner by giving him responsibility for his learning. (Jordan1997:167-168)

Grabe and Kaplan (1996) underscored the features of a process approach to writing as:

- *self-discovery and authorial 'voice';*
- *meaningful writing on topics of importance (or at least of interest) to the writer;*
- *the need to plan out writing as a goal- oriented , contextualized activity; - invention and pre-writing tasks, and multiple drafting with feedback between drafts;*
- *a variety of feedback options for real audiences, whether from peers, small groups, and/or the teacher, through conferencing, or through other formative evaluation;*
- *free writing and journal writing as alternative means of generating writing and developing written expression and overcoming writer's block;*
- *content information and personal expression as more important than final product grammar and usage;*

- *writing is multiply recursive rather than linear*
- *process- tasks are repeated alternatively as often as necessary;*
- *students' awareness of the writing process and of notions such as audience, voice , plans, etc.* (Grabe and Kaplan,1996:87)

The process approach was considered as a revolution in both writing research and instruction. However, some criticisms were directed to it as being too focused on the writing process itself and neglecting the social context.

Swales (1990) states that process approaches overemphasize "the cognitive relationship between the writer and the writer's internal world" (Swales, 1990 cited in Hyland, 2003:220)

Such overemphasis resulted in the neglect of other aspects which are also important such as the social nature of writing and the role of language and structure in writing effectiveness. (Swales, 1990 cited in Hyland, 2003: op .cit.)

Because awareness of the nature of writing as a recursive process is not enough for students to become good writers, it is important for them to know also how texts are shaped by topics, audience, purpose and cultural norms .As an attempt to remedy the limitations of the process approach to writing, another approach emerged, Genre Approach which is discussed in the following section.

Whatever the type of writing; be it descriptive, narrative, expository or argumentative, any writer goes through different stages in order to produce a text. These stages differ from one writer to another depending on several factors such as linguistic proficiency, learning strategy, personality and the purpose and genre of the text. The stages of the writing process are presented separately but in practice, they take place simultaneously.

A writer can draft a text, revise, return back to plan for a new paragraph till the end of the writing process. The stages of the writing process are presented as follows:

1.3.1. Planning

Because writing is a thinking process, writers tend to think about different issues before starting writing .This stage is the planning stage when the writer has to consider the type of writing s/he is undertaking (the genre), the audience and the ideas. Many writers, especially EFL students, find difficulties getting started. This stage of meta-cognition helps writers overcome the writing block. During the planning stage, the writer concentrates on the overall meaning and organization of the text which depend mainly on the purpose of writing.

Planning is a flexible stage which involves much reflection. This means that the plan can change to include new ideas. Widdowson (1983) comments: "In writing one so frequently arrives at a destination not originally envisaged, by a route not yet planned for in the original itinerary." (Widdowson, 1983:41 as cited in Hedge, 2000:206)

Hedge (2000) also emphasizes the flexible nature of the planning stage:

> If, indeed, episodic planning allows for interplay between writing and thinking, a methodology which encourages students to plan in detail before writing and to keep to that plan, is naïve and possibly counter-productive .A more flexible approach is required.
>
> (Hedge, op. cit.: 206)

After planning, the reader engages in another stage which is drafting based on the work during the planning stage.

1.3.2. Drafting

In this stage, the ideas are written .This is the most difficult stage which is characterized by a high degree of anxiety. Drafting allows writers to consider their ideas, to evaluate them and search for better ideas to replace the less convincing ones.

Harris (1993) stresses the importance of drafting:

> Drafting allows a writer to start with whatever part of the projected whole comes most easily […] This is a way of overcoming that awful sense of paralysis, of starting at a blank piece of paper and not knowing how to begin. (Harris, 1993: 55)

1.3.3. Revising

Because writing is a recursive and not a linear process, skillful writers tend to revise throughout the writing process. This revision allows the writer to discover some weaknesses in the text and remedy them before the text is handed to the teacher. ESL writers, in general, and EFL writers, in particular, tend to reduce revision to a simple process of proof-reading. Consequently, the revised drafts may not show improvement of content compared to the initial ones. Students pay little attention to revision and when they revise, revision is done at the surface level, correcting grammatical mistakes only.

Harris and Graham (1996) described this process as follows:

> As a rule, students do very little revising .When they do revise, the changes they make are usually confined to proof-reading. Even college students do little to revise the content of their papers! It is not surprising, therefore, that the revisions students make generally do not result in better writing. (Harris and Graham, 1996:102)

Revision is crucial because it allows the writer to read and reflect on the text in order to improve it. Since writing is a thinking process, the student writer's ideas may not be clear right from the beginning. This means that the more a student writes the clearer his ideas become.

It is important to mention that effective revision focuses on both form and content. Thus, students should be aware of the importance of revision, its nature and purpose and be trained in effective revision strategies.

1.3.4. Editing

This stage is the final stage in the writing process .It is concerned with adapting the text to the writing conventions required for a specific audience. The focus is on grammar, spelling, vocabulary and punctuation.

Students will discover the nature of writing by going through these different stages. However, they may vary in the way they approach each of these stages as they may develop their own strategies and build on their experience as writers. Therefore, there is no recipe for teaching writing and keeping to a given method may make writing an artificial and meaningless activity for students. Richards (1990) explains:

> The effective writing teacher is not one who has developed a "method" for the teaching of writing ,but one who can create an effective environment for learning ,in which novice writers feel comfortable about writing and can explore the nature of writing and in so doing discover their own strengths and weaknesses as writers. (Richards, 1990: 114-115)

1.4-The Genre Approach to Writing

Genres are the abstract, socially recognized ways of using language for particular purposes. As its name indicates, this approach is based on the belief that people write to achieve given purposes through the text. Thus, writing takes place to get something done .For example, to ask for explanation or help, to tell a story, or to describe a given phenomenon. To achieve his purpose, the writer has to respect certain social conventions for organizing the text so that the reader will recognize the purpose behind the writer's text.

Teachers of writing who use this approach tend to focus on texts where linguistic patterns are related to specific contexts bound to social constrains and choices. (Hyland, 2003: 18)

This approach was influenced by the theory of Systemic Functional Linguistics originally developed by Michael Halliday (1994) which addresses "…the relationship between language and its social functions. Language is seen as a system from which users make choices to express meaning."(Hyland, 2003:19)

Within this approach, writing instruction takes into account the communicative purpose of writing and the necessary stages that a text should take to reach the writer's purpose. (Hyland, 2003:20)

The genre approach to writing also takes insights from the Socio-Cultural Theory of learning developed by the Russian psychologist Vygotsky (1978) such as "Scaffolding" where the teacher has an important role in helping the student develop as a writer. In this context, writing is the outcome of the interaction between the teacher and the learner. (Hyland, 2003:22)

In spite of the different advantages of this approach, it is not without disadvantages. One of main drawbacks is to provide models of different genres to students. The students' attempt to reproduce these models may limit their creativity as writers and decontextualize the writing process. As a result, untrained teachers may ignore variation and choice in different writing contexts which may lead students to rigidly follow a model without putting their creativity into practice. (Hyland, 2003:op. cit.)

But approaches to writing, although different in nature and writing instruction, very often co-exist in the writing classroom .For this reason, some scholars such as Grabe and Kaplan (1996) and Hyland (2003) call for a synthesis which combines these different approaches as a way to maximize the benefits from the different approaches.

Such synthesis is writer-centered which is based on the writer rather than on the reader and the text and emphasizes the cognitive processes and the social nature of writing. Thus, in argumentation, students are supposed to develop solid arguments and defend them which reflect their own ideas and opinions. (Hyland, 2003:23)

Students also need to develop skills in different genres or writing types. The present study focuses on Argumentation as one of the main writing types students have to master. In addition, evaluation is also done through argumentation as the majority of exams at the department of English require them to demonstrate their knowledge by writing argumentative essays.

1.5-Argumentation

In the context of Academic Writing, Argumentation is one of the most important genres students need to acquire. When writing an argumentative essay, students are asked to take a position for or against a given issue and defend their point of view using arguments. This sections deals with three major points: defining argumentation, presenting its characteristics and structures.

1.5.1-Defining Argumentation

Argumentation is one of the most important genres or writing types that received a considerable amount of attention by writing scholars. This genre is characterized by its complexity as argumentation is based on logic and analysis. Argumentation has been defined differently by different scholars. The present section provides definitions of argumentation.

Richards and Schmidt (2002) defined argumentation as a mode of writing which "attempts to support a controversial point or defend a position on which there is a difference of opinion." (Richards and Schmidt , 2002:337)

In the above definition, Richards and Schmidt focused on the aim of argumentation. They also qualified this mode of writing as being the most difficult.

Rose (1983) defines "academic argument" as "an essay that requires the "calculated marshalling of information, a sort of exposition aimed at persuading." (Rose, 1983, as cited in Clark, 2003:253)

Cho and Jonasson, (2002: 5). Focus on the processes involved in argumentation:

> Argumentation is a process of making claims using evidence. Argumentation requires problem solvers to identify various alternatives, views, and opinions; develop and select a preferred, reasonable solution; and support the solution with data and evidence

Jones (1996) distinguishes argumentation from Exposition as follows:

> The argument may offer objective interpretation and subjective opinion in order to express a disagreement; and it may also attempt to persuade an audience to adapt a new attitude, belief, position, or policy. This type of tension is what separates argumentative writing from exposition (Jones, 1996:190).

Hamdi (1990) presents the following definition: "The type of development in which the various (most often two) aspects of a question, issue, or a problem are presented in **a logical** way"   (Hamdi, 1990:223, emphasis original)

According to Hamdi (1990), argumentation has two main aims "one is to **convince** the reader of   the relevance and pertinence of a point of view; the other is to **persuade** the reader to accept a point of view as true." (Hamdi, 1990: ibid., emphasis original)

When writing an argumentative essay, the writer is required to fulfill four main aims (Alexander, 1990: 104):

a. *To argue for or against a proposition without necessarily attempting to persuade the reader to agree with you. Your aim here is simply to present a viewpoint.*

b. To argue in such a way as to persuade the reader to agree with you.

c. To attempt to solve a problem.

d. To discuss a problem without necessarily arriving at a solution.

1.5.2. Types of Argumentation

Alexander (1990) distinguishes between two types of argumentation: Deductive and Inductive argumentation. 'Inductive' argumentation begins with a general statement proved by facts and 'deductive' argumentation in which one statement is inferred from another one starting from general ideas to specific ones.

1.5.3. Possible Structures for Argumentation

The argumentative essay can be written following three main structures as mentioned by Reid (1982):

A: first structure

    I.   Introduction (thesis)

    II.   Weakest argument that supports your opinion

    III.   Stronger argument that supports your opinion

    IV.   Strongest argument that supports your opinion

    V.   Counterarguments and refutation

    VI. Conclusion

B: second structure
I. Introduction (thesis)
II. Counterarguments and refutation
III.
IV.   Arguments that support your opinion, arranged from least important to most
V.   important point or vice versa
VI.   Conclusion

C: third structure

    I.   Introduction (theses)

    II.   Counterargument 1 and argument to refute it

III.   Counterargument 2 and argument to refute it

IV.   Counterargument 3 and argument to refute it

V.   Strongest argument that supports your opinion

VI.   Conclusion (Reid. J. M., 1982: 102)

The different structures mentioned above give writers the choice to select the appropriate structure to be adopted when writing an argumentative essay. This choice depends on a number of factors such as the topic, the way the writer wants to present his/her ideas and the ideas and arguments that are to be given priority in order to convince the reader.

Conclusion:

Writing is a complex process which includes a number of activities which are often referred to as stages of writing. This process is taught differently according to the different approaches to writing which are the theoretical basis of writing instruction. Understanding writing and how it functions is important to understand TWF on writing since the latter is an integral part of writing instruction and is directly influenced by teacher's assumptions about writing. . TWF will be discussed in the following chapter.

Chapter Two

Overview of Research on Teacher Feedback on Writing

Introduction

Because providing feedback is one of the most important activities of writing teachers, TWF has taken a remarkable place in the writing literature. Research in this area was motivated by the belief that feedback is important for helping students to develop as writers since it gives them an idea about their writing performance by showing them what worked and what needs to be improved as far as their writing is concerned. The literature relating to teacher feedback started first in L1 composition theory in the early 1970's when the process approach to writing emerged as a dominant approach in writing instruction (Ferris,2003:1).

In this context, scholars aimed at encouraging teachers to provide feedback during the process of writing not at its end as it was the case with the product approach to writing. Research on TWF focused on two major aspects: teacher feedback provision and all the assumptions and factors that influence it and how students react and process this feedback. In this chapter, we present a number of TWF definitions, some insights from L1 and L2 research and the different functions and forms of TWF. .

2.1. Definition of Teacher Written Feedback (TWF)

TWF has been defined differently by scholars such as Chaudron (1990), Keh (1990) and Richards and Schmidt (2000).

Keh(1990) defines feedback as "…input from a reader to a writer with the effect of providing information to the writer for revision".

(Keh1990 cited in Abdullah Al Mandhari: 1)

According to this definition, the purpose of feedback is to provide information to the writer in order to help him revise his/her written text and improving text quality. In this study, the reader is the teacher.

Another definition of feedback is presented by Richards and Schmidt (2000) who define it as: "comments or other information that learners receive concerning their success [or failure] on learning tasks, either from the teacher or other persons". (Richards and Schmidt, 2000:199)

If we try to synthesize the two definitions of feedback in writing, we can say that teacher written feedback is the written comments (or other information)that the writing teacher gives to the students on their success or failure doing writing tasks as for example essay writing tasks. These comments focus on both form (grammar, spelling and punctuation) and content (ideas and organization).

Another definition is given by Campbell (1998).In his glossary, he defines feedback as:

> Response that indicates the extent to which information is understandable; regarding writing, the response of a teacher, monitor, peer, or some other outside reader to a writer's work, particularly as such response helps facilitate improved writing. (Campbell, 1998: 84)

Ur (1996) presents the following definition of feedback:

> In the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Some examples in language teaching :the words 'Yes, right!' ,said to a learner who has answered a question; a grade of 70% on an exam; a raised eyebrow in response to a mistake in grammar; comments written in the margin of an essay.(Ur, 1996: 242)

Ur (1996) also referred to feedback components:

> 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 ... In correction, some specific information is provided on aspects of the learner's performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner. .Note that in principle correction can and should include information on what the learner did right, as well as wrong, and why! (Ur: ibid)

Research in language learning, assessment and classroom research has also focused on the notion of feedback. The latter has been looked at from different perspectives because of the complex nature of feedback as a process and the different functions that it serves.

As a result, the literature on feedback contains a number of concepts which may seem different but which refer to the same idea. For example, feedback was studied as part of classroom interaction by Allwright and Chaudron (1988). In this context, feedback refers to the input the teacher gives to the learner during the process of the "teacher talk". Their study focuses on error correction during conversations between the teacher and the learners. They distinguish between two processes: error "treatment" and "cure".

The present study uses the concept of "feedback" to refer to the input provided by the teacher about the learner's performance in a writing task. In this study, the writing task is writing/composing an essay. Focusing on this genre is justified by its importance in the context of academic writing. Essays are the most frequent genres students are required to write. This genre is also common in the majority of examinations where students are asked to demonstrate their knowledge through writing essays.

Likewise, concepts that relate to feedback such as treatment, response and correction are used interchangeably to express the same idea of "feedback".

2.2. Research on Teacher Feedback in L1Writing

Attention to teacher feedback was first given by L1writing researchers. L1 research is mentioned because L2 research was influenced by the research findings presented by L1 researchers. What follows is an overview about L1 research which studies TWF.

L1 research on teacher feedback has demonstrated the effect of teacher feedback on students' writing improvement. But the researchers showed little student writing improvement after receiving teacher feedback. For example, Leki (1990a) comments: "We have scarcely a shred of empirical evidence to show that students typically even comprehend our responses to their writing, let alone use them purposefully to modify their practice." (Knaublauch &Brannon, 1981, cited in Kroll, 2003: 120)

Hillocks (1986) and Knoblauch and Brannon (1981) also concluded that:

> …regardless of how written teacher feedback was delivered (in the margins or at the end of the paper, in red or black pen, through correction symbols or verbal commentary, etc.), it appeared to be unsuccessful in helping students to improve their writing; worse students seemed either to resent or ignore teacher feedback (Ferris , 1990 cited in Kroll, op.cit.).

As a result, L1 researchers suggested other sources of feedback such as conferencing and peer feedback. However, this does not mean a complete rupture with teacher feedback, but a variety of feedback sources is to be used besides teacher comments, as Ferris (1990) stressed:

> …while teacher-student conferences and peer feedback are certainly appealing alternatives to written teacher feedback on student writing, they will not and should not completely replace written teacher commentary. (Ferris, 1990 cited in Kroll, op.cit.)

The findings revealed by L1 research were used by L2 writing researchers. However, some of them, as Goldstein (2000) called for the independence of L2 research from L1 research as he explained: "We need to move away from an over reliance on research about first language writers because first and second language writers may differ in crucial respects" (Goldstein, 2001 cited in Silva and Matsuda, 2001:74).

Because L2 learning has a different context from L1 learning, we are going to consider L2 research on feedback in the following section.

2.3.Research on Teacher Feedback in L2 Writing

Research on teacher feedback in L2 writing is recent. According to Goldstein (2001), the beginning of this research was in the early1990s. (Goldstein, 2001:75).He reported fifteen studies focused on teacher written feedback. These are divided into three major areas of inquiry: students' perception of TWF, their attitudes to it, and their self-report of how they use TW when revising. Among these studies, we can cite: Amdt (1992), Brice (1995), Cohen and Calvacanti (1990), Enginlarlar (1993), Ferris (1995), Hedgcock and Lefkowitz(1994,1996), Radecki and Swales (1988) and Saito(1994).

Only two studies examined how teachers comment on students' papers (Ferris et al.1997; Zamel, 1985), and only a few studies looked at the relationship between teacher-written commentary and subsequent student revision like the ones done by Chapin and Terdal (1990) and Ferris (1997).

Goldstein (2001) noted that these studies take place in different instructional contexts, focus on a limited population and adopt different research methods. These differences make generalization of findings a hard task.

Ferris (2003) presented a summary of findings in response to students writing as follows:

1. Feedback is most effective when it is delivered at intermediate stages of the writing process.

2. Teachers should provide feedback on all aspects of student texts, including content, rhetorical structure, grammar, and mechanics.

3. Teacher feedback should be clear and concrete to assist students with revision .At the same time, teachers need to be careful not to appropriate student texts.

4. Teacher feedback must take individual and textual variables into account.

5. ESL writers attend to teacher feedback and attempt to utilize it in their revisions (Ferris2003 cited in Kroll, 2003:122)

Teachers are one source of feedback among others such as peer feedback and self-correction. However, most research conducted on this area focused on teacher feedback as a main source of feedback as Lee (2008) explains:

> Despite the important role students play in the feedback process, much of the feedback research has put teachers at the centre of the stage, focusing on the strategies teachers use in giving feedback, their stances and perspectives, and the impact of teacher feedback on students writing. (Lee, 2008:144)

Research on teacher feedback in writing can be classified into four main categories: research focused on teacher corrective feedback, teacher commentary, feedback impact on students' revision and students' reactions to teacher feedback.

Research on teacher feedback in writing focused on different issues and presented diverging results. The attention given to teacher feedback is part of the attention given to the way students can improve as writers. Leki (1990) situates the focus on teacher feedback in writing research: "How best to respond to student writing is part of the broader question of how to create a context in which people learn to write better or more easily." (Leki, 1990:57)

2.4. Different Types and Functions of Teacher Feedback

Teacher Feedback can be classified into different types which have different functions.

2.4.1. The Different Types of Teacher Feedback

In the present study, we distinguish between two types of feedback: Formative feedback which is the focus of the study and summative feedback.

Formative feedback is given to students during the writing process .Its aim is to inform them about their writing performance so that they can improve their further drafts. This type of feedback is crucial in the process approach to writing which is based on multiple-drafting, which as Keh (1990) stated is meant to:

> …revise and extend ideas .Feedback is seen as essential to the multiple-draft process, as it is what pushes the writer through the various drafts and on to the eventual end-product. (Keh1990:294 cited in Muncie, 2000:47)

Hyland (2003) regards feedback as:

> …critical in improving and consolidating learning .Feedback therefore emphasizes a process of writing and re-writing where the text is not seen as self-contained but points forward to other texts the student will write.(Hyland, 2003:177)

The present study considers informants as writers in growth or progress, who are developing their writing ability and teacher feedback as input which feeds this process of development .In other words, teacher feedback is the fertilizer which feeds the plant (the writing ability) and helps it grow.

Summative feedback is given at the end of the writing process. It is often judgmental and aims at evaluating the writer's performance in order to rank him with the rest of the writers. Summative feedback is usually used in entrance and proficiency tests. In writing instruction, scholars insist on formative feedback and encourage teachers to give feedback on each draft.

Teacher formative feedback was further classified into other types such as form and content-oriented feedback, direct and indirect. Some scholars classified feedback according to the writing aspects it focuses on. They distinguished corrective feedback from non corrective feedback. Corrective feedback was also classified into different types. A distinction was made between 'direct' and 'metalinguistic' feedback Rod and Younghee (2008) explain the difference between these types of feedback :

> …direct feedback entails supplying learners with the correct target form. Metalinguistic feedback involves providing some kind of metalinguistic clue as to the nature of the error that has been committed and the correction needed. Metalinguistic feedback, then, appeals to learners' explicit knowledge by helping them to understand the nature of the error they have committed (Rod and Younghee, 2008:18).

Kroll (1990) reported other distinctions presented by L1 scholars who classified teacher feedback into different categories based on different principles. For example, feedback was classified according to its effects on student writers as 'positive' or 'negative' feedback (Gee,1970;Schroeder,1973;Hausner,1975).Another classification of feedback was based on the way it is presented, that is 'written' or 'tape- recorded' (Coleman,1972;Judd,1973).The location of feedback was also taken into account by Stiff(1967) who distinguished between 'comments made in the margins of a paper', 'comments made at the end of a paper' and ' a combination of both'.

For the purpose of this study, we have adopted the classification used by Cohen and Cavalcanti (1990) who reported about the focus of the teachers who participated in their study on written feedback .They mentioned five categories: grammar, mechanics, vocabulary, organization and content.

As will be seen later, writing teachers use different techniques when providing feedback as a way to fulfill its objectives and put its functions into practice. The latter should be clear to students as this can help them better understand teacher feedback and use it effectively in revision.

2.4.2. The Different Functions of Teacher Feedback

Feedback provision is a complex process .This is due to the different functions of feedback in language learning in general and EFL writing in particular. The general aim of feedback provision is to improve students' writing ability. Teacher feedback is also used to serve immediate objectives which are error correction, evaluation and response respectively.

2.4.2.1. Teacher Feedback as Error/Form Correction

Because form cannot be separated from content when writing and accuracy is important for EFL student writers, especially in the context of academic writing, teachers tend to focus their feedback on form. In this case, feedback aims at correcting students' grammatical mistakes that occur when writing.

When providing this feedback, teachers have different possibilities. They can correct students' writing by providing the right answer or they can just locate the place of the error letting the students think about the error and correct it themselves. By choosing the latter possibility, teachers engage the students in the learning process. Thus, recognizing their error may help them memorize the grammatical rule and avoid repeating the same error in the future.

Focusing on error correction can make students aware of the importance of accuracy as one of the components of writing quality and effectiveness .This is

because good ideas can be blurred by grammatical mistakes that create difficulties for the reader in understanding the message of the written text.

2.4.2. Teacher Feedback as Evaluation

Writing teachers can also use feedback as a means of evaluating the students' writing performance. This allows students to know what they did well and what was less successful.

In this context, feedback is used as input which feeds the learning process. When it is formative, students will be helped to know their weaknesses and work on them in order to improve as writers.

2.4.3. Teacher Feedback as Response

Writing teachers often use feedback as a response i.e., as a reader's reaction to students' writing. In providing this feedback, the teacher plays the role of audience.

Harmer (2007) defines response in writing as follows: "When we respond, we say how the text appears to us and how successful we think it has been (we give a medal, in other words) before suggesting how it could be improved (the mission)." (Harmer, 2007:147)

This response is important since it guides students throughout the writing process which may create a supportive atmosphere and encourage students to go through the different writing stages.

Harmer (op.cit.) also emphasizes the importance of teacher response:

"Such responses are vital at various stages of the writing process cycle .The comments we offer students need to appear helpful and not censorious" (op. cit.:147-148)

The comments offered during the response can take different forms and places. They can be written in the margin of the students' text or at the end of the text.

Comments can also be typed especially when students write using computers. More extensive feedback may be provided in a separate paper to avoid overwhelming students with a draft full of correction marks which may frustrate them and create a certain anxiety. This kind of response is often given to drafts in progress which is the focus of the present study.

Harmer (2007) noted that teachers may respond differently by reformulating students' text offering alternative ways of presenting it. Students may find this response friendlier than the written comments. However, teachers should be careful not to impose their visions on students who need to feel a kind of ownership of their writing. The different feedback functions may vary according to the writing task and the effect. If the task is at its beginning, the teacher responds rather than corrects it. (Harmer, 2007)

Different scholars tried to categorize the different functions of feedback. As a result, different taxonomies of teacher feedback were presented .Lee (1979) presented seven response types:

1. Emotion: (1)emote, implying shared humanity but shifting the focus
2. Correction: (2)correct supplying factual information but risking an undue, perhaps stifling emphasis on us of attention from text to teacher, inviting the view that teacher responses are the irrelevant "crackpot reactions" of one reader;
3. Description: (3)describe textual features-how the paper is behaving thus keeping attention focused on the text while supplying students with a set of critical terms, yet perhaps failing to help writers " produce a paper that may be described differently;
4. Suggestion: (4) suggest where changes might be made, thereby addressing the writer's needs more directly than description alone permits, yet running the similar risk of providing comments too text-bound prove generally useful;
5. Questioning: (5)question forcing students to rethink material ,thus encouraging further discovery;

6. Reminding: (6)remind relating the text to class discussions so that comments and class work reinforce each other;

7. Assigning: (7) assign, creating a new writing task, "using what has been said already to discover how to say something new," thereby setting goals and emphasizing both writing and writing improvement as developmental processes. (Lee1979 cited in Brooke, 1984:137)

It is important to note that feedback in writing can have different functions at the same time. The latter are often used to refer to feedback forms too. This may lead to certain confusion since one form can have different functions and vice versa. For example, feedback as correction focuses on form mainly; however, it also has other functions which are those of evaluation and response.

2.5. Teacher Written Feedback Provision Techniques

Teacher feedback can take different forms. The most common forms are: commentary, rubrics, cover sheets, minimal marking, taped comments and electronic feedback. These forms are also referred to as techniques.

2.5.1. Commentary

Commentary is the most common technique writing teachers use in their feedback provision process .It consists of hand-written comments written directly on the writer's draft either in the text(integral comments) or at the end of the text(end notes). Commentary is more practical than conferencing, especially in large classes and it has a number of advantages. Hyland(2003) goes further to compare both marginal and end notes .For her, marginal notes are immediate and occur next to the error which makes them relevant to the student ,whereas end notes allow the teacher to summarize and prioritize key issues and provide general comments on the student's text. (Hyland, 2003: 180-181)

In spite of the possible advantages of comments in the margins, L1researchers such as Stiff (1967) and Bata (1972) showed that the location of feedback had no effect on writers' performance.

2.5.2. Rubrics

Rubrics are another form of feedback which consists of "cover sheets which set out the criteria that have been used to assess the assignment and how the student has performed in relation to these criteria" (Hyland , op. cit.)

Rubrics allow the teacher to target specific aspects when correcting and help students become aware of what makes good writing without be over-whelmed by feedback. This technique helps also students to strike a balance between form and content when writing their essays and be more sensitive to the reader who is the teacher.

The advantage of using rubrics as feedback is that it allows writing teachers to focus on a limited number of composition issues.

2.5.3. Minimal Marking

Hyland (2003) defines this form of feedback as being in-text and form-oriented. This type of feedback is based on the research assumption which claims that indicating the location and type of errors is more effective than direct correction in developing students' self-correction strategies. Minimal marking also uses corrective codes which are believed to make correction neater and less threatening for students.
(Hyland, 2003:op. cit.)

This form of feedback focuses mainly on the form of the text. It is concerned with grammatical errors and sometimes with content issues .Different correction codes are used. Some of them are common and others vary depending on teachers' preferences. These codes can be difficult to understand by students who can feel confused trying to decipher them .This confusion may affect negatively the effectiveness of these codes. To avoid this situation, students should be familiar with minimal marking symbols and code. This may help students deal easily with the feedback and use it effectively in improving a further draft. Hedge (2005:140) uses another label for correction codes which is editing codes. Here are some examples:

WF: wrong form e.g.: WF… The harder you work the best will be your achievements.

WW: wrong word e.g.: WW …patient, funny, and kindly

T: wrong tense e.g.: T In the last few weeks you didn't have much fun

This form of feedback, however, is not without disadvantages as Hyland (2003) explains:

> A disadvantage, however, is that it is not always possible to unambiguously categorize a problem, particularly when it extends beyond a sentence boundary. Extending the code merely makes the procedure unwieldy and confusing, so some teachers adopt a more minimalist approach by broadening the categories to focus on a limited number of general areas. (Hyland2003:181)

2.5.4. Taped Commentary

Taped commentary is an alternative to written commentary. In this type of feedback, the teacher records his oral response and a number of each comment to show the student what each comment refers to. The importance of this feedback lies in that "it shows the writer how someone responds to their writing as it develops, where ideas get across, where confusion arises, where logic or structure breaks down." (Hyland, 2003:182)

Another advantage of taped commentary is that it saves time compared to written commentary.

2.5.5. Electronic feedback

The widespread use of computers in writing instruction has caused the emergence of electronic feedback. The latter has the following advantages:

> Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word processed text. Feedback on errors can also be linked to online explanations

of grammar or to concordance lines from authentic texts to show students examples of features they may have problems using correctly.   (Hyland, 2003:183)

However, providing feedback may not help the students improve their writing if it is not understood and consequently not immediately used in writing the second draft, as will be discussed later.

2.6. Students' Reactions to Teacher Feedback

The usefulness of feedback in writing depends to a great extent on the students' reaction to it. Feedback is given as input for writing improvement, but the latter may not take place if the students cannot understand the feedback, its purpose and how it can be used in improving writing. In other words, feedback provision can be wasted time if feedback is not used in improving the written text.

Understanding how EFL students handle teacher feedback is important since it informs the teacher about the effectiveness of his feedback, what has been understood from it and what remains ambiguous for students. To put it differently, we can say that the students' reaction towards the teacher feedback is another kind of feedback. .This time, it is from the students to the teacher.

This information is needed to complete the cycle of communication between the writer (the student) and the reader (the teacher) used in writing the second draft, especially if the writing instruction adopts the process approach to writing which is based on multiple drafting.

The process of feedback provision cannot be understood without understanding how students react to teacher feedback. Without this understanding teachers may carry on using inappropriate feedback practices missing the benefits of knowing what students think about their feedback and to what extent they find it useful. Lee (2008) clarifies:

Without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive. As teachers give feedback on student writing, it is crucial that student responses to the feedback are fed back to teachers as a heuristic to help them develop reflective feedback practices. (Lee, ibid.)

If research on teacher feedback is fairly recent, research on students' reactions to teacher feedback is even more recent. It generally focuses on students' preferences and expectations of feedback (Lee, 2008).

Students' reactions to teacher feedback are a determinant factor for its effectiveness in improving students' writing. This is what explains the focus of research on students' reactions to teacher feedback. Students vary greatly in their reactions to teacher feedback.

First of all, students may not read teacher feedback, especially if a grade is already given on the students' paper (Leki, 1990).

Another reaction may be students' hostility toward teacher feedback. Behind this reaction, there is   students' feeling that it is unfair to receive criticism for an essay they made considerable efforts writing. Students also may not like the judgmental value of teacher feedback (Kroll, 1990).

L2 research findings on students' reactions to teacher written feedback are different from those of L1 research findings.

In a study of L2 writers, Cohen and Cavalcanti (1990) show that these students often report that their expectations are met by teacher feedback.

In addition, students may not understand the meaning of teacher feedback and do not know what to do with it (Bull, 2000).This can also be the case with native writers. Furthermore, when students succeed in decoding the meaning of teacher feedback, they do not know what to do with this feedback and how to respond to it. This problem may be the result of students' unawareness of the reasons behind teacher feedback and its objectives.

As mentioned before, another reaction may be students' hostility towards teacher feedback which they think imposes other suggestions which may make students lose their ownership on the text (Kroll, 1990).

The result of this hostility is students' resistance to teacher feedback which is often ignored when writing the second draft of the essay.

Students may also not find the expected feedback on their papers. For example, students may want all their grammatical errors to be corrected. If the teacher does not correct all the mistakes, they may feel disappointed. Other students may feel frustrated if all their grammatical mistakes are corrected. We can notice that students have different expectations of teacher feedback, different reactions to it.

2.6.1. Students' Preferences of Teacher Feedback

Students vary considerably in their preferences of feedback. For example, some want all their grammatical mistakes to be corrected whereas others feel anxious when seeing their drafts full of red pen corrections. These preferences are the results of students' assumptions of what makes good writing. As a result, student who value content prefer feedback on content and think that it helps them most in improving their writing compared to feedback on form and vice versa.(Hyland,2003)

Students differ also in their preferences of the location of feedback. Research based on students' reports on feedback has shown that some students prefer to have integrated feedback(i.e., feedback next to the error or comment next to what goes

wrong in the written text).The reason behind this preference is that this kind of feedback helps students identify the error and correct it. However, other students want to have end comments that give them a global idea about their writing without showing detailed information about the good and bad aspects of their writing. These students explain this preference by noting that integrated feedback provokes anxiety and prevents them from going through the process of multiple drafts since they feel discouraged and find no reason for writing a second draft.

Trying to satisfy the biggest number of students, when providing feedback is often a challenging task for teachers of writing, especially those who try to strike a balance between content and form – two related aspects in their feedback.

2.6.2. Problems Posed by Teacher Feedback

Research on teacher feedback has shown that it poses different problems or difficulties to students. For example, in L1 research, a number of scholars focused on the problem of teacher feedback effectiveness such as Sommers (1982), Connors and Lunsford (1993).In their studies, they found out that teacher feedback is of poor quality and is therefore misunderstood by students. Hyland (2003) comments:

> Research on first language writing suggests that much written feedback is of poor quality and frequently misunderstood by students, being too vague and inconsistent, and often "authoritarian", "formalist," and insensitive". Comments tend to be directed to form rather than content and responses can appropriate, or take over, student texts by being too directive. (Hyland, 2003:178)

The picture presented by research on L2 about teacher feedback is not so different from that of L1 research. Zamel (1985) describes this picture as follows:

ESL writing teachers misread student texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the texts…The teachers overwhelmingly view themselves as language teachers rather than writing teachers. (Zamel cited in Hyland, 2003:op.cit.)

Bull (2000) also reported that students have some expectations of teacher feedback. However, the feedback they receive does not meet their expectations. For example, students may expect to receive praise but feedback can emphasize only negative aspects of their writing and come in a form of criticism not of praise. In addition, students may expect feedback on form but the teacher may focus on content and vice versa.

Another problem posed by teacher feedback is its ambiguity. Thus, students do not understand it (Bull, 2000). This makes dealing with feedback a difficult task for students who decide to ignore feedback after trying to decode its meaning asking help from the teacher or a peer whereas other students decide to disregard feedback altogether. Even when students manage to understand feedback, they find themselves facing another dilemma which is what to do with feedback .Kroll (1990) comments: "…even when students have managed to decipher a comment, they often have no idea how to respond to it". (Kroll, 1990: op.cit.)

It is important to know the different problems posed by teacher feedback but this remains incomplete without knowing what students do as they try to solve these problems when writing the second draft.

2.6.3. Research on Students' Feedback Handling Strategies

The effectiveness of feedback provision does not only depend on its quality (clarity and precision) but also on what students do with it i.e., to what extent they take it into account and whether or not they use it effectively when writing the second draft of their writing .

The process of feedback provision cannot be understood without understanding how students react to teacher feedback. Without this understanding teachers may carry on using inappropriate feedback practices missing the benefits of knowing what students think about their feedback and to what extent they find it useful. Lee (2008) explains:

> Without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive. As teachers give feedback on student writing, it is crucial that student responses to the feedback are fed back to teachers as a heuristic to help them develop reflective feedback practices. (Lee, ibid.)

A few scholars have studied students' feedback handling strategies. For example, in her study, Hyland (1998) found out that students follow teacher feedback closely when revising especially when it is about grammar correction, use feedback as a stimulus for other revisions or avoid the issues raised by feedback simply by deleting the problematic text.

Other studies tried to find out how students act on teacher feedback when revising. The findings obtained from these studies showed that students use a number of strategies. Among these studies, we find the one done by Cohen and Calvalcanti (1990) who classified the strategies used by their participants as follows:

1. Making a mental note

2. Writing down points by type

3. Identifying points to be explained

4. Asking for teacher explanation

5. Referring back to previous compositions

6. Consulting a grammar book

7. Rewriting

    a- Only incorporating teacher's comments

    b- Revising and expanding

8. Not doing anything

<div style="text-align:center">(Cohen, A.D., and Calvalcanti M.C., cited in Kroll, 1990:169)</div>

Research in both L1 and L2 demonstrates that students in general have a limited number of strategies when revising their drafts using teacher feedback. Cohen and Cavancalti (1990) confirm this evidence:

> Regardless of the nature of teacher feedback, both L1 and foreign language (FL) students seem to be limited in their repertoire of strategies for revising their composition, even when they understand the teacher's feedback (Cohen, A.D. and Cavalcanti, M.C. cited in Kroll, 1990:156)

Feedback effectiveness is often measured by the quality of writing produced after receiving feedback which is also the result of successful revision. Once students understand teacher feedback, they need to be able to use it effectively to write the second draft. The importance of this ability is crucial in the classes where a process approach to writing is adopted because it is mainly based on multiple drafts which cannot be written if the feedback is not used to write the second draft or if students are not trained in revision.

Conclusion:

Feedback provision is an important area which has been given prominence in research on writing evaluation, in particular, and writing instruction, in general. This research was motivated by the need to measure teacher's feedback effectiveness and the extent to which it helps students improve their writing performance.

The critical review of related literature demonstrates a shift from teacher feedback provision and its impact on writing to students' attitudes and reactions towards this feedback out of the belief that data collected from students can enable researchers better understand how teacher feedback affects students' writing bearing in mind that students' reactions are a determinant factor in the success of feedback provision.

The findings presented by research in this area reflected two main views: a view which sees feedback provision as ineffective as far as students' writing improvement is concerned and another view which claims the positive effect of teacher feedback on students' writing.

But these findings remain inconclusive and often contradictory or incoherent. As a result, more research is needed in this field of research.

Chapter Three

Research Design and Method

Introduction:

The present study aims at investigating how second year students react to teacher feedback on argumentative essay writing. Three research tools were used to collect data on the topic: Students' drafts, questionnaires and interviews. Each research tool was chosen to reflect the way participants handle teacher feedback when writing the second draft, the problems they face during the process of feedback handling and the strategies they use to solve these problems.

Triangulation was ensured to collect enough data on the topic of the present study as a way to better understand its context and facilitate the analysis of the obtained data. It aimed primarily at increasing the validity and reliability of the process of data collection and thus the findings of the study by interpreting them from the three different perspectives.

In this chapter, we present the context of the study, subjects, research tools and the methods of data analysis.

3.1. Context of the Study

The present study deals with students' reaction to teacher feedback on argumentative essay writing. This makes the background of this study rather specific because it focuses on argumentation only. This focus is justified by the importance of this type of writing which is largely used in the context of academic writing. In examinations, students are generally asked to take a position either for or against a given point of view justifying their position with strong evidence. In this case, students are not only required to show their background knowledge about the topic but also demonstrate their argumentative skill, that is to say their capacity to analyze ideas logically, to be consistent and to avoid contradiction. These requirements can make argumentative writing difficult to achieve.

This difficulty is clearly reflected by the students' performance on writing examination papers and also their grades. Writing teachers often complain that students confuse between different writing types which makes their essays seem descriptive rather than argumentative. In fact, this is not the concern of the present study but we deem it essential to mention this reality as part of the study context and to demonstrate the importance of argumentation for our participants and its role in the development of their writing competence.

3.2. Subjects

Six second year female students aged 19 to 22 years old participated in this study; data collection started on February and ended on July 2010.The six participants were randomly selected from a group of 50 students before knowing their proficiency level. Their drafts, however, reflected the three proficiency levels i.e., good, average and weak student writers. The sample of this study is small since research shows that reduced samples for case study prove to be easier for analyzing and are largely used by scholars (Zamel, 1985).

Participants were given the choice to select one topic out of four topics proposed by the teacher which did not require any specific knowledge since they were general topics relating to students' daily life such as friendship, divorced women, culture and practicing one's culture abroad.

Being second year students, the participants are supposed to have acquired enough knowledge about the English language which can help them to have an acceptable command of English which allows them to write essays (or discussion texts) that show both their command of language and their ability to discuss and analyze issues in order to convince the reader of a given point of view required for argumentative essay writing.

It is important to mention that participants were required to write on these topics as part of a regular writing task, not an examination task. This means that factors that affect writing such as anxiety and time limitations were reduced to a minimum.

3.3. Research Tools

3.3.1. Students' Drafts

According to second year program, the teachers seem to mainly use the Process Approach to writing. As a result, students were required to write at least two drafts for each essay. This approach is based on multiple drafting. Students' drafts were chosen as a research tool which can reveal a lot of data about the way the participants approach the assigned writing task, the different stages they go through when writing and their language problems which can be seen in their texts such as grammar, spelling and mechanics. All this could give us a clear picture about participants' writing ability as a whole.

Students were asked to write an argumentative essay about four different topics which are as follows: Friendship, the status of divorced women, the influence of the French culture on the Algerian one and practicing one's culture abroad. They were free to choose one topic among the four topics suggested by the teacher in order to write their argumentative essay.

These first essays were corrected by their own teacher and given back to students in order to write the second draft on the basis of teacher written feedback. The first drafts were collected by the researcher and photocopied before being given back to students (to make sure that they will not be lost because students tend very often to forget their drafts at home).

The number of collected drafts was 14 which represent the whole sample. However, 6 drafts only were taken into account which represents the focus group of the present study because some students did not submit their drafts on time and others did not write anything at all which means that their second drafts were not collected. This explains why the number of drafts dropped from 14 to 6 students. This number may not be sufficient and we wished to collect a larger number but this was not possible.

Students had to rewrite and submit their second draft after one to two weeks which means that they had enough time to read teacher feedback and analyze it in

order to rewrite their essay. It is important to mention that the process of submitting the second drafts took time .Therefore; the second drafts were collected gradually until we collected all six drafts.

3.3.2. Questionnaires

Two questionnaires were designed to collect additional data that could not be collected from students' drafts only. Nunan (1992) mentions the advantages of questionnaire as a research tool:

> It enables the researcher to collect data in fields settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals, the transcripts of oral language. (Nunan,1992:143)

3.3.2.1. Students' Questionnaire

The questionnaire administered to subjects was divided into four sections. The first section aimed at collecting general information about the participants' writing competency, what they know about the criteria of good argumentation and what is their model for a good essay.

Section two focused on participants' reactions to teacher feedback. This section contains five questions. Q.5 aimed at knowing whether students read teacher feedback or not and how often they do.Q.6 went further to see on what aspect students focus when reading teacher feedback in order to know what aspects are given priority and what aspects are considered as secondary or are completely ignored.

Q.7 asked participants about what aspect of feedback they find more useful.Q.8 asked students about their expectations for teacher feedback. Three options were given: Do you expect the teacher to:

a- correct all grammatical and lexical mistakes

b-suggest new ideas

c-improve essay organization

In Q.9 students were asked whether their expectations are met by teacher feedback or not.

Section three targeted the problems participants face when handling teacher feedback.Q.10 asked participants whether they find difficulties understanding teacher feedback. Then in Q.11, students were required to mention these problems.

Section four aimed at finding out what are the strategies used by students to solve these problems.Q.12 focused on students' feedback handling strategies: What do you do when you do not understand teacher feedback? Here, participants were provided with options: a-Asking the teacher   b-Asking a peer

      c-Checking the dictionary   d-Other.

The options were meant to help participants identify their strategies. They were also given the opportunity to cite other strategies that were not suggested. This helped making questions as flexible as possible and reduced guiding participants too much in order to have spontaneous responses.

To see whether participants resist teacher feedback or not, Q. 13asked them about what would be their reaction if the teacher suggested to them to omit a given idea. Here also, participants were given options.

Q.14 asked participants whether they need a specific training on feedback handling strategies or not.

Q.15 asked participants about their attitudes toward teacher feedback. Whether they find it useful or not.Q.16 went further to ask them whether they take all teacher feedback into account or not when writing their second draft.

Q.17 In case of negative answer, students were asked to mention what aspects are ignored and why.Q.18 asked participants about the factors responsible for their behavior. Three options were given.

The last two questions aimed at knowing what participants wish to have as feedback.Q.19 asked them whether they wish to have other sources of feedback

besides teacher feedback. Finally, Q.20 asked participants to write their suggestions on how teachers can help them better understand feedback.

The questionnaire administered to students was piloted to enable them understand the different items and to allow us to clarify any issues raised by students and to answer some possible questions. In fact, some students asked for the meaning of feedback which was clarified to them.

Another questionnaire was addressed to the participants' writing teacher at the English department in order to compare the students' perceptions about feedback with those of their teacher and to see whether both teachers and students have the same notion of feedback and the same model of a good argumentative essay.

A-Questionnaire Design:

In spite of the importance of students' drafts in this study as a research tool, relying on these drafts only would not have given us a clear and complete picture of participants' writing ability and how they tackle the writing task and teacher feedback. For this reason, we deemed it essential to use other research tools to reinforce and confirm the data collected through the drafts and to complete any possible missing data.

Thus, we opted for the use of questionnaire as a way to give participants freedom to express themselves and to talk about their feelings and attitudes which cannot be shown through their drafts. The usefulness of questionnaires is described by Freeman and Long (1990) as follows "...questionnaires are often used to get language learners to self-report their attitudes or personal characteristics" (Freeman and Long, 1990,35).

B- Types of Questions:

The questions that were included in the questionnaire administered to student participants were both close-ended and open-ended.

- Close-ended questions: For Nunan (1992) the closed question is "one in which the range of possible responses is determined by the researcher. Agree/neutral/ disagree."

This type of questions aims at guiding the respondents to answer specific questions which are meant to reveal useful information that can be easily analyzed.

e.g., Q3: Do you think it is difficult to write an argumentative essay?

Closed-ended questions were used to gather general information about participants and their writing ability .To answer these questions participants did not need elaborate answers.

- Open-ended Questions: Nunan (1992) notes: "An open item is one in which the subject can decide what to say and how to say it."

The majority of the questions asked in the students' questionnaire were open-ended. These questions are difficult to analyze, however, they are widely used in Qualitative Research because they reflect participants' perceptions, interpretations and attitudes on which qualitative research is based. Nunan (1992) remarks:

> While responses to closed questions are easier to collate and analyze, one often obtains more useful information from open questions. It is also likely that responses to open questions will more accurately reflect what the respondent wants to say. (Nunan, op.cit.)

e.g. Q2: How would you define an argumentative text?

-Ranking Questions: In this type of questions, participants are asked to rank some suggested options in terms of their importance or priority.

e.g. Below are some aspects of essay writing. Please order them according to their importance, circling a number from 1 (very important) to 4(not important).

organization	1	2	3	4
ideas (content)	1	2	3	4
vocabulary	1	2	3	4
grammar	1	2	3	4
mechanics (spelling and punctuation)	1	2	3	4

-List Questions: Here students are given a list of items to choose from.

e.g. What aspects of feedback do you find more useful? Circle the right answer.

        a-form   b-content   c-both

C- Questions Justification:

The questionnaire designed for participants was divided into four sections .The first section was devoted to general questions about participants' writing ability. It contains four questions .Q1 aimed at finding out what aspects of essay writing students value the most, whether they pay attention to form or content when writing. Q2 asked participants to define the argumentative essay. This was meant to see whether participants are aware of the characteristics of this type of writing and whether they can distinguish it from other types of writing or not. The third question aimed at finding out whether students consider writing an argumentative essay a difficult task. In case of a positive answer, participants were required to justify their answer.

3.3.2.2. Teacher's questionnaire

The questionnaire administered to the teacher contains 24 items organized into three sections. It aims at collecting information about how the teacher conceives of feedback, its importance for students and the process of feedback provision as a whole. This questionnaire focused on three main aspects: the teacher's feedback practice (how the teacher defines feedback, why it is important for her and how she presents it to the students), the problems posed by feedback according to the teacher and how to help students solve the problems posed by teacher feedback.

3.3.3. Interviews

An interview was conducted with the participants as a follow-up to the data collected by both students' drafts and questionnaires. We designed a semi-structured interview. Nunan (1992) defined its characteristics as follows:

> In semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined order.(Nunan,1992:149).

In choosing the interview we were motivated by its flexibility as highlighted by Bell (1999):

> A major advantage of the interview is its flexibility. A skillful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. (Bell, 1999:135)

The questions asked during the interview targeted the three research questions of the present study and the main aspects of students' feedback processing. Each interviewee was given an average of ten minutes to answer the questions; however, some students went beyond this time because they wanted to emphasize specific problems or suggest some ideas. We can also note that these students were more at ease thanks to their fluency in English which allowed them to express themselves freely compared to the less fluent students who preferred to answer the asked questions only.

Interviews were used as a follow up to students' questionnaire which targeted specific issues related to participants writing ability, the way they react to teacher feedback and the strategies they use to handle it and overcome the difficulties it poses. In the interviews, participants were given more freedom to express their attitudes towards teacher feedback. This enabled us to elicit more information about the way participants perceive and evaluate the process of feedback provision, a process which was not fully accessible through questionnaires.

The interview is semi-structured and it contains eight (8) open-ended questions to which participants have more freedom to express themselves.
The questions related to the three main research questions:
Q1: How do you find writing an argumentative essay? This question aims at knowing whether participants consider writing an argumentative essay a difficult task or not.

This was meant to help us to see if participants who find writing an argumentative essay difficult also find difficulties dealing with teacher feedback. It is a way to try to find out if good writers handle teacher feedback differently from poor

writers. Also to see what are the strategies used by good writers when dealing with teacher feedback.

Q.2. Do you read teacher feedback on your first draft? This question aims at finding out whether participants read teacher feedback frequently or not, whether those who do not read teacher feedback find difficulties dealing with teacher feedback and this pushes them to not read it.

Q.3. Do you find teacher feedback useful? Because research on teacher feedback shows that students' attitudes of teacher feedback affect the way they deal with it, this question aims at investigating whether such a relationship exists in our study. It also aims at seeing if participants who consider teacher feedback as not useful will not read teacher feedback and consequently will not benefit from it when writing the second draft of their essays.

Q.4. What are the problems you face when using teacher feedback in writing the second draft of your essay? (Teacher's handwriting, the correction symbols used, how feedback can be used to write the second draft). This question aims at finding out what are the problems participants face when dealing with teacher feedback and whether they find the same problems or not. In this question, participants were guided since they were given some examples to give them an idea about what is meant by the word "strategies".

Q.5. What are the strategies you use to solve these problems? This question aims at finding out what are the strategies used by the participants in dealing with teacher feedback and the strategies most frequently used.

Q.6.Do you think that your second draft is better than the first one? Say why.
The aim behind this question is to see the effect of teacher feedback on the second daft's quality and whether the participants who take teacher feedback into account write better drafts or not.

Q.7. In case of a poor draft, do you attribute the poor quality of the second draft to

teacher feedback, your strategies to deal with feedback or to the fact that you did not take teacher feedback into account when writing the second draft?

This question aims at knowing if participants are aware of the possible factors that may affect the quality of their second drafts. Here, participants are also given examples of possible factors to clarify the aim behind the question.

Q.8. Do you need the teacher to teach you some strategies about how to deal with his feedback? This last question was an opportunity for participants to express their wishes   in terms of feedback provision techniques and to comment about the process of feedback provision as a whole.

3.4. Methods of Data Analysis

3.4.1. The Analysis of the Questionnaires

To analyze the data obtained from students' questionnaires, we used quantitative analysis for close-ended questions by doing a frequency count of all similar questions. However, the open-ended questions were analyzed using a qualitative method (content analysis) organizing students' answered into categories after clustering similar ideas together. Close-ended answers were put together and counted in order to get the percentage. However, open-ended answers were put together and carefully analyzed by looking at similar answers. Then, we tried to look for the main ideas and we transformed then to categories

3.4.2. The Analysis of Students' Drafts

Because students' feedback processing takes place during the revision phase, the collected drafts are supposed to reflect how students write in general and especially how they revise their essays and how they use teacher feedback during the revision process. The aim behind analyzing students' drafts is to compare what students say they do with TWF and what they actually do with TWF when writing their second drafts.

We used content analysis (text analysis) to analyze students' drafts. First of all, the drafts were carefully read to locate students' errors and the provided teacher

feedback. Then TWF on students' drafts was organized into two main categories: form-related and content-related feedback. Form related feedback was further divided into other categories such as: grammar, vocabulary, spelling and mechanics. Content-related feedback was divided into: ideas and organization. Then TWF was also analyzed to find out the main feedback provision techniques used by the teacher. The latter were divided into categories such as: error location, appropriation, symbols, comments and questions.

After that, we compared the first and second drafts of each student in order to see how students handle TWF and the extent to which they took it into account to write and improve their second drafts. In addition, students' form and content-related errors were counted in the first draft and their number was compared to the second drafts to find out how many errors were corrected, at which level (form or content) students correct more and which category within the same level students pay more attention to.

Students' drafts were mainly analyzed to find out students' feedback handling strategies which means that other research tool was needed to back up and increase the validity of the data obtained by analyzing students' drafts. To reach this aim, interviews were used as a follow-up research tool.

3.4.3. The Analysis of Interviews

During the interviews, students' answers were recorded, and then the recordings were transformed into written texts. Then the texts were carefully read in order to find out the issues students raised. Similar ideas were put together and analyzed qualitatively using content analysis by sorting out the emerging ideas for each question. Then, we designed a table for each question and compared students' answers. This helped us to easily find out common ideas. From these ideas, we obtained a number of categories described in the following chapter.

Conclusion:

To avoid the limitations of the previous studies on TWF mentioned by Goldstein (2003), such as reliance on one research tool only, absence of a clear account of research context, and focus on students' vision or teacher's vision without combining the two, to mention but few, the data collection procedure of the present study used triangulation for the data obtained from students' drafts (drafts one and drafts two).

To back up the results obtained from students' drafts, two questionnaires were administered, one to the students and one to the teachers. The questionnaire to the students was meant to give them the opportunity to freely express themselves and find out how they think about TWF and their attitudes towards it. The questionnaire administered to the teacher was to see whether subjects' and teacher's assumptions and views about the utility of TWF converge or diverge.

Finally, the subjects were interviewed which enabled us to clarify certain points and compare their answers and assess their consistency. The study context was also described to provide a clear landscape on the subjects, the writing course, and the challenges it poses to students.

Chapter Four
Presentation and Analysis of the Results

Introduction:

This chapter presents the results of the study. First of all, we will demonstrate the results obtained from the analysis of participants' drafts (first and second drafts) which were compared in order to see how teacher written feedback (TWF) was handled. Both first and second drafts were corrected by the writing teacher of the participants. Then, each participant was required to write two drafts. Both drafts were compared in terms of the mistakes made, TWF provided and how each participant reacted to it(whether the student corrected the mistake or not). The feedback provided by the teacher on the participants' drafts were analyzed and classified into categories. Secondly, the results revealed by the questionnaire are presented in the form of tables followed by comments. Finally, the interview scripts are also analyzed for their content and interpreted.

This presentation of the results also aims at focusing on similar and different aspects of the participants' reactions to TWF, the problems they meet when handling it and the strategies they use to overcome these problems. These results will be compared to the research questions asked at the beginning of this study.

4.1. Analysis of the Results Obtained from Drafts' analysis

The subjects were required to write two drafts on topics suggested by the teacher ("The influences of the French culture on Algerian society", "Divorced women", and "writing an advice letter for a friend"). First, these drafts were corrected by the subjects' writing teacher. Then, the corrected drafts were given back to participants after being photocopied and given to the researcher. Then they were re-distributed to the students themselves so that they could use them to write their second draft using TWF. In general, these drafts (first drafts) were not assigned a mark but the students' errors were *signaled* by the teacher as this is usually done in a regular writing class.

Subjects were also given enough time outside classes to read their first draft and write the second one. This time ranged between one and two weeks.

No pre-test was designed to determine subjects' writing ability but through drafts analysis, it was possible to identify students' writing proficiency and the way writing and revision are approached. This enables us to divide the participants into two main categories: good writers and weak writers. . The drafts also showed how each essay was developed and improved from the first to the second draft. This improvement was shown through word deletion, addition of new expressions, correction of spelling, grammar and vocabulary (word choice) as well as punctuation. It is also important to mention that none of the participants wrote an outline before writing their drafts

As far as teacher feedback is concerned, it is clear from the drafts that her feedback was oriented towards form more than content since the majority of the mistakes signaled to students' attention were related to grammar, spelling, sentence structure, word choice (dictionary), punctuation and capitalization.

Content-based feedback was reduced to some questions which the teacher asked for some clarifications and details. The aim of these questions was also to push students to reconsider some ideas or to reinforce some statements with further arguments and examples. At the level of content, remarks were also used by the teacher to try to attract students' attention that a given idea is irrelevant (off the topic) or that some contradictions between ideas in the text are affecting the strength of the argumentation.

The analysis of TWF has enabled us to classify it into two main types and each type is divided into the   following categories, as displayed in Table 1 below:

Table1

Teacher feedback types and categories

Types of Teacher Feedback	Categories	Description of the Category
Form- related feedback	Grammar	Tense use, concordance, plural form, use of prepositions, articles, comparative and superlative adjectives, contracted form, sentence structure
	Vocabulary	Word choice/dictionary
	Spelling	
	Mechanics	Capitalization and punctuation.
Content-related feedback	Ideas	Relevance, cohesion and coherence.
	Organization	Structure or layout.

Both types of teacher feedback (form and content-based) were   presented by the teacher of writing using different feedback provision techniques. The latter   were classified into (13) techniques ranked from the most used to the least used, as it is mentioned in the table below:

Table2

Frequency of Teacher Feedback   Techniques

Techniques of Teacher Feedback	Frequency
a-Using symbols	68
b-Underlining	54
c-Underlining+ appropriation	21
d-Abbreviations	36
e-Circling	21
f-Appropriation(giving the correct answer)	20
g-Crossing out	19
h-Crossing out+ appropriation	13
i-Comments	09
j-Questions	03
k-Underlining+ circling	02
l-Circling+ appropriation	01
m- Circling+ comment	01

Analyzing subjects' drafts and scrutinizing the techniques used by the teacher allowed us to see how the subjects handled TWF and what   strategies they used to overcome the problems posed by it. All subjects tried to correct their mistakes after receiving TWF. However, they varied in the extent to which they attended to teacher feedback, understood it and succeeded in their corrections.

From the drafts, it is clear that the subjects handled form- based feedback better than content-based feedback. Most of them corrected their grammar, spelling   and mechanics mistakes. This is partly because teacher feedback guides subjects and shows them how mistakes can be corrected trough the use of appropriation (the teacher directly corrects the mistake) .However, some subjects did not correct their mistakes in spite of teacher feedback, especially when the teacher located the mistake only by underlying or circling it or used symbols such as :sce. ,str., gr. o., or sp. But it is

worth noting that some students did not understand teacher feedback. As a result, the same mistakes were repeated and teacher feedback was completely ignored.

In addition, students often did not know how to use teacher feedback in correcting their mistakes especially when feedback was given as a comment or a symbol (sce. str., gra. o., p., topic?, tense? , s.v.o., dict!! problem??, concord!). We assume that the mistakes that remained uncorrected on the second drafts and they were many, are a proof that students were sometimes unable to correct their mistakes. This problem was also raised by one participant during the interview who said that she does not know how to use teacher feedback to revise her draft. Other students corrected their mistake but made another mistake with another word, which did not exist on the first draft. Also some subjects showed a kind of resistance to some teacher suggestions. For example, some of them did not use the word suggested by the teacher and prefer keeping the same word.

Generally, participants prefer to delete the problematic expression rather than re-writing it using teacher feedback. Few students re-wrote some expressions successfully using teacher feedback others made mistakes that did not exist on the first draft. Subjects mentioned other strategies in the questionnaire and interviews.

The drafts revealed more data on subjects' feedback handling strategies than on the problems they faced dealing with teacher feedback. Through analyzing their drafts, the following feedback handling strategies could be identified:

1. Focus on form-related rather than content-related FB
2. Ignoring the problematic word, phrase, expression or sentence.
   Egs: Student1: D1: …social phenoma…

   D2: …social phenomena…
3. Omitting the problematic word or expression.
   Egs: Student3:D1: French colonization influenced basicly the Algerian culture and its different branches as: language, way of life and way of thinking.

D2: French colonization influenced one of the various Algerian fields, that is "culture" and its different branches as: language, way of life and way of thinking.

4. Changing the problematic word by another one or using a synonym.

Egs: Student1:D1: … the circomstances that sometimes push or urge them to divorce should make us look at them with sympathy and kindness, not despise (The teacher suggested the word "contempt").

D2: …the circomstances that sometimes push or urge them to divorce should make us treat them with sympathy and kindness, and not reject them.

5. Correcting the mistake if the correct answer is provided by the teacher.

Egs: Student6:D1: Since the French invasion of Algeria in 1830 till the latter got it's independent in 1962, Frence encountered a completely new culture, which she imposed it on the Algerians during 132 years of colonization

D2: Since the French invasion of Algeria in 1830 till the later got it's independence in 1962, France entered a completely new culture

D1: The religion of Algerian is Islem , and since the enterance of France in Algeria, the attempts to spread christinity growth…

D2: The religion of Algerian is Islam, and since the enterance of France in Algeria, the attempts to spread Christianity grow…

Studdent1:D1: …the woman's legal right to ask divorce…

D2: … the woman's legal right to ask for divorce…

D1: May be one day they would get divorced themeselves…

D2: May be one day they would get divorced themselves…

Student1: D1: Ill-founded judgements are a phenomenon widespread all over the world.

D2: Ill-founded judgements are a widespread phenomenon all over the world.

4.2. Analysis of the Results Obtained from Questionnaires

4.2.1. Analysis of the Results Obtained from Students' Questionnaire

Because the subjects' drafts gave a partial account of how subjects handled teacher feedback in the process of writing in general and revision in particular, questionnaires were administered to subjects as a way to collect the missing data that could not be collected through subjects' drafts. In addition, an open question allowed subjects to express their own ideas concerning teacher feedback and the way they dealt with it. The questionnaire administered to participants was analyzed and the results are presented below, relating each item to the responses obtained:

Q1: Below are some aspects of essay writing. Please order them according to their importance, circling one number from 1 to4. (1= very important, 2 = important, 3= of little importance, 4= not important).

Table3

Students' Ranking of Different Aspects of Essay Writing

Order Aspect	Organization		Ideas (relevance)		Vocabulary		Grammar		Mechanics	
	SN	%	SN	%	SN	%	SN	%	SN	Percent
Very important	3	50	2	33,3	2	33,33	1	16,66	1	16,66
Important	1	16,66	1	16,6	2	33,33	2	33,33	4	66,66
Of little importance	1	16,66	2	33,3	1	16,66	1	16,66	1	16,66
Not important	1	16,66	1	16,66	1	16,66	2	33,33	0	0
Total	6	16,66	6	100 %	6	100%	6	100 %	6	100%

The table above shows that 3/6 participants considered organization as very important (50% of the sample), 1/6 participant considered it as important; 1/6 participant considered it as of little importance and one participant considered it as not important. When asked to rank the importance of ideas, 2/6 participants said that ideas are very important, 1/6 participant considered it as important, 2/6 participants rank ideas as of little importance and 1/6 participant said it is not important.

Concerning vocabulary, two participants considered it as very important, two as important, one as of little importance and one participant considered it as not important. Grammar was considered by one participant as being very important, two participants said that it is important, one participant said that it is of little importance and two participants said it is not important.

Mechanics was considered by one participant as very important, four participants said it is important and one participant considered it as not important.

According to the above table, participants greatly differ in the way the value the different aspects of essay writing. Thus, this affects directly the way they approach the writing task. For example, those who value ideas and organization will pay more attention to content and those who value grammar and mechanics will pay more attention to form.

Q.2: How would you define an argumentative text?

This question is an open-ended question which was meant to give participants an opportunity to demonstrate their declarative and procedural knowledge about argumentative essay writing. Participants gave different definitions. The latter were analyzed using content analysis method and   organized in categories:

a-Presenting an opinion   b-Giving arguments and examples
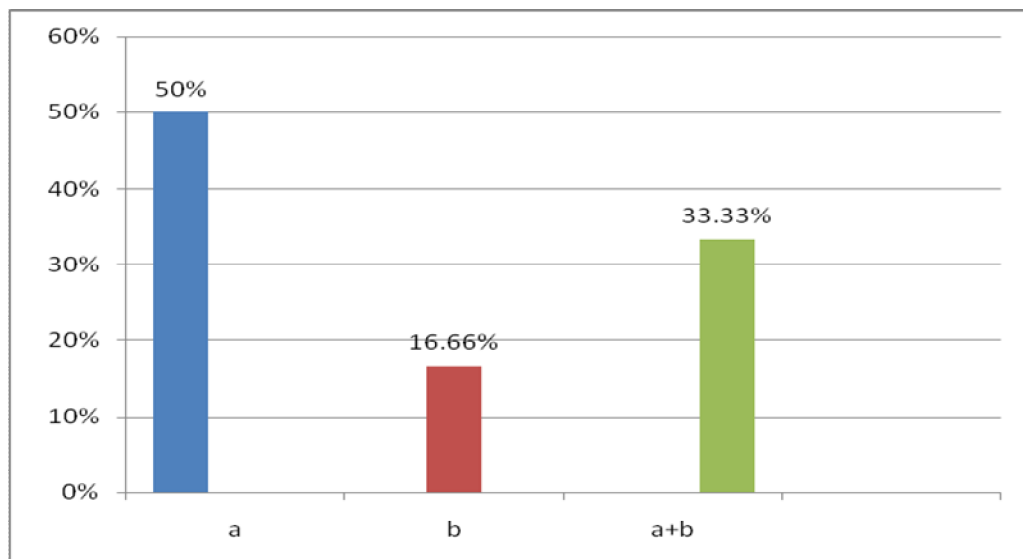
Figure1

Students' Definitions of Argumentative Essay

Three subjects 3/6 (50% of the sample) defined argumentative essay as an essay which aims at presenting an opinion. One subject defined it as an essay in which we give arguments and examples. However, two subjects defined argumentative essay as an essay which presents an opinion using arguments and examples.

Q3: Do you think it is difficult to write an argumentative essay in English?

Table4

Students' Opinions about Difficulty of the Argumentative Essay

Responses	Number	Percentage
Yes	0	0%
No	6/6	100%
Total	6/6	100%

All the participants consider writing an argumentative essay as an easy task. This may imply that the difficulties participants met when dealing with teacher feedback are not related to the writing task difficulty but to teacher feedback itself, its quality, nature and their attitudes towards it.

Q.4. If yes,why? Give two reasons. Obviously, no answer was supplied to this question.

Q.5. How often do you read teacher feedback (i.e., remarks, comments, corrections, etc.)?Circle the right answer.
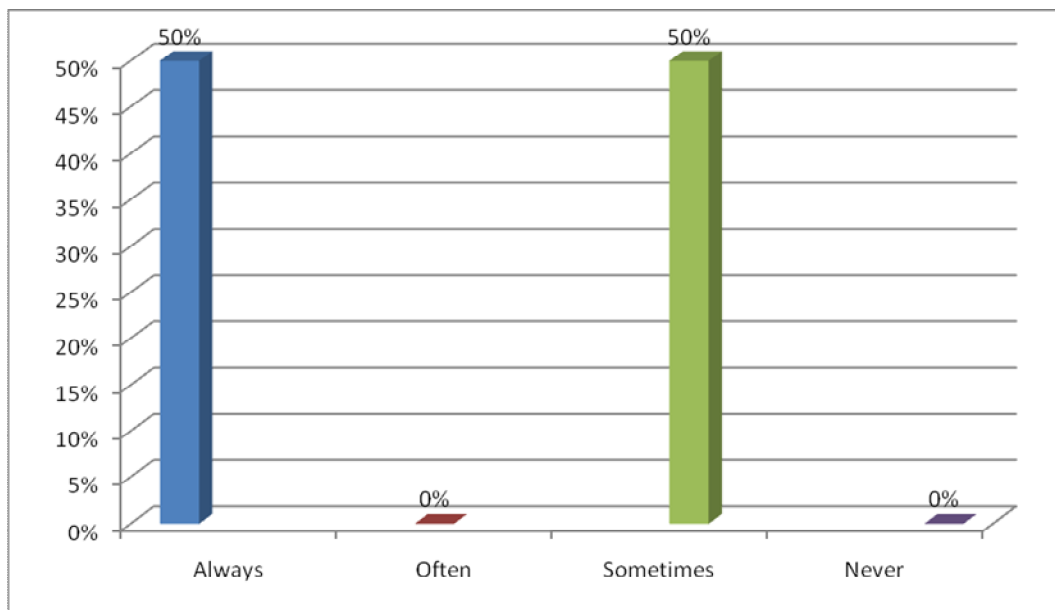
Figure2

Students' Teacher Feedback Reading Frequency

Concerning the frequency of reading teacher feedback, half of the participants 3/6 which represents (50%) said that they always read teacher feedback and half of them 3/6 (50%) said that they sometimes read it.

From these answers, it is clear that participants value teacher feedback because they all read it but with different frequency.

Q6: When you read teacher feedback, on what aspects do you focus more? Circle the right answer.
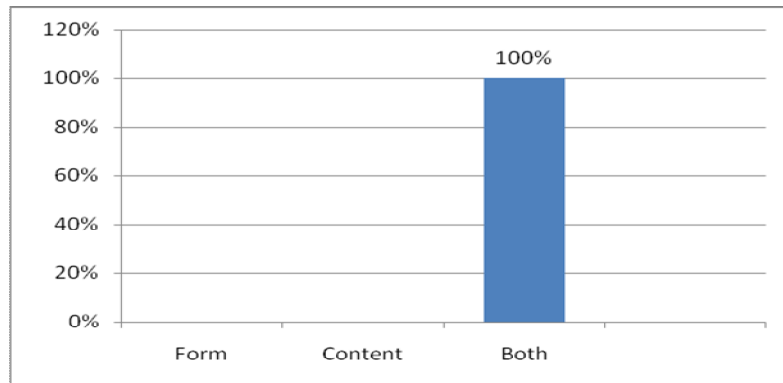
Figure3

Students' Priority when Reading Teacher Written Feedback

All participants 6/6 (100%) said that they focus on both form and content when reading teacher feedback. However, they tend to pay attention to form-related feedback more than content-related one.

Q7: What aspect of feedback do you find more helpful? Circle the right answer.
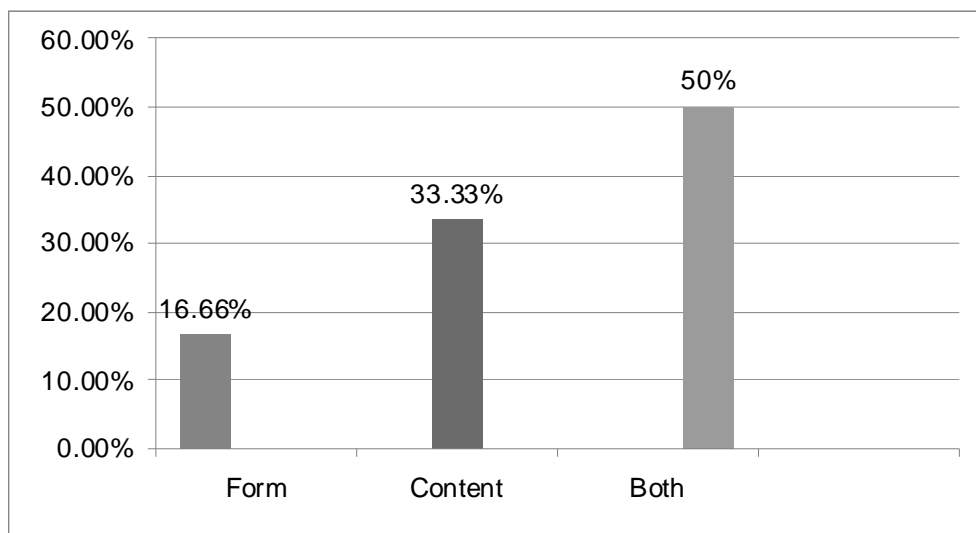
Figure4

Students' Perceptions of the Different Aspects of Teacher Written Feedback

One (1/6) participant said that she finds form-based feedback more useful, two (2/6) participants said that content-based feedback is more useful and three (3/6) participants said that they considered useful both aspects of teacher feedback.).However, in spite of the fact that(3/6) or 50% of the participants think that both form and content-related feedback are useful, they tended to correct form-related mistakes more than content-related mistakes because teacher feedback often provided the correct answer to the former or located them by underlining them. Also, participants had difficulties re-organizing their ideas or rewriting an idea to make it clearer for the reader. This was often done by the teacher herself, not the peers.

Q8: What do you expect from your teacher feedback? You may circle more than one answer:

  a-Correcting all grammatical and lexical mistakes   b-Suggesting ideas

  c-Improving essay organization   d-Other
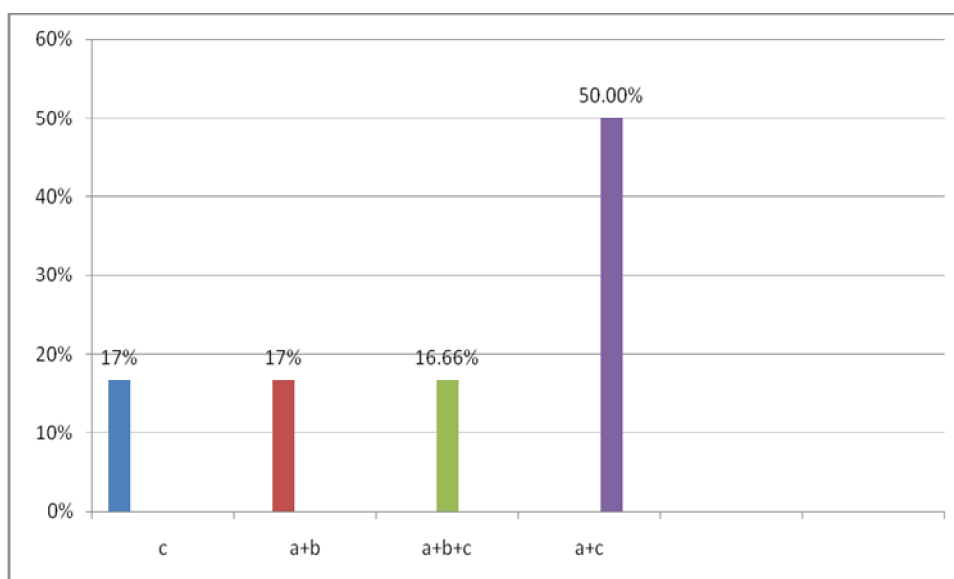
Figure5

Students' Expectations of Teacher Written Feedback

From the above chart, participants seem to have a number of expectations from TWF. One subject said that she expected the teacher to improve her essay organization. Unlike this subject, another subject expected the teacher to correct all grammatical and lexical mistakes, suggest ideas and improve essay organization at the

same time. One subject expected the teacher to correct all grammatical and lexical mistakes and suggest ideas. Finally, three (50%) subjects expected the teacher to correct all grammatical and lexical mistakes and improve essay organization. In sum, students differed in their expectations of feedback in terms of the type of feedback and the teacher's role (guide or corrector).

Q9: Does teacher feedback meet your expectation(s)?
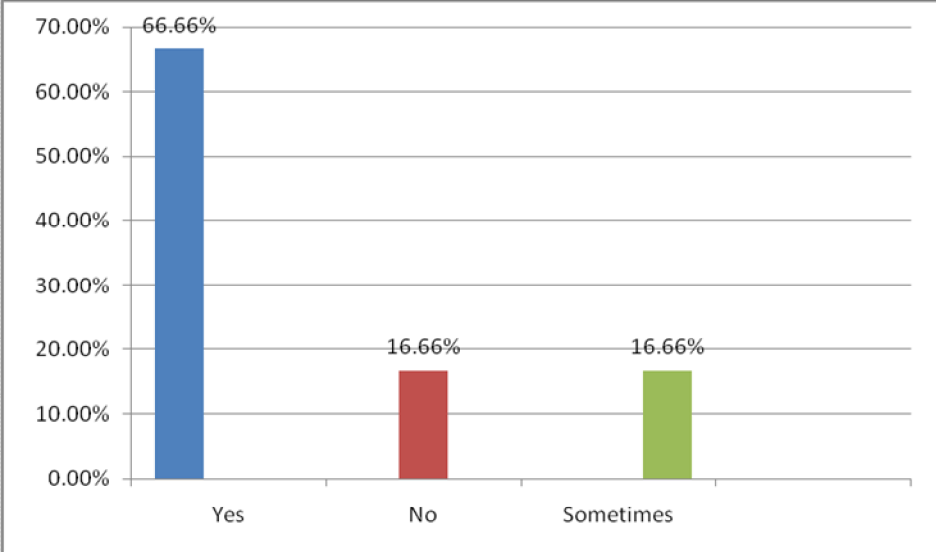
Figure6

Students' Opinions about the Extent to which TWF Meets their Expectations

According to Figure 6 above, four participants 4/6 (66, 66%) said that teacher feedback meets their expectations; one subject (16, 66%) said that teacher feedback does not meet her expectations and one subject (16, 66%) said that teacher feedback sometimes meets her expectations.

Q10: Do you find difficulties understanding teacher feedback? Circle the right answer.
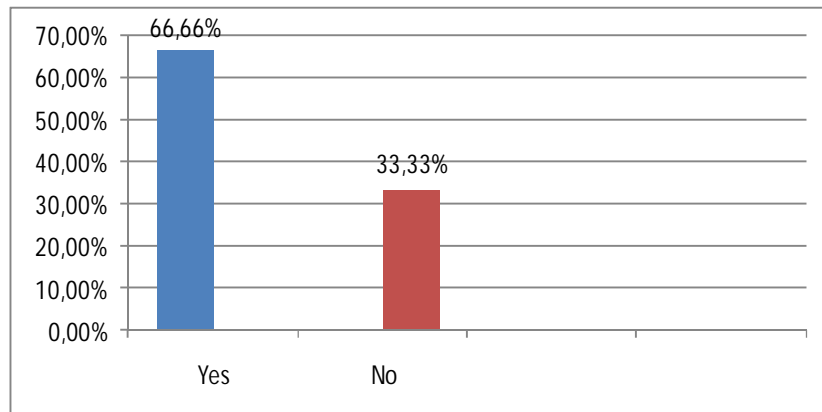
Figure7

Students' Difficulties Understanding Teacher Written Feedback

When asked if they find difficulties understanding TWF, 66, 66% of the participants (4/6) said that they found difficulties with TWF and 33, 33% (2/6) said that they did not find difficulties understanding TWF. These difficulties affect directly they way participants handle TWF and the extent to which they attend to it when revising their first drafts because if students do not understand TWF, they cannot proceed further using it to improve their drafts and in this case the process of feedback provision comes to its end and students do not benefit from it.

We can notice that the majority of the subjects said that TWF generally meets their expectations. However, this does not mean that they do not meet problems handling it because if students expect TWF to focus on form and they find this on their drafts, this cannot ensure that students will not face problems dealing with TWF.

Q11: If yes, could you cite at least 3 difficulties:

a-Illegible teacher handwriting   b-Unclear comments' meaning

c-Unclear abbreviations (symbols)   d-Spelling

e-Justification of TWF (Why the teacher wants/asks me to do something?)
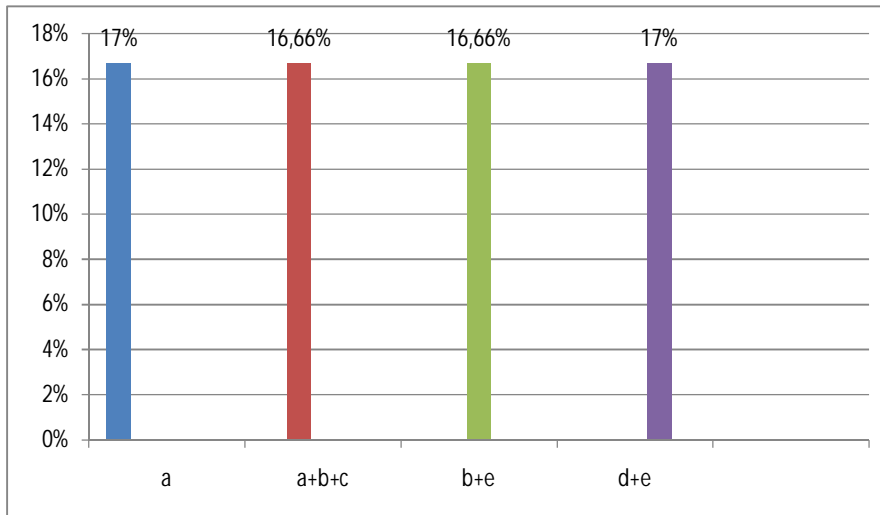
Figure8

Difficulties Students Meet when Dealing with Teacher Written Feedback

Participants cited different difficulties they had with TWF. Their responses were organized into five (5) categories. One subject mentioned illegible teacher's handwriting as a problem. Another subject mentioned three problems: teacher's handwriting, comments' meaning and abbreviations which were not clear. One subject found difficulties with both comments' meaning and the justification or the purpose behind teacher's comments. Another subject mentioned spelling and feedback justification. Two subjects did not respond to this question.

Q12: What do you do when you do not understand teacher feedback? Circle the right

answer: a-Asking the teacher   b-Asking a peer

            c-Checking the dictionary   d-Other
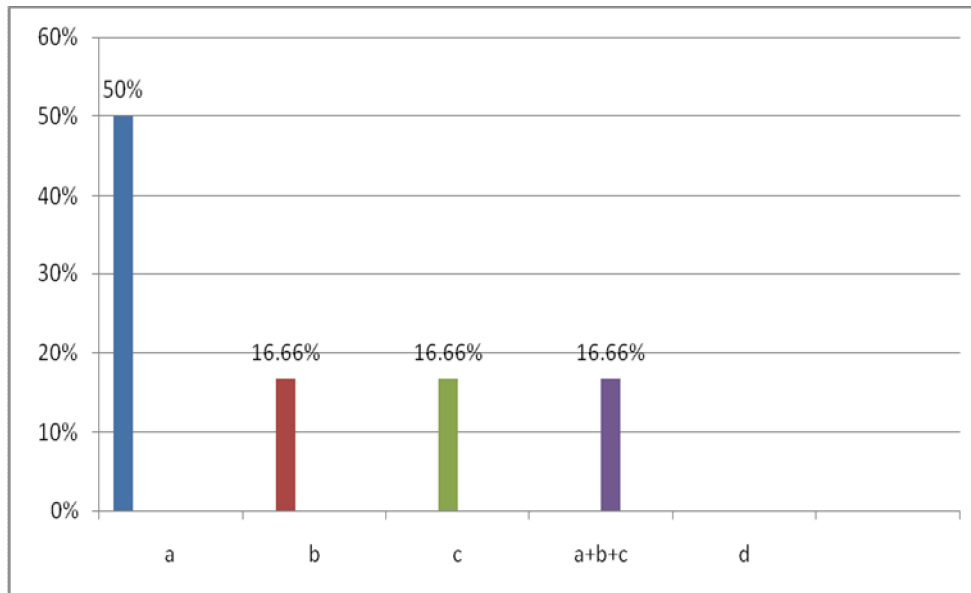
Figure9

Students' Feedback Handling Strategies

Subjects' feedback -handling strategies varied. Three subjects 3/6 (50%) said that they ask teacher's help and clarification. One subject asks a peer. One subject said that she checks the dictionary. One subject said that she asks the teacher for help, a peer and checks the dictionary. When asked to justify their answer during the interview, some of them said that the teacher is the right person able to explain feedback since she is the person who provides feedback. In addition, they mentioned the fact that they may have the same problems as other peers. So, asking peers is not always helpful.

Q13: What will you do if the teacher suggests omitting or changing a given idea?

a- Taking teacher's suggestion into account   b-Refusing to give up the idea

c- Rewriting the same idea using other words   d-Other
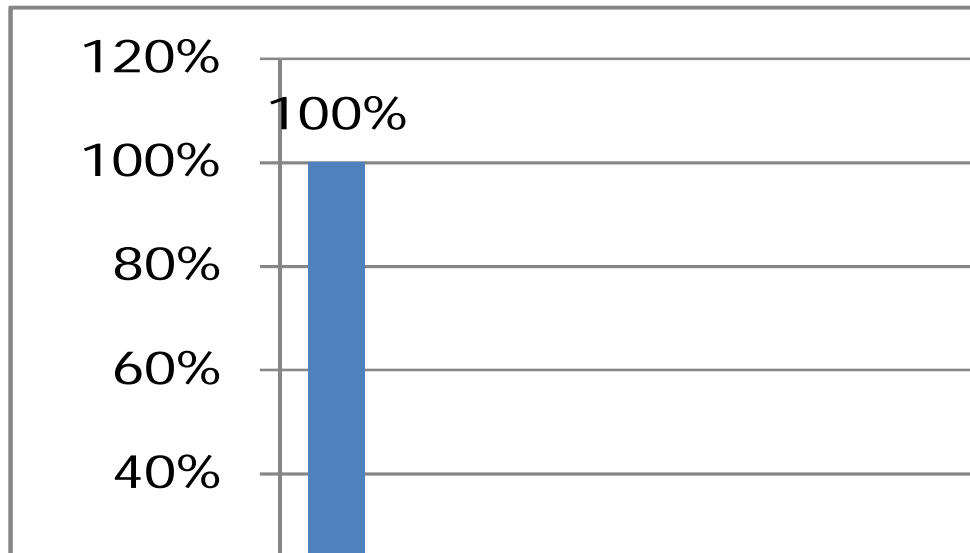
Figure10

Students' Reactions to Teacher's Suggestions for Changing/Omitting Ideas

This question targets participants' reactions towards teacher feedback. All participants 6/6 (100%) said that they would take teacher's suggestion into account if she suggested omitting or changing a given idea. However, when interviewed, one participant showed a clear resistance towards TWF on ideas saying that feedback is more useful on form than on content (ideas). She further explained that the teacher does not have to impose her ideas on students and that students are free to express their ideas when writing.

Q14: Do you need the teacher to explain how her /his feedback can be used to improve your essay and write a second draft?
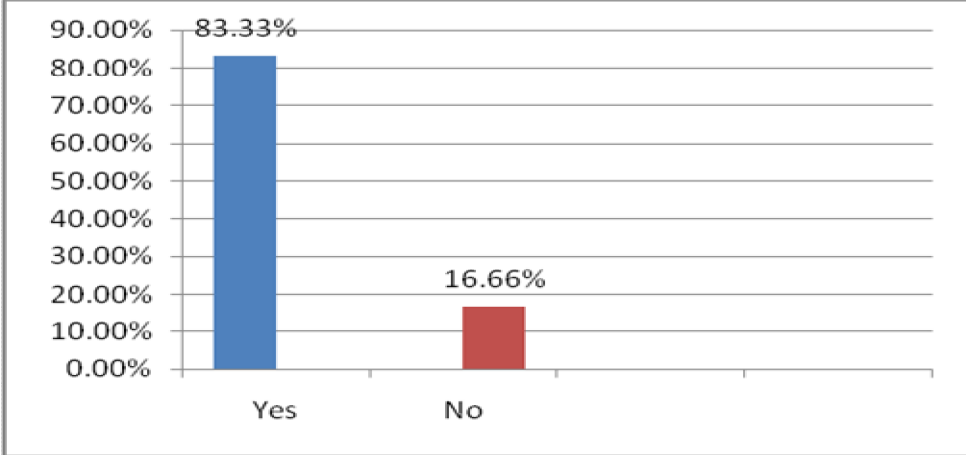
Figure11

Students' Need for Teacher's Help in How to Use Feedback

The majority of participants said that they need the teacher to teach them some feedback-handling strategies. Only one participant said that she did not need such training saying that teacher feedback is guiding and it is clear for her how to use it when revising.

Q15: Do you find teacher feedback helpful in writing the second draft of your essay?
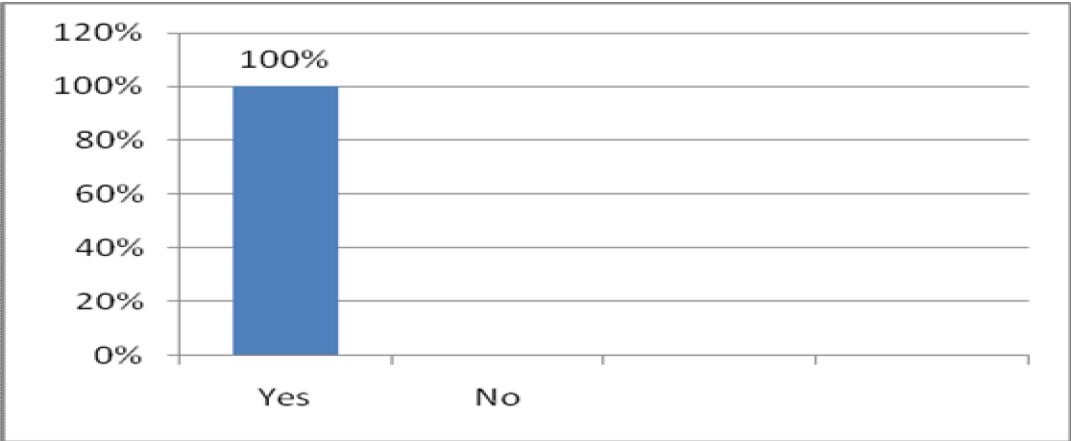
Figure12

Students' Opinions in Terms of Feedback Usefulness in Writing Draft2

When asked about their opinions concerning teacher feedback usefulness in writing the second draft of their essays, the majority of the participants said that they find teacher feedback useful in writing the second draft. Participants were also asked to justify their answers. The latter were analyzed and classified into categories:

a-Error correction   b-Source of input(new ideas+ information)

c-Error avoidance   d-Writing improvement
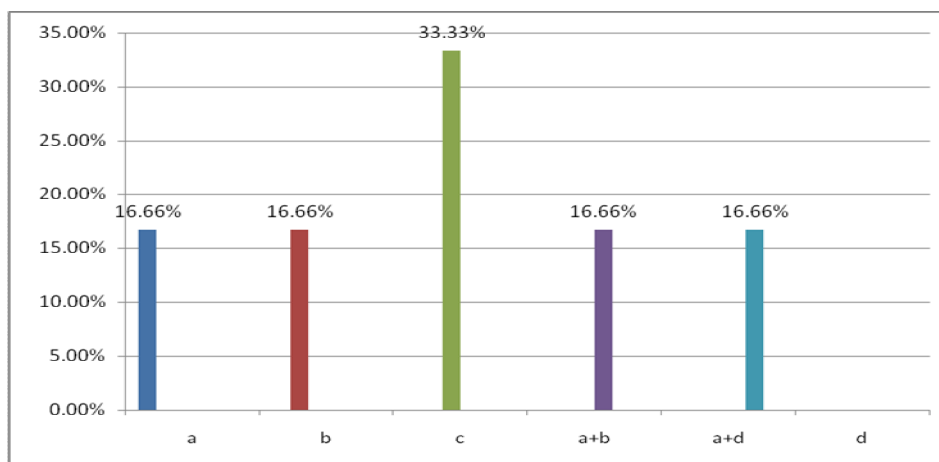
Figure13

Students Justifications of Teacher Written Feedback Utility

According to the table above, participants differ in the way they explained the utility of TWF. One subject said that TWF is useful because it helps in error correction. Another subject said that TWF is useful as a source of input which can help improving the quality of the second draft. In addition, two subjects said that thanks to TWF, they can avoid making the same errors. Furthermore, another subject said that TWF is useful both in error correction and as a source of input. Finally, another subject said that TWF helps in error correction and writing improvement.

From these responses, it seems that participants agreed that TWF is useful since it helps them improve their writing but they expressed this idea differently.

Q16: Do you take all teacher feedback into account when you write the second draft of your essay?
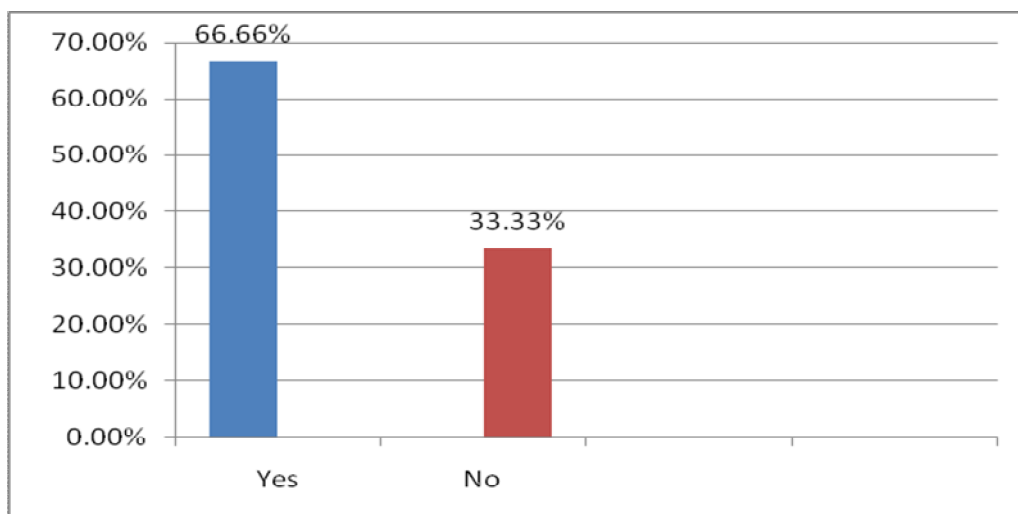
Figure14

Students' Use of Teacher Written Feedback when Writing Draft2

This question aimed at knowing the extent to which participants take teacher feedback into account when writing the second draft of their essays. The table shows that 4/6 (66, 66%) of them said that they take teacher feedback into account when writing their second drafts and 2/6 (33, 33%) of them said that they do not take teacher feedback into account when writing their second drafts. From these responses, we can say that having a positive attitude towards teacher feedback may not guarantee that the student will take it into account when revising

Q17: If no, what aspects do you ignore and why?

Table5

Aspects of Teacher Written Feedback Students Ignore

Responses		Number	Percentage
The ignored aspects of feedback	**Form**	**0/6**	**0%**
	Content	**1/6**	**16,66%**
	Total number of informants	**6/6**	**100%**

Only one participant answered Q17 saying that she ignores content-related teacher feedback.

Q18: What are the factors that influence the way you deal with teacher feedback? You can circle more than one answer.

a-The quality of feedback   b-The nature of feedback

c-Attitude towards teacher feedback   d-Other
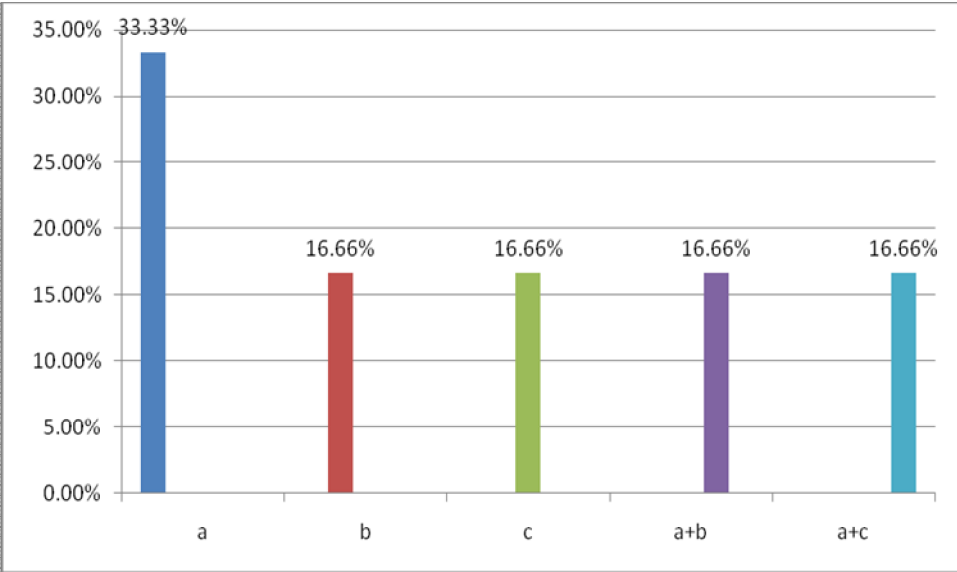
Figure15

Factors that Influence the Way Students Handle Teacher Written Feedback

According to the above chart, 2/6 of participants (33,33%) said that quality of TWF influences the way they handle it. One subject mentioned the nature of TWF as a factor in dealing with teacher feedback. Another subject said that her attitude towards TWF influences the way she deals with it. The last two subjects mentioned two factors, one mentioned the quality of feedback and its nature and the other mentioned the quality of feedback and her attitude towards it.

Q19: Do you wish to have other sources of feedback besides the teacher feedback? Circle the right answer.

 a-Classroom discussion   b-Peer feedback   c- Self-correction   d-Other
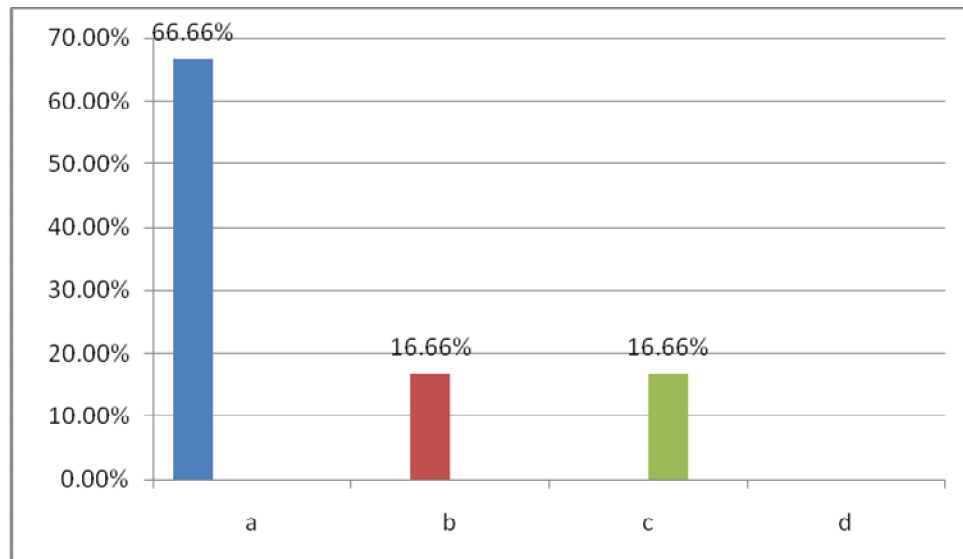
Figure16

Students' Preferences of Other Sources of Feedback

When asked if they wish to have other sources of feedback, 4/6 of the participants said that they wish to have classroom discussion as it seems to allow them to correct errors in an anxiety free environment especially if the selected draft is anonymous. This, they said helps shy students to actively participate in correcting their own mistakes without feeling embarrassed. Only 1/6 of the participants suggested peer feedback as an additional source of feedback. This percentage reflects participants' belief   that a peer cannot help another peer that much since the majority of students has relatively the same problems in terms of grammar, for example, 1/6 of participants suggested self correction as another source of feedback claiming that it helps students being more autonomous during revision, in particular, and writing, in general.

Q20: According to you, how can the teacher help you to better understand her/ his feedback?

This open-ended question was meant to give participants an opportunity to express their opinions about teacher feedback and how they think it can be improved.

To answer this question, an analysis of content was done, and four categories emerged:

   a- Feedback placement (integrated comments and end notes)
   b- Feedback clarity (writing clearly and identifying types of mistakes)
   c- Feedback discussion (negotiating feedback provision as a two-ways process)
   d- Feedback provision techniques (adopting more indirect feedback)

Participants gave different suggestions which were organized into three categories as mentioned above. One subject focused on category (a); feedback placement and suggested that TWF should be given next to each mistake with end notes at the end of the draft. According to this participant, this can help students spot the mistake and correct it.

In addition, two subjects focused on category (b); feedback clarity suggesting that the teacher should make precise the type of mistake the students make saying, for example, if it is a grammatical, lexical or spelling mistake. Here, participants referred to teacher handwriting which often posed problems for them. One subject emphasized category (c) suggesting classroom discussion as another source of feedback for it helps shy students actively participate in correcting mistakes on an anonymous draft and grasping TWF by understanding the symbols and knowing how they can correct their mistakes after receiving teacher feedback. In other words, classroom discussion may help students internalize and process teacher feedback i.e., transforming feedback from input to uptake then to output.

Another participant mentioned the same category (c) by saying that the teacher should know about students' opinions about feedback. For this participant, feedback provision should be a two-ways process, from the teacher to students and from students to the teacher so that the teacher can have input from students about the problems they face dealing with feedback and thus immediately find solutions and use students' input to improve his/her feedback provision practice.

Then the same subject suggested that TWF should be indirect i.e., it should mention and locate the mistake without directly correcting it which refers to category (d). According to this participant, this may push students to engage more in the correction process by identifying the type of mistake and correcting it themselves. As a result, students may become more autonomous as far as revision is concerned.

4.2.2. Analysis of the Results Obtained from Teacher's Questionnaire

First of all, the teacher defined the argumentative essay as writing that presents both sides of an issue and shows which side the writer thinks is correct. For this type of writing, feedback should focus on the language of argumentation and coherence and relevance of the ideas expressed. According to her, feedback is important for students since it allows them to produce second drafts with major improvements engaging learners as it is learner-centered writing which may engage their interest.

The teacher gives feedback to students and presents it as comments in the margin, next to the error (using abbreviations) and at the end of the essay. The latter aims to help students improve the second draft of their essay show them their errors and help them correcting these errors. In addition, feedback is used to teach students to revise and rethink their drafts differently. This means that the ultimate goal of teacher feedback is to help students revise effectively.

The teacher said that she focuses on both form and content when providing feedback which she thinks should be provided after each draft if students' number is small. She explained that a teaching session is devoted for each draft.

Furthermore, feedback reflects her own model of a good argumentative essay. According to her, students are aware of this model since the teacher must adopt and give one model to the students. In case students are not aware of this model, they may not get the point behind the topic debated and, thus, they will not be able to get to a conclusion of their own about it. Feedback, for her, should help students identify their weaknesses, suggest solutions for their writing problems, and push them to use feedback for remedial work. She thinks students always read her feedback. However, they meet problems with content-related feedback. For example, students face problems identifying the type of errors and making the required changes. Sometimes, students misunderstand and/or misinterpret her feedback as they keep making the same mistakes and this problem was clearly reflected in their drafts.

The teacher said that students sometimes take her feedback into account when writing the second draft of their essays. Thus, the second draft is the result of keeping the better of the first draft and improving the wrong part of it.

Training students to deal with teacher feedback is necessary for the teacher. This training should include activities such as decoding correction symbols, identifying the type of errors and making the required changes. She is for the idea that students should be involved in the way teacher feedback is provided. This engagement can be achieved if the teacher provides a model for correction through a student's composition determines the most frequent mistakes for the class and comments on them and then asks the students to correct their compositions using the provided model of correction.

She also suggested the use of pair correction (peer feedback) as part of feedback provision so that students distinguish between peer and their own correction and between peer and teacher correction. This may help students develop their own correction by being aware of their mistakes after correcting their peers' mistakes. Pair correction may also help students develop their writing by understanding that one idea can be expressed differently.

4.3. Analysis of the Results Obtained from Students' Interviews

An interview was used to collect more data that could not be collected from students' drafts and questionnaires. During the interview, subjects were asked individually about their attitudes, reactions to teacher feedback and their strategies to handle it. The interview contained eight (8) questions that targeted some issues related to the three research questions focusing on students' reactions towards teacher feedback, the difficulties they met when handling teacher feedback and their strategies to overcome these difficulties. These questions are:

1. Do you read teacher feedback on your first draft?
2. Do you find teacher feedback useful?
3. What are the problems you face using teacher feedback?
4. What are the strategies you use to solve these problems?
5. Do you think that your second draft is better than the first one? Why?
6. In case it happens, what is the reason(s)?
7. Do you need the teacher to teach you some strategies about how to deal with feedback?
8. What are the activities that should be part of this training?

When asked whether they read teacher feedback , all the subjects (6/6) said that they read teacher feedback on their first draft which represents 100% , except one students who said that she sometimes reads teacher feedback and she avoids reading it if the draft is full of red pen comments.

In addition, all subjects (100%) said that teacher feedback is useful and expressed a positive attitude towards it. However, one student said that teacher feedback is not useful when it is content-based and it is more useful when it is form-based. She went further saying that the student's ideas cannot be changed after receiving teacher feedback. From the questionnaire, it seems that subjects value both form and content-based feedback but they seem to correct more at the level of form than at the level of content. This may be justified by the nature of teacher feedback itself which is directed towards form rather than content. In addition, teacher feedback is guiding since it often appropriates students' mistakes by directly providing the right answer.

Concerning the problems they face when using teacher feedback, all subjects mentioned teacher handwriting as the main problem they face when using teacher feedback. Thus, teacher handwriting is the first problem students face when dealing with teacher feedback.

They said that teacher handwriting is not clear and they cannot understand its meaning i.e., what teacher wants them to do through the comments. The second problem mentioned by subjects is the ambiguity of the symbols used by the teacher. Two subjects said that they do not understand what the symbols mean. One student mentioned that she is poor at grammar and this is a problem for her because she cannot identify the type of her mistake and she does not know how to correct it. Another student mentioned that she prefers symbols because they are clearer than comments.

The problems posed by teacher feedback are described in figure 17 below:

a-Unclear handwriting   b-Ambiguous symbols

c-How to use feedback   d-Meaning of comments
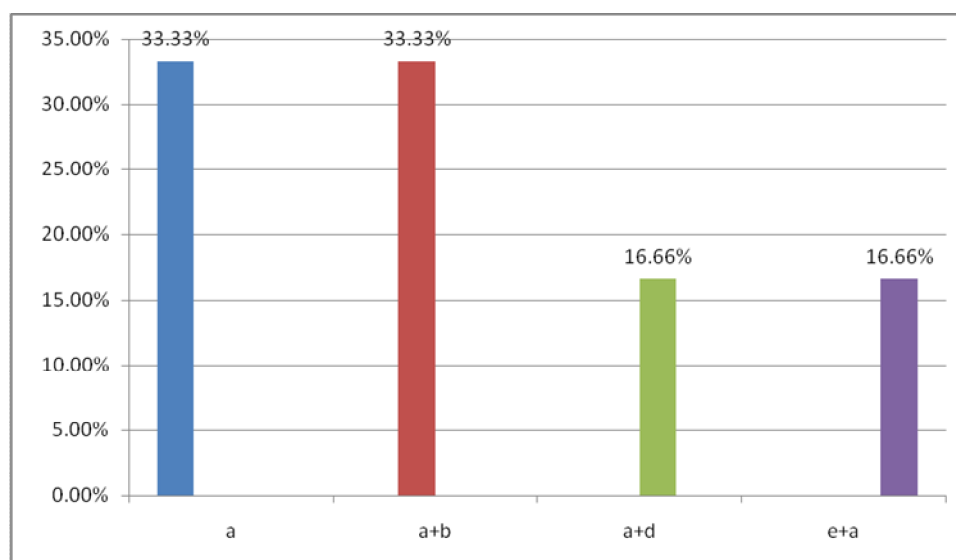
Figure17

Problems Posed by Teacher Written Feedback from Students' Interviews

In the interviews, the students said that they use a number of strategies to overcome the difficulties posed by teacher feedback. These strategies have been identified as follows:

1. Asking the teacher to explain how to correct a given mistake or clarify the meaning of feedback

2. Checking the dictionary in order to correct spelling and grammar mistakes.

3. Asking a peer for help especially if the teacher is not available (a large class) or the student feels shy to ask for teacher's help.

4. Reading teacher feedback again and again till students understand its meaning.

5. Avoid using a problematic verb, word or expression when writing the second draft and using a synonym instead. The student often makes other mistakes using a synonym and does not benefit from teacher feedback by correcting the same mistake.

6. Giving up reading, understanding and correcting altogether if they face a problem and not giving importance to revision as a whole.

Students' feedback-handling strategies: a-Asking the teacher   b-Using the dictionary c-Asking a peer/friend   d-Reading feedback   e-Giving up
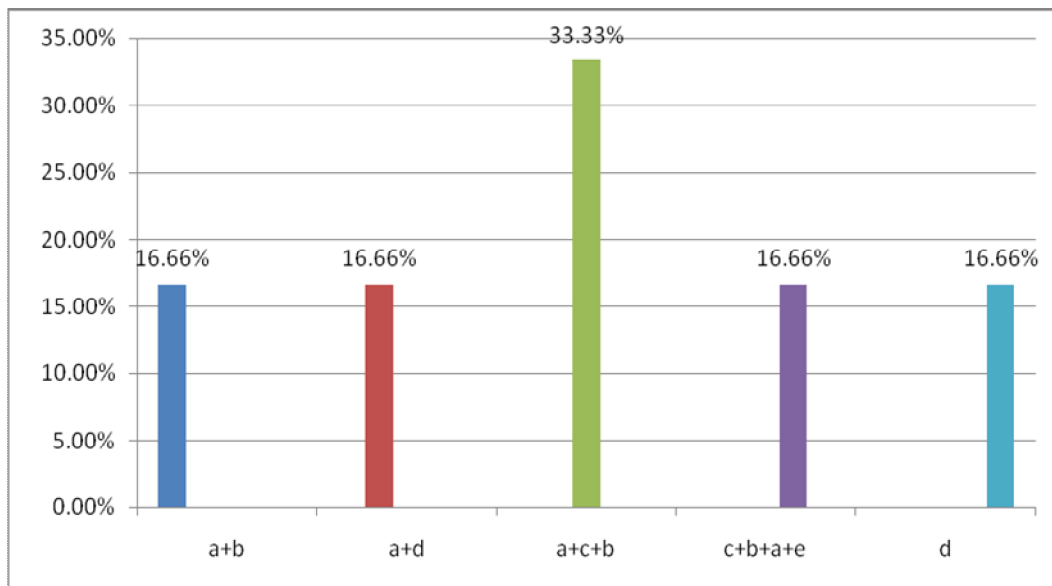
Figure18

Students' Feedback Handling Strategies According to their Interviews

One student said that she does not ask a peer since she thinks that this peer cannot help as he/she has nearly the same problems and the teacher is the right person to help since she is the source of feedback.

When asked to explain why the second draft is not better than the first one, two students said that the second draft is always better than the first one. One student explains this by teacher's correction (feedback). The remaining three subjects said that the second draft is sometimes not better than the first one and they gave the following reasons:

a- Students' strategies to deal with feedback are the main reason since they often do   not know how to use teacher feedback in order to write a better draft.(3/6)

b- Problems posed by teacher feedback (teacher's handwriting which is not clear and understood and the symbols' ambiguity). (2/6)

c- Repeating the same mistakes when writing the second draft especially grammar and spelling mistakes.(1/6)

d- Students' misunderstanding of feedback and lack of concentration.(1/6)

e- Poor English.(1/6)
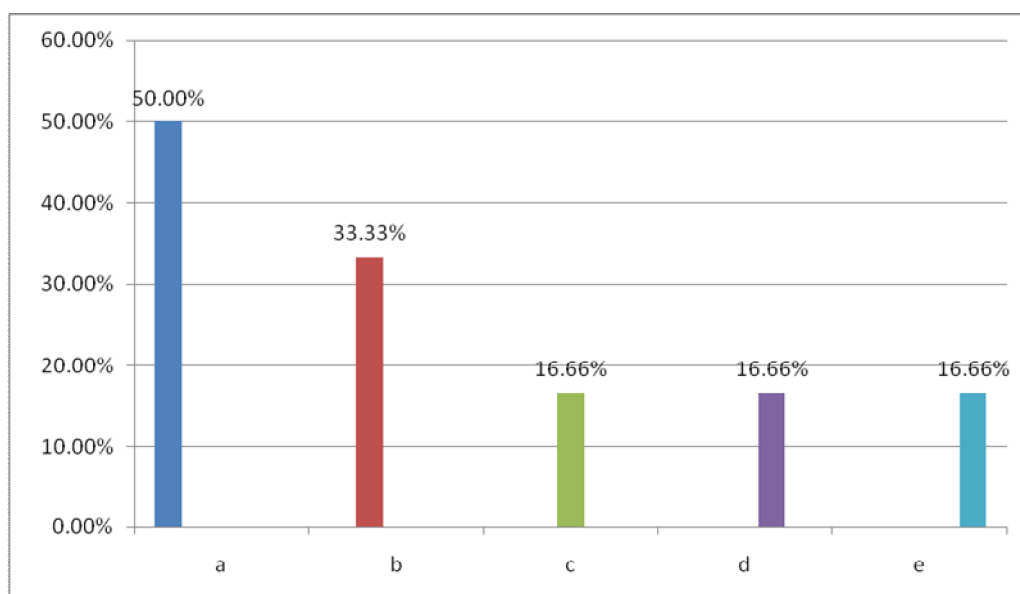
Figure19

Factors Responsible for Draft 2 Poor quality according to Students

Subjects were asked whether they want the teacher to teach them some strategies about how to deal with feedback. Half of them (3/6) 50% said that they need to be taught about how to use teacher feedback. They justify this need as follows:

1- It is necessary for the teacher to give illustrations about feedback.

2- It is a good way because the teacher explains to us the symbols and what they mean as well as the teacher's way (what he prefers in terms of style and what make s a good essay for her).

3- By asking the teacher some advice about writing and how to write in a good way.

One student said this training is not needed since the teacher writes correctly and simplifies the correction process for her. Another student said that she does not need this training since the teacher corrects all her mistakes and tells her the type of mistakes she makes (whether they are grammar or spelling mistakes).

4.4. Summary of Results

In this chapter, we tried to give a holistic picture of the results obtained by the present study by linking the results obtained by the three research tools at the same time.

First of all, the questionnaire showed that students have a positive attitude to TWF which pushed them to read it and try to take it into account when writing their second drafts. They also expected teacher feedback to correct all their grammatical and lexical mistakes.

In addition, interviews contained eight main questions which are similar to those asked in the questionnaire. The latter aimed at collecting data on students' attitudes on teacher feedback. In addition, students   raised issues related to TWF and the problems it posed in revision. Students mentioned the psychological effect teacher feedback has on them such as anxiety.

Finally, students' drafts revealed useful data on how students deal with teacher feedback when revising their drafts and the extent to which they took it into account writing the second draft of their essays.

Chapter Five
Discussion of the Findings

Introduction:

The present study is an attempt to identify how second year students react to teacher feedback on their writing, the extent to which they take it into account, the difficulties they face dealing with it and the strategies they use to overcome these difficulties. Three research tools were used in this study: participants' first and second drafts, questionnaires, and an interview to answer the research questions presented earlier. The discussion of the results is of considerable importance to the whole research since it allows a more general vision of the study. It allows the consideration of results as inter-related and representing one picture rather than isolated results of each research tool. So, in this chapter, the results are to be reconsidered in a more holistic way. As a result, the drafts, the questionnaires and the interview are re-examined in a more critical way thanks to the insights gained from triangulation.

5.1-Students' Reactions to Teacher Written Feedback

Students' reaction to TWF is a determining factor for its success. This is why research in this field witnessed a shift from focusing on teacher feedback provision practices to focusing more on students' attitude to TWF and the way they handle it when revising their drafts. In this section, we will consider students' reactions to TWF emphasizing on three main issues; students' attitude to TWF, their expectations of it and preferences of teacher feedback.

5.1.1. Students Positive Attitude to Teacher Written Feedback

Subjects had positive attitudes to TWF and read it on their drafts. This positive attitude may result out of the belief that TWF is useful in improving subjects' drafts, in particular, and writing ability in general. Unlike students' hostility to TWF mentioned in studies conducted with L1and L2 student writers by Ziv (1984), Dohrer (1991) and Leki (1990). In addition, Silver and Lee (2007) noticed that L1 and L2 students may ignore TWF because they consider the teacher as an evaluator rather than a reader.

They also show hostility to TWF since they see it as a threat for their text ownership (Silver and Lee, 2007: p). However, the subjects who participated in this study accepted TWF and considered it as an important source of input which helps them develop as writers.

The subjects' attitude in this study was positive. This attitude is similar to the one of their L2 counterparts mentioned by Hyland (1988). In this context, it was clear that students' attitude to TWF differs from one teaching setting to another. The latter is also influenced by different factors such as the nature of interaction between the teacher and the students in the writing classroom which affects the teacher's authority and influence on   students and, thus, their readiness to accept feedback (be it praise or criticism) from the teacher and the extent to which students' attend to TWF when revising and writing their further drafts. In addition, students' attitude to TWF may also be influenced by cultural factors. For example, in cultures where criticism is generally accepted in society, students tend to have a more positive attitude to TWF than in countries where praise is more common than criticism.

Students thought that TWF is useful to improve their writing which led them to try to attend to it when writing the second draft of their essay. However, subjects varied in the extent to which they took TWF into account and succeeded to use it to improve the second draft. As a result, unlike the taxonomy presented by Radecki & Swales (1988) which classified students into receptors, semi-receptors and resisters, the subjects of this study can be classified into two main categories: receptors and semi-receptors. In addition, within the category of receptors, we can find a subject who is a receptor of form-related TWF and a resistor of content-related TWF.

As a result, it is not always easy to put subjects into fixed categories since their reactions varied depending on the type of TWF provided, the provision techniques used by the teacher, their understanding of TWF and their ability to successfully revise their drafts using TWF. The latter depends on subjects' language proficiency which includes linguistics aspects such as grammar, vocabulary and mechanics as well as

cognitive aspects related to their understanding and problem- solving strategies since TWF is challenging at both the linguistic and the cognitive levels.

The subjects' positive attitude affected directly the way they handled TWF when revising. Thus, when asked how often they read TWF on their drafts, the majority of subjects said that they always read it except one student who read it sometimes.

Students' attitude to TWF is also affected by the extent to which the latter meets their expectations. So, in case TWF meets students' expectations, they may feel more willing to take it into account when revising.

5.1.2. Students' Expectations of Teacher Written Feedback

Research showed that students have diverging expectations for TWF. Students' different expectations are a challenge for the writing teacher who has to provide feedback which is as rich and flexible as possible to meet the majority of students' expectations.

The subjects, who participated in this study, differed in terms of their expectations of TWF. 3/6 (50%) of them expected TWF to correct all their grammatical and lexical errors and improve their essay organization. This means that TWF was more considered by them as a source of grammatical and lexical correction and essay organization than a source of new ideas.

In addition, they expected different things from TWF at the same time. Some subjects wanted all their mistakes to be located, identified and corrected but one student only expressed her preference of indirect feedback and wanted more autonomy from the teacher and more involvement and efforts on her part.

These expectations can explain why students preferred form-related feedback more than content-related one. Students' expectations raise the issue of whether students have the opportunity to express their expectations to the teacher, whether the

teacher is aware of these expectations and the effect of this awareness on the nature and quality of TWF and students' reactions to it and the extent to which they take it into account when revising their further drafts.

5.1.3. Students' Preferences of Teacher Written Feedback

The subjects had a positive attitude to TWF. However, they differed in their preferences of TWF. While all subjects said that both form and content-related feedback are important, one student said that comments on ideas are not useful since she cannot change her ideas after receiving this kind of TWF. So, for her, form-related TWF is more useful than content-related TWF.

In settings were the Process approach to writing is implemented, Radecki and Swales (1988) found that students show a preference to content-related feedback on first drafts and form-related feedback on further drafts:

> In contexts where they are asked to write multiple drafts, however,
> students claim to prefer comments on ideas and organization in
> earlier drafts and on grammar in later drafts, perhaps influenced by
> process-oriented feedback practices. (Radecki and Swales, 1988
> cited in Hyland, 2003:197)

Unlike the results presented by Radecki and Swales (1988), Subjects did not show a preference for one type of feedback as far as the number of drafts is concerned. They said that they value both form and content-oriented feedback on both first and second drafts . (See Students' Questionnaire, appendix1:Q8)

The subjects seem to have a close vision to their teacher's one. This similarity was clear through the questionnaires' answers of both of them. As a result, students paid attention to TWF and tried to use it when revising their drafts.

The subjects reacted differently to different types of TWF. In other words, they did not deal with the different types of TWF in the same way. For example, all

subjects tended to correct when TWF was explicit and presented in terms of error location and appropriation. In other words, there was a kind of passivity on the part of students who did no effort except copying the correct answer provided by the teacher. Conversely, when TWF was implicit and indirect, subjects found difficulties locating, identifying the type of mistake and correcting it. In this case, they often gave up leaving the mistakes uncorrected.

The subjects said that they value both form and content-related TWF but they took form-related TWF into account more than content-related feedback when revising because it was easy for them to correct a grammatical mistake than to paraphrase an expression or to re-organize a paragraph.

To give a more precise account of how subjects dealt with TWF, we took two aspects of TWF into account: the issues covered by TWF and the techniques used to present it.

The issues covered by TWF i.e. form and content-related aspects of TWF to see whether subjects corrected at the level of form or content, whether there was a balance between those two aspects or subjects gave priority to one aspect rather than the other one. Thus, TWF was organized into categories (grammar, vocabulary, mechanics, ideas and organization) as well as the different feedback provision techniques, and then students' reactions to each of these categories were described and discussed. To do so, the subjects' first drafts were analyzed and the number of mistakes on the different essay writing aspects was counted. Then, both first and second drafts were compared to see how many mistakes were corrected and which aspects of TWF were taken more into account according to the corrections subjects made. The results of this analysis are shown in the table below.

Table 6

Comparison of Students' correction in first and second drafts

Aspects of TWF	S1		S2		S3		S4		S5		S6	
	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2
Grammar	06	00	23	07	09	01	05	02	12	02-	03	02
Vocabulary	04	02	01	00	03	01	03	02	02	01-	02	02
Spelling	03	01	07	02	13	1-	05	01	01	00	13	07-
Mechanics	00	00	01	00	00	00	00	00	03	00-	00	00
Content	00	00	02	00-	03	00	01	01	00	00	02	00-
Organization	00	00	00	00	00	00	00	00	00	00	00	00

(- means deletions: students did not correct all mistakes but deleted some of them very often).

The table above shows that, in general, participants attempted to correct their mistakes after receiving teacher feedback. These attempts were more present at the level of form rather than content. This may be interpreted by the fact that students often found correcting grammatical and spelling mistakes easier than re-writing a whole paragraph or reorganizing their essay. This ease was also affected by nature of teacher feedback. In the present study, teacher feedback was guiding students as it indicated how the mistake could be corrected. The teacher often used "appropriation" i. e, providing the student with the right answer or correcting the mistakes directly. Thus, it was easy for the subjects to correct these mistakes when writing the second draft.

In fact, teacher feedback varied from underlying the mistakes, appropriation, comments in the margin to end comments. The teacher also used symbols such as (gra , spel , w. o., tense…etc).

Because these symbols were used right from the beginning of the writing course, some students got familiar with most of them and understand their meaning. However, students, very often, did not correct some mistakes in spite of teacher

appropriation. From the table above, it is clear that students omitted the problematic text or paraphrase it instead of correcting their mistakes keeping the original text. Omissions are mentioned in the above table using the symbol (-: e.g.:02-)

Subjects' reactions to TWF were influenced by different factors such as the nature of feedback, its clarity and the way it is presented and whether subjects understand it or not. These factors were related to TWF itself. There were other factors related to student writers themselves such as the importance they give to revision, their preferences and expectations of TWF and if they were met or not, their willingness to write the second draft, their language proficiency in general and their proficiency in some language skills related to writing such as grammar and vocabulary.

5.2-Problems Posed by Teacher Written Feedback

Teacher feedback posed a number of problems to student writers which affected the way they deal with feedback and the extent to which they attended to it when revising their drafts. These problems were classified into three (3) categories; problems related to the effect of teacher feedback on students, problems related to decoding and understanding TWF and problems related to using TWF to revise the second draft.

5.2.1. Problems Related to the Impact of TWF on Students

The impression students have when reading teacher feedback for the first time may determine whether they will go further decoding and using feedback to revise their drafts or decide to give up and ignore feedback right from the beginning. Three main problems were posed as far as TWF effect on students is concerned; problems related to students' anxiety, threatening students' sense of text ownership and students' resistance of content-related feedback as a reaction to the previous problems.
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First of all, one student mentioned the psychological effect of teacher feedback saying that she sometimes avoided reading teacher feedback because seeing a paper full of red pen corrections made her feel anxious. This anxiety hindered students' revision when seeing their drafts full of mistakes which discouraged them and made of

revision a painful task for them. Consequently, the psychological effects of TWF affected the way students responded to and dealt with teacher feedback. In case of anxiety, students avoided reading TWF which is the first stage of feedback processing. Thus, feedback processing was blocked right from the beginning which did not allow students to benefit from it and use it in improving their second drafts.

In addition, one subject showed a clear resistance to TWF on ideas justifying her attitude saying that she could not change her ideas even if the teacher asked so. This subject mentioned that her sense of text ownership was threatened by TWF. In other words, the text is her own product not the teacher's one and she felt that teacher's comments took away her ideas. Furthermore, another subject showed resistance to TWF but this time her resistance was justified by another reason. She felt that teacher feedback was sometimes too guiding that she felt that the teacher had done all the revision for her and that she had to re-write teacher's suggestions and corrections only. Thus, this affected her ownership of the text. In addition, this made the revision process boring and less challenging. Hyland and Hyland (2006) commented:

> A final key issue of students' responses to teacher feedback is that of 'text appropriation', or the idea that ownership of writing can be 'stolen' from a writer by the teacher's comments. L1 writing researchers have suggested that writers might follow directive comments too closely and lose the opportunity to develop as writers by merely rewriting their texts to reflect their teachers' preoccupations. (Hyland and Hyland, 2006: 88)

Some students managed to decode teacher feedback but could not use feedback to correct their drafts. This is mainly due, according to them, to their limited repertoire of feedback handling strategies and its ineffectiveness. This result is similar to Kroll's comment which says that even if students manage to decipher TWF, they often do not know what to do with it. (Kroll, 1990)

Because of the problems mentioned earlier, some students preferred to take the easiest way which is to ignore TWF altogether and thus end feedback processing. However, students who did not face this kind of problems would face another kind of problems related to understanding feedback which is another important factor in students' feedback processing.

5.2.2. Problems Related to Understanding Teacher Written Feedback as a Code

Knowing that students' attitudes towards TWF was not an obstacle which pushed students to reject TWF, we move to investigate the other possible problems students faced dealing with TWF and which resulted in poor second drafts or second drafts with little improvement.

Subjects were given a number of problems in the questionnaire (QN.10) and they had to choose more than one answer. In addition, they were asked about the problems they faced dealing with TWF during the interview to give them the opportunity to express themselves freely and to mention some other problems not mentioned in the questionnaire.

Teacher feedback was often problematic to students who struggled to decode its meaning. This difficulty was more serious with teacher comments because most of students did not understand teacher handwriting.

First of all, students found difficulties also identifying the type of mistakes when they were located by being underlined or circled by the teacher. So, locating mistakes for students did not always help them identifying and thus correcting the mistakes especially if the student had difficulties with grammar. Location of mistakes often worked with students who were good at grammar and who easily identified the type of mistake and corrected it successfully. However, students who were poor at grammar ignored the underlined mistakes most of the time.

In addition, students did not understand the meaning of comments and questions and what they were supposed to do with them, most of the time. Because comments and questions were more related to essay content, students found it difficult

to respond to them and avoided them very often.

Furthermore, when the mistake was underlined and the correct answer was provided by the teacher, students just copied the correct answer on the second draft. In this context, it was clear that students reacted with certain passivity towards direct feedback and the only thing they did was to copy the correct answer. However, indirect feedback was more challenging to them since they were required to do a number of tasks in order to correct the mistakes such as locating the mistake, identifying its type and correcting it appropriately.

Finally, students found difficulties understanding the meaning of symbols used by the teacher. In case they understood their meaning, they often did not know what are the changes required by these symbols. It is important to mention that the teacher did not use a list to clarify the meaning of the symbols used but they were explained each time students asked for clarifications. This means that students might get familiar with symbols during the year as was the case for some students (2/6) who said that symbols did not pose any problems for them. However, students who did not ask the teacher for clarifications because they felt shy or did not have the chance to do so because of the big number of students in the classroom faced problems with symbols. Subjects mentioned the same problems during the interview.

We can say that the majority of students tended to copy the correct answers given by the teacher. In fact, they were passive recipients of TWF and made little efforts identifying and correcting mistakes which were located only and not corrected by the teacher.

5.2.3. Problems Related to Responding and Using Teacher Written Feedback
Once they deciphered the meaning of TWF, students faced another problem which was how to use this feedback and what were the necessary changes they had to do in order to improve the second draft. This problem was not directly related to TWF but to their strategies handling it. This problem was mentioned by Hyland (2003:56). This is also related to students' revision strategies which seemed to be very limited. Students still

believe that writing, in general, is a one-shot task and that revision is a waste of time. This belief is reflected on students' drafts which are not well revised even after teacher feedback is provided. In addition, students made new mistakes when writing the second draft. The latter were not made on the first draft.

Furthermore, students had limited feedback- handling strategies. They, most of the time, asked for the teacher's help thinking that the teacher knows better than a peer and she is the right person to help them. They also thought that because the teacher is the source of feedback, she is supposed to know what is meant by feedback and the changes that should take place to improve students' first drafts.

To solve these problems, students used some feedback handling strategies. The latter are discussed in the following section.

5.3- Students' Feedback- Handling Strategies

Students' feedback-handling strategies are considered in this study as part of their learning strategies. In addition, handling feedback is a problem-solving activity where students use a number of strategies to solve the problems posed by teacher feedback. The way students handle teacher feedback and the extent to which they successfully do this is another factor in the success of the process of feedback provision as a whole.

Students' feedback-handling strategies can be classified into three categories: meta-cognitive, cognitive and socio-affective strategies.

5.3.1. Meta-Cognitive Feedback Handling Strategies

Students did not mention this type of feedback strategies neither in the questionnaires nor in the interviews. However, we can assume that some meta-cognitive strategies were used by students but the latter were not aware of them.

For example, students could keep a mental note while reading teacher feedback. In addition, students did not correct all the mistakes they made on the first draft. This means that students were selective in their revision and decided on which mistakes to correct and which to ignore.

In addition, selecting the mistakes to be corrected and the ones to be ignored may depend on students' previous knowledge. In other words, students corrected their mistakes when they knew the correct answers, which means that they relied on their previous knowledge to handle teacher feedback.

Another type of strategies students used to handle teacher feedback was cognitive strategies. The latter were expressed clearly by the subjects unlike meta-cognitive strategies.

5.3.2. Cognitive Feedback Handling Strategies

Students used a number of cognitive strategies when dealing with teacher feedback. First of all, students used a grammar book to correct grammatical mistakes and the dictionary to check the spelling of some words written by the teacher. The use of dictionaries and books was helpful when TWF posed problems related to grammar or spelling but not when these problems were related to content (ideas) and organization.

Sometimes, the subjects read TWF several times till they decoded its meaning. One subject said that she replaced the wrong word or verb by a synonym instead of correcting it. But, she often made mistakes using this synonym.

When students could not solve the problems posed by teacher feedback using the cognitive, they used socio-affective strategies.

5.3.3. Socio-Affective Feedback Handling Strategies

First of all, students asked the teacher for clarifications and help. This strategy was the most frequently used by all subjects who said that the teacher is the first person who can help them since she is the one who gives feedback on their drafts. When subjects could not ask for teacher's help because they felt shy or the teacher was not available, they asked the help of a peer.

However, they preferred teacher's help than a peer's help saying that they generally have the same problems as their peers who can give a reader's response only and rarely suggest relevant changes to improve the second draft.

When the subjects could not solve the problems posed by TWF in the classroom, they asked the help of a friend outside the classroom but this was not frequent. Because of large classes, students sometimes could not ask for teacher help when facing problems understanding feedback. In this case, they often gave up correcting the mistakes and completely ignored them because they did not know how to correct them.

We noticed that three main strategies were commonly used by students. The latter were: asking for teacher help, asking for peer help or check the dictionary. From this result, we can say that students' socio-affective feedback handling strategies were more frequently used than meta-cognitive or cognitive strategies.

It is important to mention that the subjects' repertoire of feedback handling strategies was not limited generally, compared to other studies such as the one conducted by Zamel (1985) who mentioned seven different strategies used by her participants. However, if we look at look at these strategies at the individual level, we find that the majority of subjects relied on a limited number of strategies only.

In general, students did not write much and this lack of practice affected negatively their development as writers and, thus, their feedback handling strategies and their revision ability as a whole. This means that if students ignored some aspects of TWF which happened frequently, this was because they faced problems understanding and using TWF not because they did not read it altogether.

Students often gave up after trying all the latter strategies or even after just reading TWF and find it unclear. Here, students differed in when to give up. Some gave up directly after finding difficulties reading TWF; others tried other strategies before deciding to give up. Students tended also to omit the problematic passage (a word, a sentence, or an expression) instead of correcting it. In this case, teacher feedback was not used.

The way students handled TWF reflected the way the perceived revision when writing. Subjects seemed to adopt a product approach to revision which resulted in surface editing without change at the level of content. Hence, the changes they did when revising were mainly surface changes. Faigley and Witte's (1981) distinguished between two types of revision changes:

> …surface changes that do not affect the meaning of the text and text-based changes that do affect the meaning of the text. Surface changes include spelling, punctuation, and grammar, as well as meaning-preserving changes such as addition, deletion, substitution, and reordering. Text-based changes include macrostructure changes that alter the gist or overall meaning of the text and microstructure changes that modify the meaning of the text but not its overall meaning or gist. (Faigley and Witte's (1981) cited in Barkaoui, 2007:81)

In sum, we have classified students' feedback handling strategies into three main categories adapted from the taxonomy presented by O'Malley et al. (1985) for second language learning strategies.

This adaptation is justified by the fact that students' feedback handling strategies are considered in this study as part of their learning strategies. These strategies are summarized in the table below:

Table 7

Taxonomy of Students' Feedback Handling Strategies

Students' Feedback Handling Strategies	Effective/ Successful Strategies	Meta-cognitive Strategies	-Making a mental note(subconsciously) -Relating feedback to previous knowledge about language use(subconsciously) -Deciding on the mistakes to correct and those to ignore
		Cognitive Strategies	-Reading feedback several times -Using a dictionary/ Grammar book -Replacing the wrong word/verb by a synonym
		Socio-affective Strategies	-Asking for the teacher's help -Asking for a peer/friend's help
	Less Effective/ Successful Strategies	**-**Deleting the problematic text -Ignoring feedback altogether	

Adapted from O'Malley et al. 1985, cited in O'Malley and Chamot, 1990:46)

5.4. Limitations of the study

In order to increase the validity of the obtained results, we have used triangulation in the present study i.e., the use of three research tools for data collection. As far as the population sample is concerned, the number of drafts we could gather had to be reduced from 14 to 06 since only 06 students could participate regularly in the study. Some students wrote one draft only this is why we could not keep them in the sample because the study required students to write two drafts which made it impossible to see how they deal with teacher feedback and how they use it when writing the second draft of their essay. Thus, these students were discarded from the sample. Besides, some students felt reluctant writing the second draft. Others did not come to writing classes regularly so their first drafts were discarded too.

In addition, some students did not answer some items on the questionnaire. As a result, these questionnaires were not taken into account. These sampling problems make the study sample small which makes generalization difficult since all the participants belong to one group and the feedback provided by one teacher only.

Furthermore, it has not been possible to collect drafts from students taught by different teachers to see how they reacted because many teachers were not teaching argumentation when the study started. Some teachers started teaching this genre before others.

5.5. Implications of the Study

From this study, we noticed that feedback provision is a complex process which is used both to evaluate students' writing performance and to guide and instruct students in order to help them improve as writers. Here, it is crucial to strike a balance between the summative and formative functions of TWF. Student writers need to know about their weaknesses as writers but they also need to know how to work on these weaknesses and be encouraged to practice more as a way to discover new ways for improvement. Leki et al. (2008) mentioned this idea as a key message from L2 research on TWF:

> Nonetheless, a key message arising from this research is that, for L2 teachers to realize the pedagogical value of formative assessment, they often need to separate their (a) assessor roles of evaluating students' texts critically from (b) their instructional roles of responding meaningfully to the ideas and content that students are attempting to convey in their written drafts. (Leki et al., 2008: 84)

Providing students with a variety of feedback sources (classroom discussion, peer feedback, conferences, e-feedback which is immediate through emails…etc). This can make feedback provision more flexible and motivate students to revise and practice their writing skill by writing different drafts on the same topic. This can also make feedback less authoritative and engage students more in revision giving students the freedom to choose the source of feedback they prefer most. For example, peer feedback was recommended by Keh (1990) as a useful pedagogical activity for its benefits for student writers. He summarized the latter as follows:

There are several advantages given for using peer feedback…. It is said to save teachers' time on certain tasks, freeing them for more helpful instruction. Feedback is considered to be more at the learner's own level of development. Learners can gain a greater sense of audience with several readers (i.e., readers other than the teacher). The reader learns more about writing through critically reading others' papers. (Keh, 1990 cited in Kamimura, 2006: 13)

Without knowing what are students' writing problems, their expectations of TWF, and their attitudes towards it, TWF is a useless activity. Thus, adopting a flexible TWF provision process based on students' problems and needs is necessary if we want students to get involve and benefit the most from it in improving their writing.

Because TWF provision is often a teacher-centered process, students are passive recipients of feedback who are supposed to process feedback without taking part in its provision. This situation encourages students' passivity towards TWF and has a negative effect on their motivation to attend to feedback when revising. To remedy for this situation, research suggested involving students more in the process of TWF provision. This involvement may have a positive impact on students' motivation and willingness to take TWF into account when revising their drafts. Peterson and Mc Clay (2010) commented:

Teachers, peers and the student writers, themselves, should be involved in assessing the writing. Students should not only be given the assessment criteria and gain a clear understanding of the expectations, they should also have an opportunity to participate in determining the assessment criteria
(Peterson and Mc Clay, 2010: 88-89)

Feedback provision seems to be a one-way process (from the teacher to the students) which implies a relationship of authority between the teacher and the students rather than a relationship of cooperation. Thus, giving students the opportunity to provide feedback on TWF in their turn is needed.

This may help the teacher discover what works the best with his/her feedback and what are the problems students have dealing with it. Having this kind of feedback from students can enable the teacher to take decisions and solve problems immediately which fosters communication between the teacher and the students which is important for the success of TWF provision. According to Peterson and McClay (2010) this communication is important since it enables the teacher to clarify feedback purposes, assumptions and expectations and how can the text best be revised and improved. (Peterson and McClay, op. cit.)

Students often find difficulties understanding the meaning of symbols the teacher uses when providing feedback on their writing. So, it is helpful to use a list of symbols with an explanation of their meaning to familiarize students with TWF as a code. This list is often called a check-list or a rubric which helps students internalize TWF and revise more effectively as it reminds them to consider the different aspects of their writing when correcting their mistakes.

Feedback is an important source of input especially in the process approach to writing where revision is considered not only as a stage within the writing process but as a parallel process which is present throughout the different stages of writing. Barkaoui (2007) Clarifies:

> Revising is an ongoing, recursive, problem-solving process. Good writers seem to revise at all stages of the writing process as they generate, evaluate ,reformulate, and refine their writing goals, ideas, plans, and texts in their attempt to discover and approximate intended meanings. (Barkaoui, 2007: 81)

As a result, encouraging students to pay more attention to revision and deal with writing as a recursive process is needed especially when knowing that some students still think of writing as a product while the teacher insists on writing as a process. In this context, the teacher faces another challenge which is that of changing students' wrong beliefs about writing, in general, and revision, in particular, which is often considered as a work of futility, a waste of time or a punishment.

Form cannot be dissociated from content in writing and the reader may not appreciate a text plenty of mistakes even if this text is full of good ideas. Thus, convincing students to strike a balance between form and content-oriented feedback in revision is important. Once students are aware of this balance, revision may become more effective and result in text improvement rather than being a simple process of editing which focuses on form and ignores ideas and organization.

Students should be trained on how to read and process TWF. This training can include some activities such as identifying errors and doing the necessary changes. These activities can be done individually as self-correction or in pairs as peer correction. Once students finish these activities, the teacher can give final feedback to students to improve their self and peer- correction. Self-correction is an important activity which fosters students' sense of audience, critical thinking and autonomy by encouraging students' self-regulation. In this context, formative feedback is given priority over summative feedback.

Nicol and Macfarlane-Dick (2006) argued:

> … formative feedback should be directed toward self-regulation
> (students' abilities to monitor their learning, to set goals and plan
> strategies to achieve those goals, to manage resources, and to exert
> the needed effort to achieve the goals), believing that learning in
> higher education would be enhanced through a greater emphasis on
> students' regulation and control of their learning. (Nicol and
> Macfarlane, 2006 cited in Peterson and Mc Clay, 2010:88-89)

Because teachers differ in terms of their priorities for aspects of feedback and the type of mistakes that should be corrected, students cannot use their feedback handling strategies learnt in writing in other modules. Thus, students cannot develop their feedback handling strategies by reacting to different kinds of feedback provided by different teachers. As a result, standardizing TWF may help students better internalize feedback and develop effective strategies to handle it especially in content-modules where students are required to write extensive essays on different topics.

This process of standardization can always give teachers the freedom to adapt the common TWF provision techniques to the nature of their module, its aims and students' needs and reactions to the provided teacher feedback.

We suppose that the previous suggestions can help teachers of writing improve the quality of their feedback as well as its effectiveness if they are adequately implemented. However, the implication of these suggestions depends on students' needs and problems in writing which may differ from one writing classroom to another.

5.6. Suggestions for Further Research

Understanding the process of feedback provision is difficult relying on the findings of one or few studies only. This difficulty is due to the complexity of feedback provision as a process where different factors interact at the same time such as the teacher's assumptions about writing and purposes of feedback, students writing ability and revision strategies as well as the classroom atmosphere shaped by teacher- students' interaction to mention but few.

This study has brought some insights on this topic, but because it is a case study, the results do not allow any generalization. For this reason, there is a persisting need to further investigate the process of feedback provision from different perspectives as a way to gain more precise insights that can allow us to have a clearer picture of how feedback provision functions in the writing classroom in order to improve feedback

practices and help students benefit   most from them and develop as writers. Consequently, this section aims at presenting the main issues raised while conducting this study. The latter were out of the scope of this study but deserve to be deeply investigated by further research.

First of all, teacher feedback is processed during the revision process. So, it is important to investigate students' assumptions about revision and its position compared to drafting and composing, the way students handle revision, what are their priorities in revision (content or form) and to relate all this to students' feedback handling strategies. Our   understanding of students' feedback handling strategies remains limited without relating it to their revision strategies.

In addition, it is crucial to study students' revision strategies after receiving feedback on different drafts and on different topics. This can help in discovering change and stability as far as their feedback handling strategies are concerned and to see whether the problems they meet dealing with TWF are related to feedback itself or to their writing ability, in general, and written task difficulty, in particular or not.

Furthermore, students' assumptions about revision have a direct influence on the way they handle teacher feedback. If students believe that revision is a waste of time or a punishment they often ignore teacher written feedback on their drafts or do a kind of surface editing at best. In this case, feedback provision is interrupted by students' resistance to feedback out of the belief that it does not help them improve their writing.

The effect of the nature of feedback on their feedback handling strategies is also an important issue that needs to be investigated. It is still unclear whether receiving positive feedback (praise) will motivate students to do more efforts when revising and attend more to teacher feedback than when receiving negative feedback (criticism).

Classroom interaction is part of the context in which feedback provision takes place. Thus, the way students handle teacher feedback is also affected by their interaction with the teacher during the course and all kinds of negotiations that take place before and after feedback is provided. Here, we can investigate whether students who are more integrated in this interaction will take teacher feedback into account and correct their mistakes successfully or not.

From the present study, it was clear that the teacher has a model of argumentative essay which is the basis for her feedback provision process. The question that can be asked is whether students are aware of this model and accept it as a model that can be applied when they write and handle teacher feedback when revising.

We noticed that teacher feedback is one- way process from the teacher to the student. It is a vertical process that implies a certain teacher authority. Students feel this authority and resist teacher feedback especially when they feel that the teacher is trying to impose this vision and ideas using this authority. The issue that is raised here is how students would react if this authority is decreased. In other words, how students would handle teacher feedback when they are integrated in the process of feedback provision? Are they going to up-take it more? How this integration affects the way they deal with teacher feedback and the extent to which this will push them to take this feedback into account when revising and the effect of this on the quality of their final draft.

These issues can be further investigated in order to better understand the complex process of feedback provision which is affected by different factors; factors related to feedback itself (the assumptions and goals behind it, the way it is presented, its nature…etc.) and factors related to students such as their beliefs about the utility of teacher feedback, their writing ability and their revision strategies as well as factors related to the classroom environment and teacher-students interaction which shapes teacher vision about students' writing problems and thus the way these problems can

be addressed through teacher feedback and students' assumptions and attitudes about teacher feedback which affects the way the handle this feedback.

Once these issues are adequately investigated, we will have a clear picture about TWF provision and students' reactions to teacher's feedback and the strategies they use to handle it .This will help us improve feedback practices and increase its effectiveness and help students benefit the most from it as a source of input that can help them to improve as writers.

General Conclusion

Feedback provision is a crucial activity for teachers of writing for its positive effects on students' writing. However, these positive effects are not noticed on students' writing except on few of them only. The present study was conducted as a way to investigate why students do not attend to teacher feedback. Because feedback provision is a complex process, we limited the scope of this study to investigate how students perceive teacher written feedback by focusing on students' reactions to teacher feedback, the problems they face dealing with it and the strategies they use to solve these problems.

To answer the research questions, we used three research tools to collect the necessary data; students' drafts (first and second drafts), questionnaire for both subjects and their teacher of writing and an interview.

First of all, students' drafts were collected after being corrected by the teacher. These drafts were analyzed to find out the type of feedback provided and the different feedback techniques used to provide it as well as how students reacted to feedback and the extent to which they take it into account when writing the second draft. Then, a questionnaire was administered to subjects as a way to collect further information not revealed by the drafts. The questionnaire contained a mixture of closed and open-ended questions in order to guide students and give them an opportunity to express themselves and give more details.

Another questionnaire was administered to the participants' teacher of writing where nearly the same questions were asked to see whether students share the same vision of feedback with their teacher or not and how can this affect the way they deal with feedback when writing the second draft of their essays.

The results obtained from this study showed that students have positive attitude to TWF which they value as a source of input which helps them discover their weaknesses and consolidate their achievements. The study also revealed that subjects

have different expectations of teacher feedback which were met, most of the time, by teacher feedback. Students also said that they value both form and content- oriented feedback but they tend to take form-oriented feedback more into account when revising because they find correction at the level of form easier than that at the level of content   and because teacher feedback itself was oriented to form more than content.

The teacher justified this by the fact that students make more mistakes at the level of form. As a result, feedback should be adapted to address these problems and correct these mistakes. So, form is the dominant aspect in teacher feedback. This is a way to address students' problems and difficulties which are more persisting at the surface level (form) rather than at the content level.

Furthermore, students face a number of problems when dealing with teacher feedback. These problems can be classified into three main categories: problems related to the impact of teacher feedback on students such as anxiety seeing a draft full of red pen ink and the feeling that teacher feedback is taking away the student's text which result in students' avoidance of teacher feedback or resistance of content-oriented feedback.

However, these problems are not common and they were mentioned by two students only. The second type of problems has to do with decoding and understanding teacher feedback which is often problematic because of the teacher's illegible handwriting and comments, the use ambiguous symbols. Finally, students face problems related to how to use teacher feedback and this is mainly related to their feedback handling strategies which are limited or ineffective.

Facing these problems, students used a number of strategies which are: asking the teacher for help, asking a peer, checking the dictionary, reading feedback till they understand its meaning, delete the problematic text or ignore feedback altogether.

In general, we can say that students value TWF and try to take it into account when writing the second drafts of their essays but they often struggle to understand teacher feedback and use a number of strategies to solve the problems posed by it. Some strategies students use are ineffective since they do not result in writing a better draft such as peer feedback and using a dictionary. Thus, students need to be trained how to use TWF effectively when writing their further drafts.

In addition, students should get more involved in the process of feedback provision by encouraging them to give feedback to each other by adopting peer feedback as another source of feedback where they can better understand the aims behind feedback and develop new strategies to deal with it. Using peer feedback as another source of feedback should be in a systematic way and students should be prepared and trained so that peer feedback can be beneficial and effective.

Because the teacher seems to be the main actor in the process feedback provision, students are often considered as passive recipients of teacher feedback. To foster more autonomy in students and give them the opportunity to take more responsibility for their learning and writing development, self-correction should be encouraged which helps students develop their sense of audience by playing the role of the reader themselves and reading their own texts critically which may help them reinforce their self-confidence as writers and discover how writing works by identifying and correcting their own mistakes by themselves.

To conclude, we can say they that students' positive attitude to teacher written feedback is an important factor that can encourage teachers of writing to engage students more in the process of feedback provision by training them to develop a rich repertoire of feedback handling strategies and use it effectively to understand and use teacher feedback as well as other sources of feedback such as peer feedback. Once students are adequately trained to handle feedback be it from the teacher or a peer, feedback provision might be a more interesting and rewarding experience for both teachers and students.

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Appendix 1

Questionnaire to Students

This questionnaire is meant to gather data necessary for the present study about teacher feedback and learners' response. Please answer the following questions as clearly as possible.

1. Below are some aspects of essay writing. Please order them according to their importance, circling one number from 1to 4.(1 stands for very important ,2stands for important,3stands for of little importance ,4stands for not important)

-organization	1	2	3	4
-ideas (content)	1	2	3	4
-vocabulary	1	2	3	4
-grammar	1	2	3	4
-mechanics (spelling and punctuation)	1	2	3	4

2.How would you define an argumentative essay?

……………………………………………………………………………………………

……………………………………………………………………………

3.Do you think it is difficult to write an argumentative text?

   Yes☐   ☐No

4.If yes, why? Give two reasons.

……………………………………………………………………………………………

……………………………………………………………………………

5.How often do you read the teacher's feedback(i.e., remarks, comments, corrections, etc.)? Circle the right answer.

a- Always   b- Often   c- Sometimes   d- Never

6.When you read the teacher's feedback, on what aspects do you focus more? Circle the right answer.

   a-form   b- content   c-both

7.What aspect of feedback do you find more helpful? Circle the right answer.

   a- form –related feedback   b- content –related feedback   c-both

8.What do you expect from your teacher's feedback? You may circle more than one answer.

   a-to correct all my grammatical and lexical mistakes

   b-to suggest new ideas

   c-to improve the organization of my essay

   d-other.Specify ……………………………………………………………

9.Does teacher feedback meet your expectation(s)?

Yes ☐   ☐No

10.Do you find difficulties understanding teacher feedback ?

Yes ☐   ☐ No

11.If yes, could you cite at least 3 difficulties:

1……………………………………………………………………………………………………

……………………………………………………………………………………………………..

2……………………………………………………………………………………………………

………………………………………………………………………………………………….

3…………………………………………………………………………………………………

………………………………………………………………………………………………….

 12.What do you do when you do not understand feedback? Circle the right answer: a-I ask

the teacher   b-I ask a peer   c -I check the dictionary

 c-other. Specify…………………………………………………………………………………

13.What will you do if the teacher suggests to you to omit or change a given idea?

a-I will take the teacher's suggestion into account

b-I will refuse to give up the idea

c- I will re-write the same idea using other words

d-other. Specify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

14.Do you need the teacher to explain how her/his feedback can be used improve your essay

and write a second draft?

Yes ☐   ☐No

15.Do you find the teacher's feedback helpful in writing the second draft of your essay?

Yes   ☐ Why?

....……………………………………………….……………

……………………………………………………………………………………………………

 No ☐ Why? ....

16.Do you take all the teacher's feedback into account when you write the second draft of

your essay?

Yes ☐   ☐No

17.If no, what aspects do you ignore and why?

………………………………………………………………………………………………

………………………………………………………………………………………………

18.What are the factors that influence the way you deal with teacher feedback? Circle the right answer.

    a-the quality of feedback (whether it is clear and focused)

    b-the nature of feedback (whether it is positive or not)

    c-my attitude toward feedback (whether I think it is useful or not)

    d-other. Specify.

…………………………………………………………………………………

19.Do you wish to have other sources of feedback besides the teacher's ? Circle the one you like the most.

 a-classroom discussion   b-peer feedback   c-self-correction

 d-other.Specify

………………………………………………………………………………………………

………………………………………………………………………………………………

20. According to you, how can the teacher help you to better understand her/his feedback?

………………………………………………………………………………………………

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Thank you for your cooperation!

Appendix2

Questionnaire to Writing Teacher

Dear teacher, the present questionnaire is meant to gather data which will be used to guide the present study on writing. Please answer the following questions as clearly as possible.

1.How do you define writing?

…………………………………………………………………………………………………

……………………………………………………………………

2.How do you define feedback in writing?

…………………………………………………………………………………………………

…………………………………………………………..……………………………..

3.According to you ,what is the importance of feedback in writing?

…………………………………………………………………………………………………

……………………………………………………………………………...

4.Do you give written feedback on your students' writing?

☐ Yes

No ☐

5.If yes, how do you present this feedback? Circle the appropriate answer.

  a. marginal comments
  b. integral comments
  c. end comments

6.On what aspects of writing do you focus your feedback?

  a. form   b. content   c. both

7.What is your objective for feedback provision ?

  a. to help students improve the second draft
  b. to show students their errors
  c. to push students to correct their errors

8.When do you think feedback should be provided in writing?

  a. after writing the first draft
  b. after each draft
  c. at the end of the writing

9.What are your criteria for effective feedback? Could you cite them according to their importance.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

10.Do you qualify feedback provision as a demanding task?

Yes ☐

☐ No

11.If yes, according to you ,what makes it so?
………………………………………………………………………………………………………
……………………………………………………………………………

12. What aspect of your feedback poses more problems for students ?

 a. form -based feedback   b. content- based feedback   c. both

13. How do you see the second draft compared to the first one?
   a. a simple proof-reading of the first draft
   b. a revision of the first draft
   c. a re-writing of the first draft

14.What kind of problems do you think students face when handling your written feedback?
 a. decoding the correction symbols
 b. identifying the type of errors
 c. making the required changes

15.Do you think training students to handle written feedback is necessary?
☐ Yes

No ☐

16.If yes, according to you, what are the activities that should be part of this training?
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………

17.Do you involve students in negotiating the way of feedback provision?
☐ Yes

☐ No

18. If yes, do you think this involvement helps students better handle your feedback?
………
………
………
………
………

19. Do you think good student writers differ from less good writers in handling your written feedback?

Yes ☐

☐ No

20. If yes, in what way?
………
………
………
………
………
………
………

Thank you for your cooperation.

Appendix3

Interview with Students

1.How do you find writing an argumentative essay?

2.Do you read teacher feedback on your first draft?

3.Do you find teacher feedback useful?

4.What are the problems you face when using teacher feedback in writing the second draft of your essay?(teacher's hand writing, the correction symbols used, how can feedback be used to write the second draft).

5.What are the strategies you use to solve these problems?

6.Do you think that your second draft is better than the first one? Say why.

7.In case of a poor draft ,do you attribute the poor quality of the second draft to teacher feedback, your strategies to deal with feedback or to the fact that you did not take teacher feedback into account when writing the second draft?

8.Do you need the teacher to teach you some strategies about to deal with his feedback?

Appendix4

Students' Interview Transcripts

Student1 :
I :Do you read teacher feedback on your first draft?
S :Yes, I do.
I :Do you find teacher feedback useful?
S :Yes.
I :What are the problems you face when using teacher feedback in writing the second draft of your essay? Teacher's handwriting, the correction symbols used, how can teacher feedback be used to write the second draft. Which of these problems do you face?
S :Sometimes teacher's hand writing.
I :That's all. No other problems?
S :No.
I:What are the strategies you use to solve these problems? Do you use a dictionary or ask a peer?
S:No,at the same time when she(the teacher) gives me the paper, I read and then if I don't understand her handwriting I ask.
I:How do you explain that your second draft is not better than the first one? I mean the teacher gives you feedback and you rewrite the draft but you feel that good.
S:No,it never happened to me. The second draft is always better.
I:You said it never happened but in case it happens do you think it is because of teacher feedback or because of the student?
S:Because of the student.
I:Misunderstanding.
S:Yes,misunderstanding or forgetting. The majority of students in exams or quizzes lose concentration. For me, for example, in writing, I write .For example ,the names of persons or characters I capitalize, I respect the letter or how it is written .Always at the end of the essay or paragraph because of time and concentration I forget a letter or something like that .
I:Do you need the teacher to teach you some strategies about how to deal with feedback? Do you think it is necessary?
S:For me, not in all cases and not by all teachers. There are some teachers who I respect their feedback. They know, …feel, they make themselves in the shoes of their students. They write correctly. They simplify. For me, I prefer feedback near, close to the mistake.
I:Some teachers prepare a list of symbols.
S:Symbols,it's good, it's good, everything that explain the mistakes .They are good. Symbols in correcting papers I have never seen. Perhaps arrows. There are arrows that teachers put, for example, to show something and sometimes you find symbols at the same time writing, comments. Symbols in letters, spelling. This year in writing module, in my first papers, I didn't understand what is Sp. Because I have never met them and our teacher explain to us.
I:You get familiar with the symbols.
S:Yes,when I see the symbol, I understand but before you must explain first because there is ,some students that don't understand. The better way is to write. Although it is .Practice for students and to write comments instead of symbols. It is difficult for the teachers to correct hundreds of …
I:Can you give me some comments on the your teacher feedback?
S:My teacher of first year and second year are good both, they simplify. For example in the marge sp I write decide with i:dicide.They put a line and they write that is a spelling mistake. Grammar, there are teachers who underline .For example, the phrase, noun phrase. The

arrangement of the words in the noun phrase ,structure. There are teachers who underline or put the phrasal verb between brackets.

I:So the best way for you is to write symbols and comments?

S:Yes,I know that it is difficult. When it is difficult, I prefer not to read symbols and to read comments. Both, it is necessary.

I:Do you think that it is good to use peer feedback at the same time with teacher feedback? Do you want one day to have your colleagues , correcting, reading your paper and exchanging?

S:It depends on the case. If it is really a remark, for example, the language ,I go to the teacher to give me expressions and I use the help of my colleague when I don't understand the writing. For example a paragraph of three sentences of teacher remarks. If I didn't understand the last sentence I ask my classmate, perhaps we have the same remark and her draft is well written she explains. Otherwise, I go to the teacher because she who did the …

I:Sometimes, it is said that students have a kind of resistance for teacher feedback because it comes from him. There is a kind of authority. You will feel more at ease if you exchange your draft with a colleague.

S:Perhaps,to exchange, yes. Our teacher asked us during the year to exchange .We give her the papers, she corrects, and then explains, and then to exchange because ,for example, I am good in grammar, and spelling I'm not good. My friend is the opposite ,she is good in spelling. She write very well because she reads and grammar she has not …She is 't perfect. In grammar, she has problems. For example ,she sees my grammar and I see to not do the same mistake. Perhaps this is the purpose to exchange but to explain the mark ,for me it go to the teacher because it came from her.

I:Tht's all? No comments?

S:No comments!...Thank you!

Student2:

I:Do you read teacher feedback on your first draft?

S:Yes,I always do.

I:Do you find teacher feedback useful?

S:Yes,it is useful but sometimes it is not useful when concerning ideas it's useful only when it is about punctuation, grammar mistakes, but concerning ideas sometimes it is not useful because the student may have certain ideas that cannot be changed.

I:What are the problems you face when using teacher feedback to write the second draft of your essay?

S:First of all, it's the teacher's handwriting and second yes the symbols are ambiguous. We don't understand what the symbols mean. The teacher should tell us how to use the feedback in order to proceed writing another paper.

I:Do you need some strategies?

S:Yes,exactly!They should explain to us how to use the feedback and write a better paragraph or essay.

I:What are the strategies you use to solve these problems?

S:I ask a friend ,a classmate or I check in the dictionary may be I will find an explanation or ask the teacher but it is very rare. Generally, I give up. I don't give importance. When I don't understand I give up.

I:How do you explain that your second draft is not better than the first one?

S:Our strategies to deal with the feedback. We don't know how to use the feedback in order to write a better paper also the symbols are ambiguous we don't understand   and the teacher's handwriting too like as I said before.

I:Do you need the teacher to teach you some strategies about how to deal with his feedback?

S: Yes, absolutely! Each teacher, especially written expression teachers should give us at the

beginning of the year a list of the symbols ,feedback symbols with their explanation and meaning so that we understand them and know how to use them. So, it is absolutely necessary for the teacher to give illustrations about feedback.

I:That's all, any comments?

S:Well,that's all I think. We can sum up by saying that the teachers should give more illustrations ,yes, explanations about feedback because personally, it is very important to me. When I see the paper full of ,you know, red symbols ,red pen symbols ,I need to know what these symbols what the mistakes are and I need to know how to correct this mistake. It's very necessary, otherwise, what's the importance of the feedback if it's not used by students. So, it should be, especially the handwriting .Sometimes ,you cannot understand .The symbols, we can learn then but the handwriting of the teacher, it's important, they should write ,exactly.

Student3:

I:Do you read teacher feedback on your first draft?

S:Yes,I read teacher feedback in my first draft.

I:Do you find teacher feedback useful?

S:Yes,I find the teacher feedback useful because they are the best way to improve our writing and our mistakes.

I:What are the problems you face when using teacher's feedback in writing the second draft of your essay?

S:Sometimes,when I read my teacher's feedback ,I find some problems. For example, I don't understand their handwriting or I don't understand the symbols what it mean.

I:What are the strategies you use to solve these problems?

S:I can ask the teacher what the symbols mean or I ask another colleague to help me

I:Do you use the dictionary?

S:Yes, I use the dictionary, yes.

I:How do you explain that your second draft is not better than the first one?

S:I explain that it is not better because may be I didn't correct my mistakes or I didn't understand the teacher feedback .

I:It happens that the second draft is not better that the first one? Because a student said that it did not happen.

S:Yes,sometimes I write the first but the first is better than the second.

I:In case of a poor draft, do you attribute this quality to teacher feedback, your strategies to deal with teacher feedback or to the fact that you didn't take teacher feedback into account when writing the second draft?

S:Yes, because if I didn't take …may be because I didn't take them into account when writing the second draft.

I:Do you need the teacher to teach you some strategies about how to deal with his feedback ?

S:Yes,it is a good way because he can explain to us the symbols what means or explain us his way .

I:Do you think it is good that the teacher gives you a list of symbols with their meaning?

S:Yes, it is a good solution that he give us a list of meaning of symbols that can help us to understand his feedback.

I:That's all, do find other difficulties or do you have other comments? Do you think the way it is given is effective?

S:It is not so effective that the feedback are the best way to write a better essay .

I:Do you think that it is not the teacher feedback but you have to write your first and your second draft .I noticed that not all students are writing.

S:Yes,we must write once and second ,many times.

I: You need practice!

S: Yes, practice is good for writing better essay.

Student 4:
I:Do you read teacher feedback on your first draft?
S:Yes.
I:Do you find teacher feedback useful?
S:Yes, of course.
I:What are the problems you face when using teacher feedback in writing the second draft of your essay? Teacher's handwriting, the correction symbols used, how can teacher feedback be used to write the second draft. Which of these problems do you face?
S:The problems that I find it in grammar especially. I mean, I am poor in grammar.
I:I am speaking about teacher feedback. When you read your draft with the comments, do find difficulties understanding the symbols or teacher's handwriting?
S:Not well.
I:Not well, it means you have problems with the teacher's handwriting.
S:Yes, so I have a problem here about teacher's handwriting.
I:What about the symbols?
S:Symbols,no.No problem
I:You understand them.
S:Yes.
I:What are the strategies you use to solve these problems? Do you use a dictionary or ask a peer?
S:I think that we read more than about,…and write more than.
I:Okay,do you ask the teacher to explain you a symbol or a comment?
S:Yes, sometimes.
I:What about your classmates, do you ask for their help?
S:No.
I:Do you use, for example, a dictionary?
S:Of course, yes, in many times.
I:How do you explain that your second draft is not better than the first one?
S:Of course, when you see, the first fault …you cannot do that again. So, I find myself do something better.
I:Do you think that when you write the second draft, it is always better than the first one?
S:Yes,of course!
I:And this can be explained…it is thanks to the teacher feedback or…what do you think?
S:Because of teacher's correction, yes.
I:In case of a poor draft, do you attribute the poor quality of the second draft to teacher feedback, your strategies to deal with feedback or to the fact that you did not take teacher feedback into account when writing the second draft?
S:Here, I don't understood this question.
I:For example, you write the second draft but it is not better than the first draft. It should be better but it is not the case. In this case, what do you think? I mean what is the reason?
S:Now, it's normally. We have to do more than .You have to do…you have to practice with the dictionary, you know. It's not you see that you are poor in language or that's all.
I:No,but you write the second draft but the teacher said it is not as good as the first draft. Do you think because you did not take teacher feedback into account that you wrote a poor draft?
S:No, no.
I:What is the reason for you in case it happened?
S:It's, it's because I have a mistakes somewhere.
I:It means, you have problems with grammar, you are repeating the same mistakes.

S:Yes.

I:Do you need the teacher to teach you some strategies about how to deal with his feedback?

S:Of course.

I:How? Can you explain?

S:By asking her some advices about writing .How to write a good way. In a good way. That's all.

I:Do you think you need more practice?

S:Yes, of course.

I:And sometimes, I mean they said that students can exchange their drafts. Do you think that exchanging, for example, drafts with your colleagues may help you to improve? To correct for each other ?

S: Yes, may be this. Needs us,yes.

I: And what about the symbols, do you , for example, the teacher to give you a list of symbols with the explanation?

S:It can, no.

I: You understand the symbols?

S:Yes.

I: That's all? No comments?

S: I think that English is a very interesting language . We must practice about it in a different…practice and watch movies. For example, read more about in …

I: Especially writing!

S:Yes, of course. Speaking also. It's more interesting also.

I: Thank you very much!

S: You are welcome!

Student5:

I:How do you find writing an argumentative essay?

S:I think that writing an argumentative essay is easy but it needs some work. You can need , you have an idea ,your point of view, you have to give arguments , you have also to give examples and that's an argumentative essay. You need work but it is not very difficult and not very easy.

I:Do you read teacher feedback on your first draft?

S:Of course, I read it and I take it by consideration and ,ahhh…

I:Do you find teacher feedback useful?

S:Yes, because he correct all my mistakes at least he, all his,… tell me that, what are my mistakes, the kind of my mistakes.

I:What are the problems you face when using teacher feedback in writing the second draft of your essay?

S:Usually, I don't find problem but ,we can say that, ahhh…sometimes, the teacher handwriting is sometimes ununderstanded, not understood.

I:What are the strategies you use to solve these problems?

S:Sometimes, I take the dictionary , sometimes, I try to read again and read again until I understand.

I:How do you explain that your second draft is not better than the first one?

S:May be because of spellings mistakes, most of them are spelling mistakes but grammar and ,ahhh…usually, I don't make the same mistakes of grammar.

I:Just a minute, sometimes, people say that the second draft is always better.

S:Yes, of course. It is always better for me I think.

I:It means that this is an exception?

S:Of course, an exception. The second draft is always better, for me.

I:It means you don't have this problem?

S:Actually, I find problem but not many. In the second draft, I find so little mistakes.

I:So, for you, you consider the second draft as better.

S:Better.Rarely, when I …

I:But, in case, it is not better. What are the reasons?

S:May be because, it's my fault. Of course. May be I have spelling mistakes .I have not rich English. Poorish English.

I:In case of a poor draft, do you attribute the poor quality of the draft to teacher feedback, your strategies to deal with teacher feedback or to the fact that you did not take teacher feedback into account when writing the second draft of your essay?

S:Actually, my strategies to deal with the feedbacks because the teacher always help us and gave us all our mistakes. It's not the problem of the teacher feedback and I always take the teacher feedback into account. So, the problem is with my strategy, of course. That's all.

I:Do you have other possibilities?

S:Amm, I don't think so! My strategies or I don't have as I said flourish English. So, yes, language is poor.

I:Do you need the teacher to teach you some strategies about how to deal with his feedback?

S:Actually, I don't need. Because he always, in the paper, corrects all my mistakes and tells me if it is a grammar mistake, spellings and sometimes, even he corrected , if it is, for example, plural   's' .So, I don't need …I don't have this problem.

I:Here, I mean, for example, you have the feedback and, …what to take into account, how to improve.

S:Of course, I… if , for example, it's a grammar mistake, I always try to improve myself in grammar, if it is spelling, I try to take a dictionary and correct it. If it's, for example, poor English, I try to use another expression. That's it. What else? I think…grammar, spelling, and English, language. That's it.

I:For example, I don't know, when he gives you the comments ,for example, and …I don't know. Maybe you will agree on the symbols…Take this or start by this comment…correcting your ideas first and then .How to deal with feedback?

S:Ahh,okay. How to correct? I usually start by correcting the grammar, grammar mistakes, then spellings mistakes, then I read my essay again , then I try to correct the expression , poor expressions, to use flourish English , then I rewrite it again. Of course, I do all these steps and then I rewrite it again.

I:But the question is about whether you need the teacher to tell you how to use his feedback?

S:No, I told you. I said I don't need because the teacher always , my teacher, of course write for me all my mistakes , precise to me what this is this mistake and why. Is it grammar mistakes or spellings mistakes .So, and even he sometimes corrected …

I:It means you don't need him to teach you some strategies…

S:No, of course, I know, I know. I really know.

I:Thank you very much!

S:You are welcome!

Student6:

I:How do you find writing an argumentative essay?

S:As I said the difficulty of writing an argumentative essay it depends on the topic itself, and how people can accept my opinion , even if I use strong arguments. It depends on the topic itself.

I:So, it is hard to convince people.

S:Yes.

I:Do you read teacher feedback on your first draft?

S:I read it, it depends, sometimes I read it in the first(draft) after I will not read it. If the paper it's full of red pen and …

I:Ahh, you try to avoid…

S:To avoid see my mistakes…

I:A paper full of red pen .Do you find teacher feedback useful?

S:Yes, it is useful to improve my language or English language or writing, to avoid grammar mistakes, spelling …

I:To improve the second draft.

S:Yes, to improve…

I:What are the problems you face when dealing with teacher feedback in writing the second draft of your essay(Teacher's handwriting, the correction symbols used, how can feedback be used to write the second draft)?

S:The first problem is teacher's handwriting because sometimes, we don't understand clearly the word, the comments and second , …I don't think I have problems with the symbols. They are clear. More clear than the writing. I prefer symbols than the writing(comments). I avoid the mistake that I used in the first one.

I:Do you think you have problems with how to use teacher feedback? This is not a problem for you. You know how to use teacher feedback?

S:I know, I will try to avoid or as I said I prefer to not use the same word that I used in draft one .

I:What are the strategies to use to solve these problems?

S:I avoid, I avoid using the same verb or the same word. I use another word or I use even a new phrase, a new sentence, a new idea not just …

I:Here, in case you read teacher feedback and you find it difficult, you said you ask…

S:I ask the teacher, or if I am embarrassed or shy, I will ask a friend, a classmate and I check the dictionary.

I:How do you explain that your second draft is not better than the first one?

S:May be because when I change the word, I don't pay attention to the tense, to the spelling and

I:It means you made another mistake with another word.

I:In case of a poor draft, do attribute the draft's poor quality of the second draft to teacher feedback , your strategies to deal with teacher feedback or to the fact that you did not take teacher feedback into account when writing the second draft of your essay?

S:Not, it's my strategy . I change it. I change the words, the ideas,…

I:It means, in this case, you don't benefit from teacher feedback?

S:Yes, because I think if I wrote the correct one, the correction of my draft one .What this mean. It mean as if she correct it and …

I:You are writing her draft not yours?

S:Yes, I will tell her, okay, Miss. Thank you for correcting my draft! I will correct it myself. I will give it back to her. It's the same. It's not. So, I prefer changing the word, as if I wrote another , a new essay not the old one.

I:It means with her feedback, as if you are writing her own draft. You don't feel the satisfaction that you are progressing or …

S:No.

I:Do you need the teacher to teach you some strategies about how to deal with his feedback?

S:I suggest that the teacher underline the wrong word or the wrong idea , underline it. After, we can guess that this is the mistake and here is the good idea and also they can, at the end of the paper, put their comment sometimes, they put grammar mistake or spelling r they can put it on the side. It depend, …

I:And you find the type of mistake.

S:The type .

I:And to facilitate their task.

S:Yes, if I see, ahh, underlined word, and after I see at the end grammar, I will guess that this is about grammar or about spelling and I will check and correct.

I:What about classroom discussion? You would like to have feedback …

S:Open feedback, for the whole class. Yes, but anonymous paper.

I:So that you feel free to correct.

S: To correct it, to not be embarrassed.

I:Okay, that's all.

Student1:draft1

Since the French invasion of Algeria in 1830 till the latter got it's independent in 1962, France encountered a complet-lely new culture, which she imposed it on the Algerians during 132 years of colonization, as a result, many influences of her culture still remains today in our culture, and particularly in the areas of language, religion and art.

The First thing which France started to firm it was her language. French language still in use today as a second language after arabic. For example, it is obligatory in schools, and it is very important and demanded in many kinds of work. Moreover, some Algerians prefer to speak french language rather than speak their native tongue which is arabic.

In addition to language,

French culture affected also our religion. The religion of Algerian is Islam, and since the entrance of French in Algeria, the attempts to spread christianity grewth, many churches had been built and some of them still exist today. This caused the fact that there are now two religion in Algeria with 20% christianity and 30% Islamic

Beside language and religion our culture is affected by French culture in the area of art. but in less extent. This happened not during the colonialism and not directly after but in the last twenty years. Starting by the way of clothing which is absolutely not the way of our ancestor. Secondly, the field of cinema and music in wich less of our tradition still like the andalose, and while the rest is French style

which?

Finally, we can see easily from these examples how much French culture influenced our culture. These influences are increasing day after day, and people start admire the France and western culture rather than their own culture.

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The first thing which France started to impose was her language. French language is still in use today as a second language after Arabic. For example, it is obligatory, in schools, and it is very important and demanded in many kinds of work. Moreover, some Algerians prefer to speak French (language) rather than speak their native tongue.

In addition to language, French culture affected also our religion. The

religion of the Algerians is Islam, and since the enterance of France in Algeria the attempts to spread Christianity grow, many churches had been built and some of them still exist today.

Besides language and religion our culture is affected by French culture in the area of art, but in a lesser great extent. This happened not during the colonialisation and not directly after the independence, but in the last twenty years. Starting by the way of clothing which is absolutely not the way of our ancestors. Secondly, in the field of cinema and music in which most of our own music has gone, like the andaluse

really? not revived?

Finally, we can see clearly! from these examples how much the French culture influenced our culture. These influences become part of our life, and people adopt French and western culture rather than their own culture.

adj!

Divorced women

Ill-founded judgements are a phenomenon widespread all over the world. They exist in all kinds of societies, traditions, and ways of thinking. In most cases, these judgements are prejudices against certain people or social phenomena. One of the most widespread ill-founded judgements in Algeria -precisely- is the way Algerian society looks at divorced women.

The majority of Algerian people hold a negative image about divorced women in their minds. They have adopted this opinion since ages. A large number of Algerians look at a divorced woman as the garbage of society. She is considered as a bad woman whose husband divorced her because of deficiencies in her character as a woman or her duties as a wife. In addition, a divorced woman is regarded as a good-for-nothing, especially if she has

children. As a matter of fact, sometimes she would not be accepted even by her parents if she had children. She is thought to be a burden on society. Moreover, a divorced woman in the Algerian society is offended especially by women, she by always hearing offensive remarks and being is called by offensive names. So as to friendships and relationships, most divorced women in Algeria suffer from social exclusion, which is due to the prejudices that people tend to form about them. But However the extent these prejudices can reach, people do not have the right to judge a divorced woman since they have no acceptable reasons for doing so. objective

It is extreemly unreasonable for society to form such unthinking ideas about women divorced women. To begin with, a woman may divorce because marriage became intolerable at a certain period of her conjugal life. The causes of divorce are numerous. It can originate

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from the neglect of duties on the part of the husband or from violence towards his wife and children, which push the wife to look for a way to live a better and ~~x~~ more peaceful life. Moreover, a woman may get divorced because of the phenomenon of polygamy that is spreading widely in Algerian society. As a matter of fact, men are dreaming more and more of marrying one or more women at the same time, whereas they do not have enough money nor ~~m~~ sense of responsibility to fulfil that dream ~~x duty~~; and it is a woman's legal right to ask for divorce (from her husband) if she thinks it's unsuitable for her children and herself to share her husband and the father of her children with other women. All in all, there are ^ many causes of divorce that do not stem from deficiencies in the wife, but from deficiencies in the husband. Even if the wife was the cause of the divorce, this would not acceptable as an reason to despise her. ^ be

In conclusion, divorced women should

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not be looked down on; the circumstances that sometimes push or urge them to divorce should make us look ~~on~~ them with sympathy and kindness, not ~~despise~~ *with contempt*. Concerning women who look down on divorced *very!* women, they should think over before making any prejudice against them; after all, who knows? Maybe one day they would get divorced themselves!

why? ✓ (annotation)

Good in general. B+ (annotation)

- A bit bitter and pessimistic! yet realistic perhaps.
- A definition of "divorce" would've been suitable! eg: d. is a trauma, the deconstruction of one's hopes .... to convince that this situation is hard enough in itself and *a hopeless* that any other prejudice is not needed.
+ Patriarchy removes women any status outside wedlock.
cf. sociological studies.

Divorced women

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The majority of Algerian people hold a negative image about divorced women in their minds. They have adopted this opinion for ages. A large number of Algerians look on a divorced woman as the ~~garbage~~ dregs of society. She is considered as a bad woman whose husband divorced her because of deficiencies in her character as a woman, or her duties as a wife. In addition, a divorced woman is regarded as a good-for-

nothing, especially if she has children. As a matter of fact, sometimes she would not be accepted even by her parents if she had children. She is thought to be a burden on society. Moreover, a divorced woman in the Algerian society is offended especially by women. She always hears offensive remarks and is called by offensive names. So as to friendships and relationships, most divorced women suffer from social exclusion in Algeria, which is due to the prejudices that people tend to form about them. But people do not have the right to judge a divorced woman however the extent these prejudices can reach, because they have no objective reasons for doing so.

It is extreemely unreasonable for society to form such unthinking ideas about divorced women. To begin with, a divorced woman may divorce because

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marriage became intolerable at a certain period of her conjugal life. The causes of divorce are numerous. It can originate from the neglect of duties on the part of the husband, or from violence towards his wife and children, which push the wife to look for a way to live a better and more peaceful life. Moreover, a woman may get divorced because of the phenomenon of polygamy that is spreading widely in Algerian society. As a matter of fact, men are dreaming more and more of marrying one or more women at the same time, whereas they do not have enough money nor sense of duty to fulfil that dream; and it is a woman's legal right to ask for divorce (from her husband) if she thinks it is unsuitable for her and her children to share her husband and the father of her children with other women. All in all, there are many reasons and causes of

not that common!

?

✓

obvious

impossible

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divorce that do not stem from deficiencies in the wife, but from deficiencies in the husband. Even if the wife was the cause of the divorce, this would not be acceptable as a reason to despise her.

In conclusion, divorced women should not be looked down on; the circumstances that sometimes push or urge them to divorce should make us treat them with sympathy and kindness, and not reject them. Conserning women who look down on divorced women, they should think over before making any prejudice against them; after all, who knows? Maybe one day they would get divorced themselves!

Essay:

In the past, Algeria attracted the attention of many invaders, which were interested in its wealth. France was the most important due to the period that she stayed here, and also the different influences that she had on Algerien people.

First, when you went for a walk in Algeria you will noticed a foreign names for many streets, and this is due to the french habitant. Also you can remark a big influence on our culture, like in the kind of music that people hear and sing is taken from the western country.

Second, the way we talk is no more the same as our ancestors, at that time people did not know any foreign languages. But now everything had changed, we speak French freely and correctly.

Finaly, our ancestors used to wear a traditional clothes, and they were not really interested in fashion. Threw time and with the

French influence, this habit is almost disappeared sp! t.
and people start wearing a new kind of clothes.
(more modern and chic).

In a word, France influenced Algerian people
a lot in there culture and also in there daily
life. just Sp!
evidenced!

D   Mind! you too many mistakes!

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Student3: draft 2

Topic ?

Each country in the world has its own tradition, which are different from one to the other. And if I had the chance to live in a foreign country, I would not have any objection to act as them, but also without forgetting my own habits.

For me, if I lived in a foreign country, I can't say that I would ~~going to~~ adopt their way of dressing, because in my daily life and as many Algerians youth, we are very close to the western fashion. For example, we wear a lot jeans and skirts. And in parties we wear evening dresses. And this things come from Europe. But in Food field, it is a different thing. Because there way of eating and how they prepare their meals are very different from us (the musilmants). And no one can accept to eat like them due to our religious beliefs, for example, we can't eat a pork or even drink alcohool, due to an Islamic purposes.

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The traditions in Europe are very different from our traditions. For example : their engagement ceremony is very different from our musulmant one. personaly, I found that their ceremony is more intimate, romantic and even the kind of music that is choosing is balanced between slow, romt and dancing beats, And this things are missing in our wending ceremony. This why I like it and I don't like my Algerian wending ceremony. Also In Europe or America or in any other country, Boys and girls can live together. expacially if they are student, they prefer to live with their classmats rather than live with their parents, and this could be a good thing and also have some negative aspect for us (the musilmant), but me, I agree with this idea of living in a collocative way, because I love living with people and can be in touch with them especially if they are my classmate.

In a word, there is some foreign habits that I can adopt it, because they are univesily accepted, but ather I can't because they are

✓ forbidden in my religion. ~~But I can adopt~~

Too many mistakes...
sp. gr. stee etr. voc
Be careful!

بحث حول إستراتيجيات التعامل مع التغذية الرجعية لطلبة اللغة الإنجليزية كلغة أجنبية في كتابة المقالة الجدلية: دراسة حالة طلبة السنة الثانية جامعي

الملخص باللغة العربية

تعد الكتابة مهارة مهمة تتطلب من طلبة الانجليزية كلغة أجنبية تطويرها بفعالية في إطار الكتابة الأكاديمية لان هذه المهارة هي مسالة جوهرية في نجاحهم الأكاديمي في الجامعة.

إن تحصيل و معرفة هؤلاء الطلبة تقيم عن طريق كتابة المقالة، عموما و المقالة الجدلية خصوصا. يقضي الأساتذة وقتا طويلا و يبذلون جهدا معتبرا في تقديم التغذية الرجعية للطلبة، على أمل أن هذه الأخيرة سوف تساعدهم على التقليل من أخطائهم الكتابية و تحسين أدائهم في الكتابة. غير أن هؤلاء الأساتذة يشعرون بخيبة الأمل عندما يدركون أن التغذية الرجعية التي قدموها تم تجاهلها من طرف الطلبة و لم تكن نتيجتها كتابة مسودة جيدة خاصة في إطار تمارين الكتابة المعتمدة على مقاربة الكتابة كعملية.

الدراسات في ميدان رد فعل الأساتذة اتجاه كتابة الطلبة التي أجريت من طرف   ,Diab(2005) Diab(2005), Ferris(1995),   Ferris(1995), Leki(1991), and Cohen (1978) وضحت أهمية التغذية الرجعية في الكتابة خاصة في مجال الكتابة الأكاديمية و الاختلاف بين توقعات الأساتذة للتغذية الرجعية ورد فعل الطلبة اتجاهها و كذلك الدور المحوري لمشاركة الطلبة في عملية تقديم التغذية الرجعية و اثارها على أداء الطلبةLeki(1991), and Cohen (1978)

تبحث هذه الدراسة في رد فعل طلبة الانجليزية للسنة الثانية جامعي اتجاه التغذية الرجعية للأستاذ مادة الكتابة ، المشاكل التي يواجهونها عند تعاملهم معها،و كذلك الاستراتيجيات التي يستخدمونها لحل هذه المشاكل.

تبين من خلال النتائج أن الطلبة اللذين شاركوا في هذه الدراسة لديهم موقف ايجابي اتجاه التغذية الرجعية للأستاذ و يجدونها محفزة و يأخذونها بعين الاعتبار عند مراجعتهم لمسوداتهم لأنهم يعتقدون أنها تساعدهم على تطوير كتابتهم. إلا أنهم يواجهون مشاكل في التعامل مع خط يد الأستاذ الغير واضح بالنسبة لهم و التعليقات و الرموز التصحيحية غير المفهومة . أخيرا، حتى إذا تمكن الطلبة من فهم التغذية الرجعية للأستاذ بطريقة صحيحة، العديد منهم لا يعرف كيفية استخدام هذه التغذية الرجعية لتحسين مسوداتهم الأخيرة.

من خلال نتائج هذه الدراسة، نرى أن الطلبة يحتاجون إلى تدريبهم على كيفية الاستعمال الفعال للتغذية الرجعية عند كتابة المسودة الثانية لمقالاتهم. بالإضافة لذلك، فإنهم يحتاجون لإدماجهم بشكل فعلي في عملية تقديم التغذية الرجعية، و كذلك ضرورة أن يأخذ الأساتذة احتياجات الطلبة بعين الاعتبار و ما يفضلون(الشكل أو المحتوى)، و كذا التفاوض معهم و الحوار بشأن الهدف من هذه التغذية، كطريقة تقديمها للطلبة و كيف ينبغي أن تستخدم لتحسين مهارتهم في الكتابة.