

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University Center - Mila



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

Teachers' Written Corrective Feedback and Learners' Uptake

The Case Study of Second Year EFL Students at Mila's University Center.

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

Presented by:

Samir Bouchina

Supervisor:

Dr. Fahima Nouichi

Board of Examiners:

Chairwoman: Dr. Maha Lounis

Supervisor: Dr. Fahima Nouichi

Examiner: Dr. Rima Medjdoub

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Dedication

This thesis is dedicated to my beloved father, whose unwavering love, guidance, and sacrifices have shaped the person I am today. Your encouragement and belief in my abilities have been a constant source of inspiration throughout this journey.

To my dear mother, whose unwavering support, patience, and belief in my dreams have been a driving force behind my accomplishments. Your love and encouragement have given me the strength to overcome challenges and pursue my goals.

To my brothers and sisters, for always standing by my side, offering words of encouragement, and being a constant source of love and inspiration. Your unwavering support and belief in my abilities have been invaluable.

To my entire family, for their love, understanding, and unwavering support throughout my academic pursuits. Your belief in me and your constant encouragement have been instrumental in my success.

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I would also like to acknowledge the teachers and second-year students of English at the Department of Foreign Languages at Mila University Center for their participation in the data collection process. Their assistance and patience in responding to our inquiries are greatly appreciated.

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Abstract

The notions of teachers' written corrective feedback and learners' uptake have sparked a lot of attention in the EFL teaching and learning research. On the one hand, they both operate in a complimentary logic pursuing a higher degree of the writing skill. On the other hand, they impose a joint duty on both teachers and students by personifying language engagement through feedback provided by teachers. The current study seeks to shed light on the influence of teacher's written corrective feedback on students' uptake as well as the function of this latter in improving students' writing. The study seeks to answer the following questions: 1) What sort of written corrective feedback is more effective and results in higher student uptake? 2) How well does the learners' uptake reflect the needs of the students? 3) What are the problems that students find hard to overcome when writing? 4) What are the main reasons for not taking written corrective feedback into consideration? In order to gather the necessary data, two questionnaire were administered, one for second year students of English and the other for EFL teachers at Mila University Center. The findings indicate that despite the utilization of diverse forms of written corrective feedback by teachers, its effectiveness is limited and falls short in facilitating learners' uptake.

Key words: errors, errors analysis, learners' uptake, mistakes, writing, Written corrective feedback.

List of Abbreviations and Symbols

EFL: English Foreign Language

Q: Question

WCF: Written Corrective Feedback

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General Introduction

1. Statement of the Problem

Language learners continually think about all the linguistic and academic tools available to them that can enable them to develop their language skills including writing that constitute the main research topic we will be looking into. They then set a challenge for themselves in order to get one step closer to their major goal. Serious learners are constantly prepared to overcome any challenges they face. Both teachers and students are prominent, most notable and highly effective individuals carrying the academic torch to enlighten the enigmatic side of the language. Moreover, learning how to write, in addition to the captivating presence and self-commitment of the students, recommend the best possible linguistic alliance between both sides, or partnership to cover all the aspects of the language that are strongly useful to master it. In addition to what has been stated earlier, the teachers' role takes the extreme importance from the learners' point of view, teachers are the most valid source of information they refer to. For these reasons, many students consider receiving written corrections from the teachers their major problem. In light of the unique differences that each student has, teachers should take their time to provide helpful criticism as well as offering writing-related suggestions. Unfortunately, Teachers frequently complain about how students treat their written corrections. Teachers find them-selves required to look for the best way at their disposal to make the process easier to accomplish. The students, on the other hand, point out the teachers' written correction as being insufficient and often confusing. In order to get straight to the point, it is necessary to shed light on the main variables of the present research the teachers' written correction and the students' reaction, or what is known as the teachers' written corrective feedback and learners' uptake and raise all the relevant issues.

2. Aims of the Study

The primary aim of this study is to investigate the relationship between EFL teachers' corrective feedback and learners' uptake. The second aim is to investigate the significance of the teachers' written corrective feedback and the role of the teacher in providing it. The third aim is to identify acceptable teachers' corrective feedback that influences learners' uptake and advantageously impacts their acquisition.

3. Significance of the Study

The significance of this study originates from the fact that all language learners strive to achieve the highest possible level of mastery. Also it is known that being a good language user refers to be able to express through speaking and writing, we focus on the writing as one of the fundamental aspects of the language. In addition, we tend to provide some clarifications concerning the teachers' written corrective feedback which is mostly taken into consideration. It serves as a bridge between the students' attempts to master the writing skill and the actual level they should attain. Furthermore, the role of the students' participation in the process through their uptake should not be neglected. It acts as a mirror in the classroom reflecting the image of the provided input.

4. Research Questions

Through this research, we aim to answer the following questions:

- 1-What sort of written corrective feedback is more effective and results in higher student uptake?
- 2- How well does the learners' uptake reflect the needs of the students?
- 3- What are the problems that students find hard to overcome when writing?
- 4- What are the main reasons for not taking written corrective feedback into consideration?

5. Means of the Research

This study aims to evaluate the role of teachers' written corrective feedback and learners' uptake, as well as to improve students' writing and provide additional recommendations to teachers on how to adapt their teaching methods based on their students' levels and needs.

To answer the research topic, two questionnaires were chosen to collect the necessary data for the current study. The students' questionnaire is given to second-year EFL students at the University of Mila, Department of Foreign Languages. The questionnaire for teachers is distributed to the teachers of all the modules where writing is required.

6. Structure of the Dissertation

This study is divided into two chapters, the first of which is devoted to the theoretical part of the research and the second to the element of practice. The first chapter, "The Teachers' Written Corrective Feedback and Learners' Uptake," is divided into two sections that provide theoretical insight into both teachers' written corrective feedback and learners' uptake. The first section, "The Teachers' Written Corrective Feedback," is devoted to providing an overview of written corrective feedback from various scholars' perspectives, as well as all issues related to this topic, in order to provide a framework for understanding teachers' written corrective feedback. Furthermore, it provides a description of writing and its significance; it also addresses teaching writing because of its value as a field for practice feedback. There is also a section devoted to written corrective feedback categories, and explanations. The second section, titled "The Learners' Uptake: Students' Proficiency Image and Teachers' Performance Challenges," discusses the learners' uptake as a concept, its types, and the significance of errors and mistakes in enhancing the learners' uptake when properly analyzed.

The second chapter, titled "practical part," focuses on the application of the prior

theoretical chapter. This section of the dissertation is designed to offer a description of the present research's practical aspect. The chapter begins by recapping the research questions and objectives of the study. The chapter devotes a great deal of time to the examination and interpretation of the primary findings, as well as their possible implications. The chapter finishes with a discussion of the study's limitations as well as some recommendations for pedagogy and research.

Chapter One: Teachers' Written Corrective Feedback and Learners' Uptake

Introduction

Thoughts and ideas are internal mental representations that result from cognitive effort and lead to communication. Writing is the process of expressing thoughts and ideas in a comprehensible manner using symbols (alphabet letters, punctuation, and spaces). We can refer to it as act of putting information, ideas, or opinions into written form. It includes using words, phrases, and paragraphs to exchange ideas or deliver messages. Examples of writing include essays, articles, stories, poems, reports, emails, letters, and other forms of writing. Nothing is done without being for a reason and writing makes no exception. The basic purpose of the writing process is for writers to communicate, share thoughts and ideas with others even with time and distance gaps. It can be also for the sake of persuasion to influence readers' thoughts, beliefs and actions. As a result, comprehending a language's basics is necessary. This covers understanding of grammar, punctuation, and sentence structure in English. Correct spelling and style are also required, as well as vocabulary. Writing also depends on abilities that allow students to write successfully and eloquently. These are the main elements that both teachers should focus on while correcting and learners while writing. Furthermore, a proficient student can express any point of view in an understandable manner. Writing and communication have an unbreakable connection, which is why developing writing skills helps students become better communicators. Writing also helps them improve their thinking talents; they are seen as a human building of future good citizens who will grow as excellent communicators. According to White and Arndt (1991, p.3), writing is far from being only this mechanical act of using symbols, it is a matter of thinking and being intellectually engaged by doing efforts and staying committed over time. That allows us to say that writing is strongly significant. It goes beyond the simple idea of writing for the sake of enjoyment. It helps students to be clear presenting their thoughts and ideas; it develops their critical thinking abilities. As individuals, it enhances their creativity that comes through

continuous practice and regular commitment.

Because of its pedagogical significance, it always strives to enhance students' writing performance and position them in a "step further" condition toward writing growth, feedback is an important component in the field of EFL learning and teaching. Feedback is a pedagogical feature since it shows the response to the students' production as a reaction to their errors. It seeks to help students by reacting to their writing, understanding the writing environment, and offering practical knowledge as the students' writing audience (Hyland & Hyland, 2006). This means that feedback is utilized for more than just assessing papers. It is also necessary for students writing abilities to grow. Furthermore, Teachers are indispensable because they are the confident, dependable source of information to which all students refer to. What has been said indicates the vital importance of the teachers' presence as guides. They can assist students focus on their writing by providing appropriate written corrective feedback that serves as a mental map to help them discover their path to writing proficiency, so we can be sure of the impact of the teachers' written corrective feedback on the students writing.

Since the words "correction" and "feedback" are frequently associated with making errors and mistakes; this leads us to orient our intention to the students' mind-set. It is the component allowing us to properly be on the search of the main reasons preventing the students from being proactive when it comes to make steps further toward having what we would call the linguistic bravery. We would like to call it so, after being deeply convinced that the more courageous and proactive learners are, the most likely better language learners they will be; Giving it an attempt is unquestionably the best way to well manage learners' writing performance, which is most closely related to the highest linguistic, psychological, and, more importantly, cognitive learners' ability to endure all the obstacles in the learning process. It's all about this divine, mysterious, and conscious mental organism that allows learners to merge knowing and action in a matter of seconds.

1.1 Teaching Issues and Corrective Feedback Assumptions

1.1.1 Writing Skill

1.1.1.1. Definition of Writing.

Writing involves the use of symbols and graphs to present a written production. Highly knowledgeable students are enough dedicated to academic writing norms, skilled in writing, or properly informed on how to write in general. It all comes from how conscious the learners are of their own individual potential. What they should say or write, on the other hand, is tied to what they should retrieve. Likewise, it is the matter related to this cognitive process, to which the obligation of addressing the learners' knowledge background is assigned. It is as stated by Nation (2009, p.114), writing is simplified when having a strong knowledge background.

1.1.1.2. Writing, an Hybrid Skill.

Students are asked to encompass various elements from both creative and technical aspects. Writing involves imagination and creativity. It requires a solid grasp of grammar, punctuation, vocabulary, sentence structure, and clarity of expression. It is successful when mixes components from the technical and artistic sides, striking a balance between creativity, originality, clarity and efficient communication. Writing is a composite talent that can be improved via practice, reading, learning different writing methods, and getting feedback.

Going further into this topic, writing is a necessary component of presenting a specific speech. Learners are also complicated individuals with strong moral and intellectual views. All of this encourages us to think of writing as an ability that can be studied, practiced, and improved in order to become proficient. It is considered both a talent and a competency since the more students practice the more proficient they will become. It is a communicative skill through which a speech is produced and a given message is conveyed, thus it is vital to open the door to dealing with communicative competencies. Many researches are conducted, most

notably Canal and Swain (as mentioned in Nation, 2009), believe that the writing activity necessitates a set of competencies that include grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Canal and Swains' recommendations matched with what Coffin et al (2003) and Nation (2009) proposed, namely that writing is an hybrid skill that can be successfully prepared for from other abilities by recognizing these competences as the basic minimum of information that every writer should have.

1.1.1.3. Writing from a Rhetorical Perspective.

Writing, according to Grabe and Kaplan (1996), is the process through which meaningful texts are created by writers. They look at writing through the lens of the rhetorical triangle, which consists of the writer, the audience, and the text itself. The writer is the text producer; the reader or recipient of the written output is the audience; and the written text is the result of cognitive activity that the writer processes. They may identify the meaning of any work of literature by taking these three variables into account. Grabe and Kaplan's claim that writing is meant to be meaningful and functional is supported by Li Waishing's (2000) assertion that writers should direct their attentions to how to convey the meaning using writing as a mean to achieve given objectives and goals. The fact of referring to rhetorical perspective is an indication to the interpretative aspect of writing; no means to qualify a piece of writing as good unless it reflect the rhetorical perspective leading to produce a meaningful writing. It is question of meaning rather than its initial form, but it does not denote marginalizing it. Both are essential, and are drawing such mental conception about the learners' actual level, as well as the future expectations built on the shadow of the present data, which is inspired from the writer or the learners in this case, the audience consist of both the teachers and the students who receive the written text that will be judged according the significance. It is of a noticeable importance to maintain the relations inside this triangle.

1.1.2. The Importance of Writing

It is impossible to talk about teaching and learning EFL without thinking of writing as a key ability. According to Hyland (2003), writing is a medium for communication, particularly for people who are unable to express themselves vocally. Writing is the mirror of thought. As a result of learning to write, students will be able to communicate and share their ideas and views with others in an effective manner. Chelsea (2006, p. 2) addressed the same concept, claiming that what makes writing both interesting and challenging is that every writing task is unique. Writing is communication: You are expressing ideas about a subject to an audience for a purpose. Each time you sit down to write one or more of these three elements will be different, creating a unique writing situation.

However, the main purpose of writing is not only for the sake of communication; it has a great role in enhancing the students' writing skills. According to Graham and Perin (2007), writing prepares students to employ processes such as planning, composing, and rewriting texts to achieve a range of goals, such as producing a report or expressing an opinion or an idea. It also guides students to grasp the norms of punctuation, capitalization, word use, and grammar, which are required for producing the most correct written version. Also, writing can be employed as a mean to go far seeking for more knowledge; it can also be used as a method for studying a subject, which is known as "writing to learn."

Raimes (1983, p.3) underlined the importance of writing in three ways: first, writing improves students' linguistic knowledge by increasing their grammatical structure, idioms, and vocabulary. Second, when students write, they have the chance to explore with language, to express themselves beyond what they have just learned, Third, they become closely associated with the new language.

1.1.3. Writing Components

Students must explore several aspects of writing ability in order to develop an effective piece of writing. They must evaluate a variety of writing-related skills; in this regard, Raimes (1983, p. 6) outlined important factors that EFL students should take into account before writing anything like word selection, organization, coherence, grammar, spelling, punctuation and content. We believe that these elements are related to feedback because they are essential in building any piece of writing. In addition, teachers focus on them when evaluating students' writing. Also all comments and suggestions do not go far from these writing components. To make the meaning clearer, we say that one of the objectives of feedback is for the learners to master these crucial factors contributing in enhancing the proficiency level. As a result, feedback is indirectly integrated in this process since its vital role is to maintain the proper use of linguistic tools to apply all the writing components in their writing tasks because feedback helps students enhancing their writing components by providing them with constructive feedback.

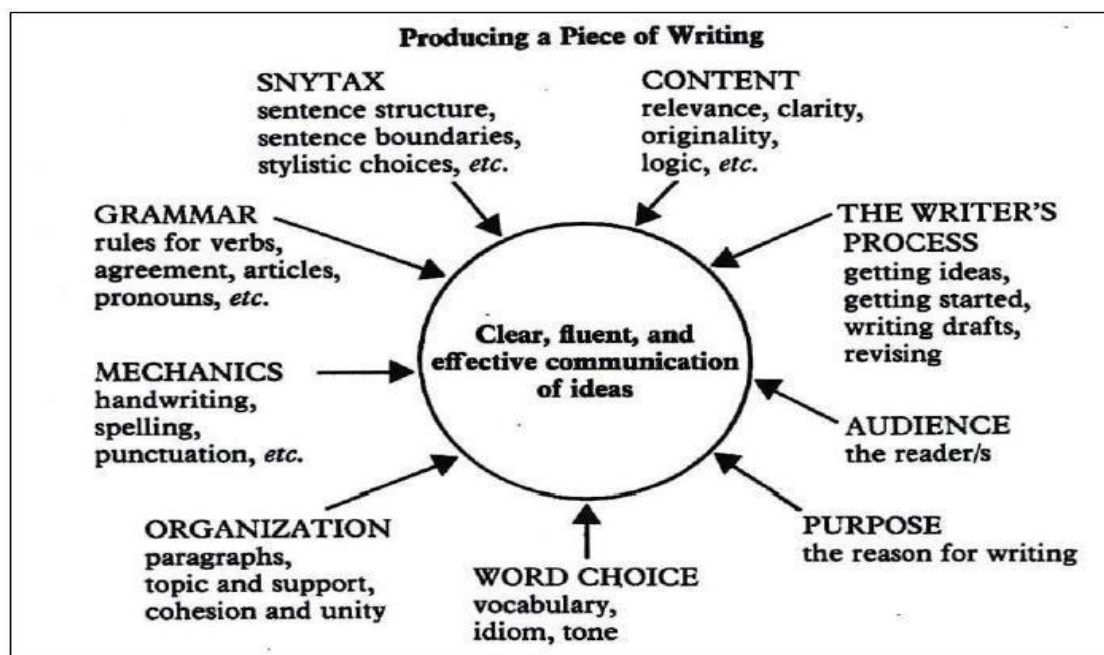


Figure 1. 1 : Major Elements of any Piece of Writing (Raimes 1983, P. 6)

The preceding figure summarizes the foundation elements required for the production of a

piece of writing, whether the task is delivered in a formal setting, as EFL students do inside the classroom, or in an informal setting outside the classroom, where we can humbly refer to lifelong learning, i.e. the use of writing in any situation other than an academic position. Gathering all of these parts may result in linguistic solidarity, resulting in a unique, well-structured piece of writing that meets all of the rules, allowing it to be seen as a model to follow. All of the aforementioned aspects work together to impact the mind twice, writer mind and reader mind, with the main goal of creating a clear path enlightened by these components to be capable of effectively completing the writing assignment.

To go right to the point, one issue stands out: are these parts related to written corrective feedback? The response will undoubtedly be yes, without any unsure dissatisfied notions. The rationale for this view is that being aware of these characteristics allows both teachers and students to be on the same range; for teachers, this allows them to know how to assess writing. As a consequence, they may supply their students with suitable WCF, putting them in a clear position to react distinctly every time they get it, this signifies taking a step further in learning with a development mind-set and being proactively dedicated learners.

1.1.4. Written Corrective Feedback

Second language acquisition is the process of acquiring a second language through being exposed to it or by other means such as reading or listening to authentic language. A lot of thoughts surround second language acquisition process; Chomsky and Krashen are two prominent figures. Chomsky (1964) advocates for the instinctive character of language; he believes that all humans are born with a grammar device that provides them with the essential grammar for learning. While, Krashen (1985) said that comprehensible input is the most significant factor in acquiring a language. The truth is there is no way for a SLA without being corrected; it means that the learner is obliged to follow an authentic and valid source of language to refer to.

1.1.4.1. Types of Corrective Feedback.

It is very advantageous to obtain a WCF from teachers who take on this linguistic commitment in order to assist language learners improve their writing skills by providing them with a useful WCF; it is widely accepted that feedback is a key element of effective learning; it boosts the learners' confidence and prevents their performance from deviating. Providing the learners with an effective explicit or implicit WCF would allow them to know when their writing is going well and where it is deviating. The initial importance given to the WCF is to help the learners avoiding their common errors and mistakes, as well as to build a confidence that allows them to raise their writing performance to a higher level.

1.1.4.2. Corrective Feedback: Types and Explanations.

As replies to L2 learners' work, corrective feedback (CF) or error correction has been recognized (Beuningen, 2010). In general, when Kepner (1991) defined feedback, when understand that it concerns all ways used by teachers to enable learners to know whether they are correct or not, also it is for the sake of improvement. Feedback informs, guides, motivates and improves the learning process.

Professionals in the EFL sector are frequently interested in the potential helpful techniques that will lead to improved expected outcomes since learners are the most likely to profit. This is the main reason why Corrective feedback (CF) has been a source of concern for those working in the field of SLA, but they frequently switch between 'what' and 'how' and disagree on whether to correct the errors, what errors to correct, how and when (Ellis, 2009). Giving students meaningful and helpful feedback has been a key source of worry for SL teachers. As a result, students are no exception; it may aid in their advancement. According to Hyland and Hyland (2006), Positive feedback emphasizes the learners' linguistic clarity. It leads students to take the way of continuous learning. It is more corrective than negative feedback since it reveals that learners are in undesirable linguistic setting.

According to (Lyster & Ranta, 1997), feedback or the teachers' reaction to the learners' errors while producing written pieces is considered a sign that there are some deficiencies. There are six types of corrective feedback explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. In turn, Ellis (2009) categorised corrective feedback as direct or indirect. He then classified student replies into characterizations such as modifications necessary or no revisions, and attention to errors alone. Some of these kinds, such as elicitation and repetition, are more commonly used with spoken work, whereas others, such as metalinguistic and explicit feedback, are more commonly used with written work.

Written corrective feedback, according to Sheen (2007), covers issues of writing content, rhetoric, structure, and mechanics, as well as accuracy in language. Bitchener and Knoch (2008) argued that providing continuously feedback may increase the students' accuracy and help students achieve a higher proficiency level. Written corrective feedback should be comprehensible. Students need an input touching not only one area but all aspects. As a result, EFL teachers must provide their students with a relevant and diverse WCF in order to assist them in developing their writing abilities.

1.1.4.3. Types of Written Corrective Feedback.

Ellis (2007) recognized five types of written corrective feedback.

1.1.4.3.1. Direct Corrective Feedback.

This form of written corrective feedback is clear in the context of language development. According to Ellis (2009), direct corrective feedback is feedback provided by teachers that openly identifies and corrects errors. Students are immediately provided with the best possible language form.

1.1.5.3.2. Indirect Corrective Feedback.

Indirect feedback, according to Lalande (1982 in Ellis, 2007), is important for directing learning and problem resolution. Students can become aware of their own mistakes

and rectify them on their own. In Ellis (2007), Ferris and Roberts (2001) argued that direct CF is significantly better than indirect CF, particularly for students with low levels of proficiency, since they are given specific CF on how to correct their errors.

1.1.5.3.3. Metalinguistic Corrective Feedback.

Lalande's study, cited in Ellis (2007), illustrates the effectiveness of metalinguistic corrective feedback. In the study, a group of second language (L2) German learners received feedback on their writing using mistake codes and explanations. This approach helped the learners improve their accuracy in subsequent writing tasks. Moreover, the learners developed strong self-editing skills, as they became more proficient in identifying and rectifying errors on their own.

1.1.5.3.4. Focused/ Unfocused Corrective Feedback.

Corrective feedback (CF) is critical in language teaching for assisting students in improving their language skills and accuracy. Smith and Johnson (2022) distinguished two types of CF: unfocused CF and focused CF. Unfocused CF, the instructor has the freedom to correct any errors in the learner's work without pointing out the precise nature of each error. Without providing extensive clarification, the teacher may simply mark or indicate the errors. In focused CF, the teacher identifies the learner's errors in a precise and explicit manner. This type of feedback emphasizes the specific language components that require attention and adjustment.

1.1.5.3.5. Reformulation Corrective Feedback.

In order to make the language seem as natural as possible while maintaining the original information, the teacher changes the student's whole piece of writing, according to Smith and Johnson (2023). To ensure that the errors are not missed, the teacher proposes substitute terms that are often used by native speakers and places them next to the problematic

areas. Students can view and choose to use the teacher's suggestions to substitute their own words as a result. Reformulation feedback's goal is to provide students a tool to address their errors, but when and how they choose to fix their errors is ultimately up to students.

1.2. The Learners' Uptake: Students Proficiency and Teachers' Performance

1.2.1. The Significance of Errors and Mistakes

Error analysis, according to Smith and Johnson (2023), is a procedure that helps teachers to pinpoint their students' weaknesses and choose the best input to successfully assist them improves their writing. It enables teachers to identify the areas where their students are lacking and to give them specific instruction to improve their writing skills.

Errors and mistakes are indicators that allow teachers to determine which requirements need to be corrected. They are similar to symptoms and syndromes from a medical standpoint. According to Harrison (2018), symptoms are the subjective experiences described by a patient, such as pain, fatigue, or dizziness, which must be communicated to a doctor for diagnosis. On the other hand, a syndrome refers to a combination of observable traits, signs, symptoms, or characteristics that occur together, forming a distinct pattern indicative of a particular condition or disease. It is also crucial to highlight that errors are, as a mirror reflecting the learners' level, indicating the learners' advancement stage and should be regarded from Ringbom's (1987) point of view as an indication to which extent a learner has mastered the language and to determine the lacks where they still need enhancement and more learning.

The ultimate goal of learning a second or foreign language is to become good communicators both inside and outside of the classroom as a student and as a citizen. Like a child learning to ride a bike, falling down is unavoidable, but after many attempts, you may not believe that this skilled bike rider is the same who was falling down every time. The same

perspective can be adopted in writing. Errors' analysis is a method for analyzing the learners' writing. Several researchers investigated this topic in various ways; it was taken from different perspectives. It is vital to maintain learners' errors in line, as indicated by Corder (1967) and Brown (2000), because they are most relevant when determining the level of the learners' competence. Error analysis, according to Corder (1967), is valuable and should not be disregarded since it represents emerging features for language learners.

Learning a second language is mostly based on committing errors as an initially and naturally accepted stage toward eventual language mastery. Errors present the amount of effort made by learners; they are seen as key indicators for identifying what the learners' needs are through the teachers' errors analysis. This operation allows both teachers and learners to be dealt with the real level. Learners may learn about their language weaknesses, permitting teachers to construct the necessary input, which can be viewed as a remediation or a step directly to the improvement stage. Different types of errors were defined in second language acquisition. When it comes to errors, not all of them are seen the same way. Through the teachers' analysis of errors appear two different types of errors: First, intralingual error, According to Richards (1974), these errors are produced by the learners commit errors and mistakes because they are influenced by their native language. Also the production that does not follow the regular structure. Interlingual errors, from Selinkker view (1974) it is the result of the learner's mother tongue habits. For example students refer to their mother tongue using translation when they need to use L2.

1.2.2. Learners' Uptake

According to Ellis, R. (2008) and Gass, S. M., & Selinker, L. (2008), The process through which students integrate and assimilate new linguistic forms, structures, or information into their own language output or comprehension is referred to as uptake in the context of language learning and acquisition. It involves the students' capacity to comprehend

and use the linguistic information they are exposed to, whether through reading or listening, in their own speaking or writing. The term "uptake" can refer to a variety of concepts, including vocabulary development, grammatical understanding, pronunciation, conversation patterns, and pragmatic usage. Both implicit and explicit learning mechanisms are involved, allowing students to either purposefully concentrate on and analyze certain language parts or intuitively acquire language features via exposure.

Swain (1985) asserts that the Output Hypothesis emphasizes the importance of learners' active language production in improving their linguistic skills. The Output Hypothesis is a second language acquisition hypothesis put out by Merrill Swain that stresses the value of active language production in the process of language development. Later studies have looked more closely at this idea of output and learners' reaction to corrective feedback. The study of learners' uptake and its function in the development of second languages has also benefited greatly from the work of academics like Doughty and Williams (1998).

According to Swain (1985), when language learners produce output, they have the chance to identify any gaps or restrictions in their linguistic knowledge. When learners are driven to generate language that is more advanced than their current level of skill, it is known as "pushed output" which results from this knowledge of gaps. Learners are encouraged to experiment with language, test their hypotheses, and get feedback on their results through this process.

The concept of learners' uptake plays a vital role in the field of second language acquisition research. It refers learners' response to the input they receive, the interactions they engage in, and the corrective feedback provided by teachers throughout their language learning journey. Learners' uptake serves as an important indicator of how they process and the linguistic information presented to them. Notably, esteemed researchers like Gass and

Mackey (2015) have conducted extensive studies exploring the significance of input, interaction, and corrective feedback in promoting learners' uptake and subsequent language development. Understanding learners' uptake empowers educators to gain valuable insights into the effectiveness of their instructional strategies.

1.2.3. Types of Uptake

According to Lyster and Ranta (1997) uptake is related to the students response to the teachers' feedback in a learning language setting or interaction in order to draw the attention to students initial errors for the sake of improvement. It is essential to focus on the uptake taxonomies in order to get perspective on various types of uptake. According to Lyster and Ranta's (1997) uptake taxonomy, a successful repair of the errors that still need to be repaired, with several varieties. The many types of repair include Repetition. Incorporation, Self-repair and Peer-repair.

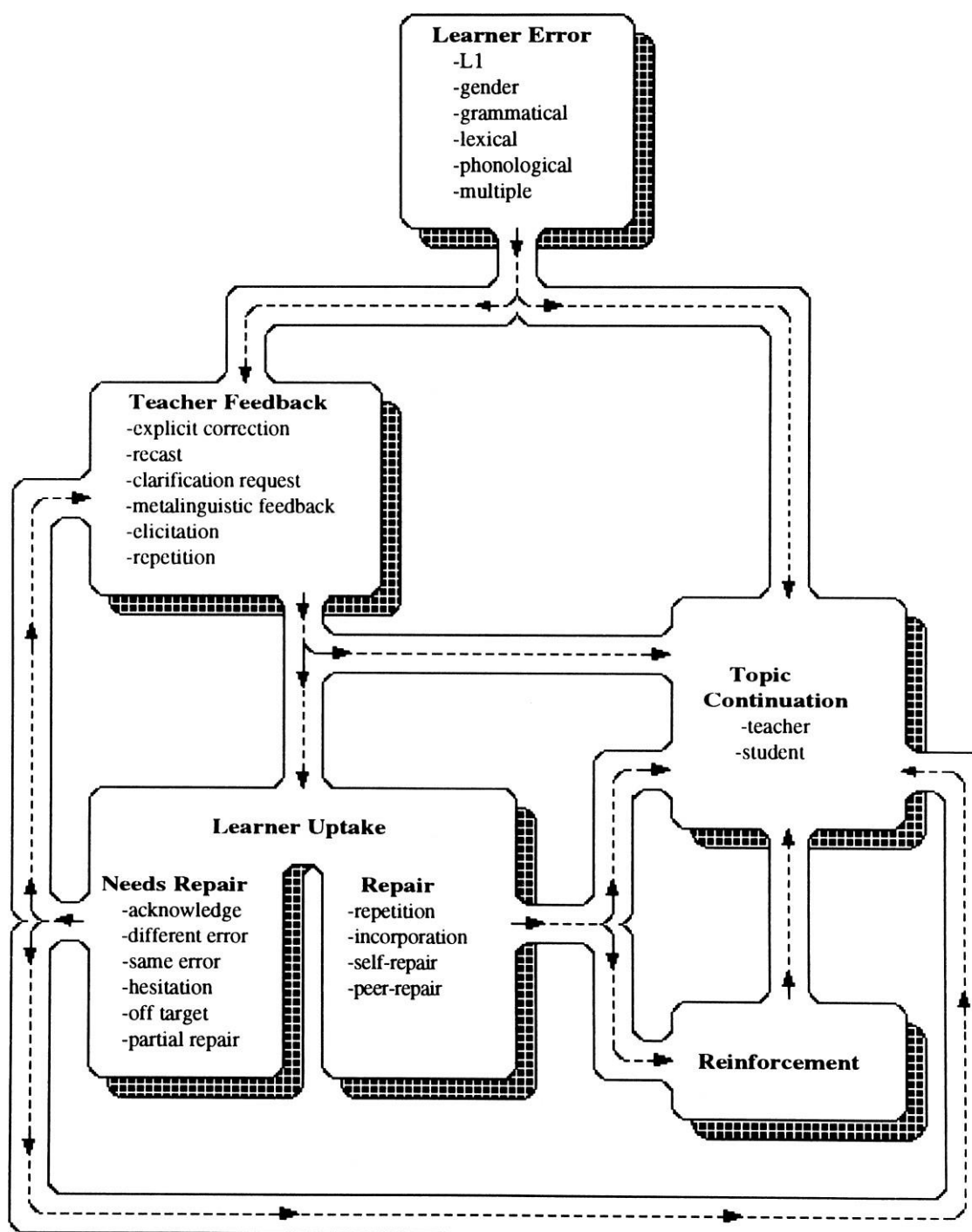


Figure 1. 2 : Error treatment sequence (Lyster & Ranta, 1997, p. 44)

There are several other taxonomies because Researchers have proposed a number of categories connected to learners' uptake. These frameworks seek to categorize various forms or aspects of student uptake. Here are a few illustrations:

Ellis's Uptake Framework: Rod Ellis (2009) divided learners' uptake into three groups: interactional, implicit, and explicit. Implicit uptake refers to learners' unconsciousness of

input, in which they learn linguistic patterns or structures without necessarily being aware of the learning process. Through exposure, such as listening or reading authentic documents. Explicit uptake refers to students' awareness when taking language structures; interactional uptake refers to the use of language for interactional goals. These three ideas implicit uptake, explicit uptake, and interactional uptake are a component of a larger comprehension of how language acquisition occurs and how learners interact with input in various ways. Leeman and Rabin's Taxonomy of Interactional Uptake: According to Leeman, J., & Rabin, L. (2010), this taxonomy is Based on the interactional functions of the learners' uptake, they suggested taxonomy of interactional uptake. Confirmation uptake, negotiation uptake, and negotiation for meaning uptake.

1.2.4. Uptake: Sign of Successful Teachers' Corrective Feedback and Students Proficiency Progress

Any task needs to be evaluated in order to judge it whether successful or not. Uptake is no exception, it represents to which extent the CF is covered by learners. From (Chaudron, 1977; Mackey, 1999, 2006; Loewen, 2002, 2004) perspective uptake can be used as a significant factor for the CF success. It noticeably diminishes the possibility of errors since it is committedly taken into consideration by EFL students. Moreover, uptake can regarded as a remediation guide due to its indicative nature containing a numerous linguistic elements reflecting what is going wrong with students and facilitating to teachers the descriptive phase, it is similarly comparable to symptoms and syndromes to prescribe medicines to patients, Schmidt's (1990, 1995) supports this viewpoint; hence, CF is regarded a possible facilitator of learning (Swain, 1995; Lightbown, 1998). It has also been asserted that uptake promotes acquisition (Ellis et al., 2001), also Ellis et al. (2001) mentioned that the process of uptake has the power to assist and facilitate the process of language acquisition.

From the aforementioned information, we deduce that the efficacy of teachers' corrective feedback and the development of students' competency are both usefully indicated by the learners' uptake. It has to do with how students take in and use feedback or input to improve their own language use or understanding. When students integrate and use the corrected forms or information that teachers provide, it shows that the feedback has been effective in promoting language development. Uptake also represents the development of students' competence. It is a sign of improving language abilities when learners have a greater capacity to receive criticism and apply it to their language output. Uptake is a crucial witness of the effectiveness of teachers' written corrective feedback and the development of students' competency. It shows that feedback has been properly taken, used to develop students' language.

Conclusion

This chapter mainly discussed the most relevant theoretical backgrounds linked to both teachers' written corrective feedback and learning uptake with an overall focus on writing skill as the major scope to investigate since all the studied aspects are directly tied to it. That the reason why writing signifies the vital nerve of the current study. In addition, errors and mistake are definitely occupying a major position. Being particularly noticeable when reacting to students' uptake which is another subject matter. For more informed confirmation, we will prefer to investigate the previously taken points in the following chapter, which is dedicated to the practical part.

Chapter Two: The Practical Part

Introduction

This chapter, in contrast to the previous one which is a literature review about the teachers' written corrective feedback and learners' uptake was introduced. The present chapter constitutes the practical part of this research. This chapter is introduced by the restatement of various elements of this research, such as the aims of the study, the population under investigation, as well as the instruments used to accumulate the needed data. Moreover, the chapter includes the description, analysis and discussion of both students' and teachers' questionnaires. Also, in this chapter, we attempt to compare between the main findings of both questionnaires, as well as the implications and limitations of the study. Finally, the chapter presents numerous recommendations and suggestions for pedagogy and research based on the analysis and interpretations of the findings.

2.1. Aims of the Study

The main objective of this dissertation is to explore the relationship between corrective feedback provided by English as a Foreign Language (EFL) teachers and learners' uptake. In particular, the study aims to examine the importance of written corrective feedback from teachers and the role they play in delivering such feedback. Another objective is to identify effective forms of teachers' corrective feedback that positively influence learners' uptake and contribute to their overall language acquisition progress.

2.2. Participants

This current research is conducted at Mila's University Centre, Institute of Letters and Languages, Department of Foreign Languages during the academic year 2022/2023. Two sets of participants fall under examination within this inquiry. The first group includes 35 second year students of English. Second year students are opted for due to the fact that they are partially initiated to the English language during the first year, in addition they still have lot of

language structures to learn. Moreover, they still need the teachers' company to be fully guided and linguistically secured. Also, they still have some deficiencies that are noticeable and worthy of study. All the aforementioned elements make this population worthy of the study.

Concerning the second group of information, the present study incorporates a total of 16 teachers between full-time and part-time: 10 full-time EFL teachers (PhD degree) who hold permanent instructional jobs at Mila's University Center and 6 part-time EFL teachers (master degree). The rationale behind opting for full-time EFL teachers is that they are usually enrolled in a number of formal training courses suggested by the Algerian Ministry of High Education and Scientific Research. In addition they have an experience with feedback as they were supervised during their PhD research. Admittedly, teachers who only hold a master's degree have not received the training their permanent counterparts underwent, but their teaching experience as well as years of being students in the field yield important knowledge which is not to be taken lightly in the present situation.

2.3. Data Collection Tools

The current study uses two questionnaires as data collecting instruments to achieve the aforementioned goals. The questionnaires are sent to both students and teachers in order to collect the data needed for this inquiry.

2.4. The Students' Questionnaire

2.4.1. Description of the Students' Questionnaire

The students' questionnaire seeks to explore students' standing on teachers' corrective feedback as well as their own uptake. The questionnaire is divided into five sections: (1) general information, (2) the writing skill, (3) teachers' written corrective feedback, (4) learners' uptake, and (5) further suggestions and comments. It incorporates a variety of open-ended questions, close-ended questions, multiple choice questions, in addition to ranking-

scale inquiries.

The initial section gathers general information about the participants. It is made up of five questions, which probe learners' choices and motives to study English as well as the impact of teachers and internal mood on receiving feedback.

The second section aims at investigating learners' preferred languages skills as well as the obstacles they face while writing. It comprises of two questions.

The third section explores learners' standpoints regarding their teachers' written corrective feedback. It consists of five questions that shed light on the frequency of teachers' written feedback, what particular aspects that they focus on, students' stance on the significance of written corrective feedback, as well as the types used by teachers.

The penultimate section inspects learners' uptake through posing four questions related to their attentiveness to and effectiveness of teachers' written corrective feedback.

The last section opens the door for learners to impart any suggestion or comments regarding the topic at hand.

2.4.2. Administration of the Students' Questionnaire

The students' questionnaire was given out in a number of different ways in order to collect the necessary data. Over a period of almost a month, the participants submitted their responses on paper after hard copies of the questionnaire were administered to them.

2.4.3. Analysis and Interpretation of the Students' Questionnaire

General Information.

Q1. Did you choose to study English?

Table 2. 1 Academic choice

Option	Number	Percentage
Yes	31	88.57%
No	4	11.43%
Total	35	100%

Table 2.1 shows learners' academic choice of English. The overwhelming majority (88.57%) stated that English was the academic discipline they opted for, while the rest maintained that it not (11.43%).

Q2. How do you evaluate your level ?

Table 2. 2 Learners' English proficiency

Option	Number	Percentage
Excellent	2	5.71%
Good	23	65.71%
Average	9	25.72%
Poor	1	2.86%
Total	35	100%

The data shows that 65.71% of the respondents consider themselves to be good in English, while 25.72% rate their proficiency as average. Only a small percentage (5.71%) rated themselves as excellent, and 2.86% considered their English proficiency to be poor.

Q3. Why do you study English?

Table 2. 3 Motive behind studying English

Option	Number	Percentage
a- To get a job	8	22.86%
b- To travel and communicate with people around the world	9	25.71%
c- To get a deep understanding of other cultures	0	0%
d- Because it is the language of media, science, and technology	0	0%
e- Other	2	5.71%
a+b	2	5.71%
A+d	3	8.57%
A+e	1	2.86%
B+d	1	2.86%
a+e	1	2.86%
a+b+c	1	2.86%
a+b+d	3	8.57%
a+c+d	1	2.86%
a+c+e	1	2.86%
a+b+c+d	1	2.86%
a+b+c+e	1	2.86%
Total	35	100%

The data in Table 2.3 indicates that the primary motives behind studying English among the respondents are as follows: 22.86% (8 respondents) study English to get a job, 25.71% (9 respondents) study English to travel and communicate with people around the

world, 5.71% (2 respondents) selected "Other" as their motive for studying English, while the remaining options, such as getting a deep understanding of other cultures (c) or because it is the language of media, science, and technology (d), received no responses.

It is worth noting that some respondents selected multiple options, which are indicated by the frequencies for combinations like a+b, a+d, a+e, b+d, c+e, a+b+c, a+b+d, a+c+d, b+c+e, a+b+c+d, and a+b+c+e. However, the majority of respondents indicated their motives as either wanting to get a job or to travel and communicate with people around the world.

Q4. As a student of English and through your own experience, do you think that students' mood influences their reception of information?

Table 2. 4 Students' opinion about how mood affects reception of information

Option	Number	Percentage
Yes	34	97.14%
No	1	2.86%
Total	35	100%

The data in Table 2.4 shows that the overwhelming majority of students (97.14%) believe that their mood influences their reception of information. Only a small percentage (2.86%) of students expressed the opinion that mood does not affect their reception of information.

This data suggests that the majority of students recognize the impact of mood on their ability to receive and process information effectively. It implies that students' emotional state can play a significant role in their learning experience and their ability to absorb and comprehend information.

Q5. Does teachers' feedback influence the students' ability to receive information effectively?

Table 2. 5 The impact of teachers' feedback on learners' ability to receive information

Option	Number	Percentage
Yes	31	88.57%
No	4	11.43%
Total	35	100%

The data in Table 2.5 reveals that 88.57% of students believe that teachers' feedback influences their ability to receive information effectively. Conversely, 11.43% of students expressed the opinion that teachers' feedback does not have an impact on their reception of information.

These findings indicate that the majority of students acknowledge the importance of teachers' feedback in facilitating their learning process. It suggests that feedback from teachers plays a significant role in enhancing students' ability to receive and comprehend information effectively.

The Writing Skill.

Q6. Which skill do you like more?

Table 2. 6 Learners' language skills' preferences

Option	Number	Percentage
a- The reading skill	5	14.29%
b- The speaking skill	14	40%
c- The listening skill	0	0%
d- The writing skill	0	0%

a+b	2	5.71%
a+c	1	2.86%
b+c	6	17.14%
b+d	3	8.57%
c+d	1	2.86%
a+b+c	2	5.71%
b+c+d	1	2.86%
Total	35	100%

Data in Table 2.6 indicates the preferences of learners regarding which skill they would like to learn more. The findings are as follows: 14.29% (5 respondents) prefer to learn more about the reading skill, 40% (14 respondents) express a preference for learning more about the speaking skill, no respondents selected the listening skill or the writing skill as their preferred skill to learn more, and the combination a+b, which represents a preference for both reading and speaking skills, was chosen by 5.71% (2 respondents). Other combinations such as a+c, b+c, b+d, c+d, a+b+c, and b+c+d were also selected by a few respondents, each representing their specific skill preferences.

The data suggests that a significant proportion of learners show a preference for improving their speaking skill, while a smaller group expresses an interest in developing their reading skill. No respondents indicated a preference for focusing on either the listening or writing skill.

Q7. In your opinion, what are the main problems that students usually encounter while writing?

Table 2. 7 Problems encountered by students in writing

Option	Number	Percentage
a-Spelling mistakes	1	2.86%
b-Grammar mistakes	0	0%
c-Punctuation and capitalization	0	0%
d-Lack of vocabulary	2	5.71%
e-Difficulty with sentence structure and word order	1	2.86%
f-First language interference	1	2.86%
g-Inappropriate use of colloquial language	0	0%
h-Other	0	0%
a+b	2	5.71%
a+d	3	8.57%
b+d	1	2.86%
a+b+c	1	2.86%
a+b+d	2	5.71%
a+c+d	1	2.86%
a+d+f	1	2.86%
a+d+e	1	2.86%
c+d+e	1	2.86%
d+e+g	1	2.86%
a+b+c+d	5	14.29%
a+b+d+e	3	8.57
a+b+d+f	1	2.86%
b+c+d+e	2	5.71%
b+c+d+f	2	5.71%
a+b+c+d+e	1	2.86%

b+c+d+e+g	1	2.86%
c+d+e+g+h	1	2.86%
Total	35	100%

Based on the data presented in Table 2.7, a small percentage of students reported encountering specific challenges while writing. Spelling mistakes were mentioned by 2.86% of respondents, while a lack of vocabulary and difficulty with sentence structure and word order were identified by 5.71% and 2.86% of respondents, respectively. First language interference was noted as a problem by 2.86% of students. However, issues such as grammar mistakes, punctuation and capitalization errors, inappropriate use of colloquial language, and unspecified problems received no significant mentions. These findings underscore the importance of addressing these specific areas to enhance students' writing skills.

Teachers' Written Corrective Feedback.

Q8. How often do your teachers correct your writing?

Table 2. 8 Teachers' correction of students writing

Option	Number	Percentage
Never	2	5.71%
Sometimes	18	51.43%
Often	4	11.43%
Always	11	31.43%
Total	35	100%

Based on the data presented in Table 2.8, it is evident that teachers play a significant role in correcting students' writing. The majority of respondents (82.86%) reported receiving some level of correction from their teachers. Among them, 51.43% mentioned that their writing is corrected sometimes, while 11.43% stated that it is often corrected. Notably,

31.43% of students indicated that their teachers always correct their writing. These findings emphasize the active involvement of teachers in providing feedback and guidance to students, highlighting the importance of constructive correction in the development of writing skills.

Q9. If they do, what do they focus on while correcting writing?

Only participants who opted for ‘yes’ in the previous question are qualified to answer the present one, namely 33 out of 35 participants

Table 2. 9 Aspects of writing that teachers correct

Option	Number	Percentage
a-Spelling	1	3.03%
b-Grammar mistakes	1	3.03%
c-Punctuation and capitalization	0	0%
d-Vocabulary	1	3.03%
e-Sentence structure and word order	0	0%
f-Unity and coherence	0	0%
g-Others	0	0%
a+b	3	9.09%
b+c	2	6.06%
b+d	3	9.09%
b+e	1	3.03%
c+d	1	3.03%
E+f	1	3.03%
A+b+e	2	6.06%
B+c+e	2	6.06%
B+e+g	1	3.03%
B+c+f	3	9.09%
B+e+f	1	3.03%
A+b+c+d	2	6.06%
A+b+c+f	2	6.06%
B+c+e+f	2	6.06%

A+b+c+d+e	2	6.06%
B+c+d+e+f	1	3.03%
A+b+c+d+e+f	1	3.03%
Total	33	100%

Based on the data provided in Table 2.9, when correcting students' writing, teachers tend to focus on a range of aspects. Among the participants who confirmed that their writing is corrected (33 out of 35 participants), the data suggests a diversity of emphasis. Approximately 9.09% of participants stated that their teachers focus on both spelling and grammar mistakes. Additionally, combinations of grammar mistakes with punctuation and capitalization, vocabulary, sentence structure and word order, and unity and coherence were mentioned by smaller percentages of participants (ranging from 3.03% to 6.06%). However, it is important to note that some aspects, such as punctuation and capitalization, sentence structure and word order, and unity and coherence, received no explicit mentions. Consequently, the results indicate that teachers adopt varied approaches in correcting writing, making it challenging to establish a clear consensus on the specific aspects they prioritize.

Q10. Do you think that teachers' written corrective feedback is important to improve your writing?

Table 2. 10 The importance of teachers' written corrective feedback

Option	Number	Percentage
Yes	33	94.29%
No	2	5.71%
Total	35	100%

The majority of participants (94.29%) expressed the belief that teachers' written corrective feedback is important for improving their writing, as indicated by the data in Table 2.10. Only a small percentage (5.71%) responded negatively, stating that they do not consider

teachers' written corrective feedback as significant. These findings highlight the perceived value of teachers' input and suggestions in enhancing students' writing skills, underscoring the importance of constructive feedback in the learning process.

- **Justification**

Students who support the importance of teachers' written corrective feedback provide several justifications for its value. They emphasize that written feedback is crucial for identifying and correcting mistakes in their writing, helping them improve their overall writing quality. Furthermore, they acknowledge that such feedback plays a significant role in expanding their vocabulary, as teachers suggest alternative word choices and offer synonyms. Students also recognize the impact of written feedback on enhancing their spelling skills by pointing out errors and guiding them towards proper spelling conventions. Moreover, they appreciate how written feedback promotes self-analysis of errors, allowing them to reflect on their writing, identify areas for improvement, and take ownership of their learning. Lastly, students believe that teachers' written feedback cultivates critical analysis skills, as teachers provide constructive criticism and explanations, enabling students to evaluate their own work objectively and make informed revisions. These justifications highlight the essential role of teachers' written corrective feedback in students' writing development and their journey towards becoming more proficient writers.

Q11. Which type of written correction do you prefer the most?

Table 2. 11 Types of written corrective feedback that students prefer

Option	Number	Percentage
a-Self-correction	3	8.57%
b-Peer correction	1	2.86%
c-Teachers' correction	27	77.14%
A+c	3	8.57%

B+c	1	2.86%
Total	35	100%

According to the data presented in Table 2.11, the majority of students (77.14%) expressed a preference for teachers' correction as their preferred type of written corrective feedback. Only a small percentage of students (8.57%) indicated a preference for self-correction, while an even smaller percentage (2.86%) preferred peer correction. These findings indicate a strong inclination towards relying on teachers for guidance and feedback in the writing process. Students value the expertise and knowledge that teachers bring to the table, highlighting their preference for receiving correction and guidance directly from their instructors.

- **Justification**

Students' preferences for written corrective feedback vary, with some favoring self-correction as a means of active learning and personal growth, while others rely on teachers' correction due to their experience and knowledge. Additionally, some students find value in peer correction as it reduces shyness and stress, although they acknowledge its potential limitations in terms of reliability. Those who support self-correction believe in taking responsibility for their mistakes to enhance their understanding and independence. In contrast, students who prefer teachers' correction trust in their instructors' expertise and appreciate the structured guidance they provide. Students who opt for peer correction value the collaborative and supportive environment it fosters, even though they recognize its potential drawbacks. These diverse preferences reflect students' individual learning styles and goals, with a focus on effective learning, trust in teacher expertise, and the desire for a supportive learning environment.

Q12. What type of feedback do your teachers provide you with?

Table 2. 12 Types of feedback teachers provide

Option	Number	Percentage
Direct (explicit)	17	48.57%
Indirect (Implicit)	1	2.86%
Both	17	48.57%
Total	35	100%

Based on the data presented in Table 2.12, the participants were asked about the type of feedback provided by their teachers. The responses reveal that a significant percentage of students (48.57%) reported receiving direct (explicit) feedback from their teachers. This type of feedback involves clear and specific guidance on correcting errors and improving writing skills. In contrast, a small percentage of students (2.86%) indicated receiving indirect (implicit) feedback, which suggests that teachers provide more subtle and indirect indications of areas for improvement. Interestingly, an equal percentage of participants (48.57%) mentioned receiving both types of feedback, indicating a balanced approach employed by teachers in providing a combination of direct and indirect feedback. This mixed approach allows for comprehensive guidance and supports students in developing their writing skills through various means. The results highlight the importance of varied feedback strategies used by teachers to address individual learning needs and promote effective writing development.

Learners' Uptake.

Q13. What type of feedback do your teachers provide you with?

Table 2. 13 Types of feedback teachers provide

Option	Number	Percentage
Once	25	71.43%
Twice	5	14.29%
More than twice	5	14.29%
Total	35	100%

Based on the data presented in Table 2.13, the participants were asked about the frequency of feedback provided by their teachers. The results indicate that the majority of students (71.43%) reported receiving feedback from their teachers once. This suggests that teachers typically provide feedback on students' writing assignments or assessments on a single occasion. A smaller percentage of students (14.29%) mentioned receiving feedback twice, indicating that teachers might engage in a review process where they provide feedback on initial drafts and then again on revised versions. Similarly, another 14.29% of participants stated that they receive feedback more than twice, implying that teachers offer ongoing support and guidance throughout the writing process, providing multiple rounds of feedback and revisions. The findings highlight the importance of regular feedback to help students refine their writing skills and enhance their overall performance. By receiving feedback at different stages, students have the opportunity to address areas of improvement and make necessary adjustments to their written work.

Q14. In your opinion, to what extent teachers' written corrective feedback is beneficial?

Table 2. 14 Benefit of teachers' written corrective feedback

Option	Number	Percentage
Very beneficial	12	34.29%
Beneficial	19	54.29%
Somehow beneficial	3	8.57%
Not beneficial	1	2.86%
Total	35	100%

In the participants' opinion, teachers' written corrective feedback is considered to be beneficial to a great extent. A significant percentage, 34.29%, believe that it is very beneficial, while 54.29% consider it beneficial. This indicates that the majority of the participants recognize the positive impact of teachers' written corrective feedback on their learning and improvement in writing skills. Additionally, 8.57% perceive it to be somehow beneficial, indicating a moderate level of effectiveness. Only a small percentage, 2.86%, view it as not beneficial. Overall, the findings suggest that teachers' written corrective feedback plays a valuable role in supporting students' progress and development in writing.

- **Explanation**

Students hold a strong appreciation for teachers' written corrective feedback, recognizing it as a pivotal aspect of their writing development. The results of the study indicate that students widely perceive this feedback as highly beneficial. It serves as a valuable tool for students to enhance their writing skills and refine their abilities. By receiving constructive comments and suggestions from their teachers, students gain valuable insights into their strengths and areas for improvement in writing. According to the participants, teachers' written corrective feedback plays a vital role in guiding students towards effective

writing practices, helping them develop clarity, coherence, and organization in their compositions. It provides students with specific and actionable suggestions that enable them to rectify errors, expand their vocabulary, and enhance their overall writing proficiency.

Q15. Do you always follow the teachers' written corrective feedback?

Table 2. 15 Students' attentiveness of teachers' written corrective feedback

Option	Number	Percentage
Yes	34	97.14%
No	1	2.86%
Total	35	100%

The findings reveal that an overwhelming majority of students, with a percentage of 97.14%, demonstrate a high level of attentiveness to teachers' written corrective feedback. This indicates that students place significant value on the feedback provided by their teachers and actively incorporate it into their writing process. By acknowledging and following the suggestions and recommendations given by their teachers, students exhibit a willingness to learn and improve their writing skills. This level of attentiveness reflects their dedication to refining their writing abilities and utilizing the guidance provided by their teachers to enhance the quality of their work. The small percentage of 2.86% who do not always follow the teachers' written corrective feedback may have various reasons for their choice, such as alternative writing strategies or personal preferences. Nonetheless, the majority of students recognize the importance of integrating teachers' feedback into their writing practice, demonstrating a commitment to continuous learning and improvement.

- **Why?**

Students emphasize the profound usefulness of written corrective feedback in not only improving their overall writing skills but also enhancing various linguistic aspects. They acknowledge that the feedback provided by their teachers serves as a valuable tool for

identifying and rectifying mistakes, whether they be related to grammar, vocabulary, or sentence structure. Students understand that by carefully analyzing and incorporating the feedback, they can refine their writing style, enhance coherence and cohesion, and develop a more nuanced understanding of language conventions. Additionally, they recognize that teachers' written corrective feedback aids in expanding their vocabulary repertoire, allowing them to express ideas more accurately and eloquently. Overall, students appreciate the comprehensive impact of written corrective feedback, acknowledging its role in fostering their growth as proficient writers and language users.

Further Suggestions and Comments.

Q16. Please add any further comments or suggestions!

Students advocate for an increased provision of written corrective feedback from teachers, emphasizing the importance of clear and constructive delivery. They express the belief that a higher frequency of feedback would allow for a more comprehensive and targeted approach to addressing their writing weaknesses. Furthermore, students emphasize the significance of receiving feedback in a clear and positive manner, as it promotes a conducive learning environment and encourages their motivation to improve. They argue that constructive feedback, accompanied by specific suggestions and explanations, helps them better understand their mistakes and provides guidance on how to rectify them. By incorporating these suggestions, students feel empowered to make meaningful revisions to their writing and ultimately achieve more favorable outcomes. Overall, students assert that an increased emphasis on clear and positive written corrective feedback would greatly contribute to their continuous improvement in writing skills.

2.5. The Teachers' Questionnaires

2.5.1. *The Description of the Teachers' Questionnaire*

The teachers' questionnaire primary goal is to determine whether or not EFL teachers at Mila's University Center truly provide their students with appropriate feedback that would feed their weaknesses and repair their deficiencies, as well as make their errors detectable in a way that allows them to be at the top of their writing performance. The questionnaire has a variety of question styles, ranging from multiple choices questions to open-ended ones. It is made up of ten questions.

Several questions are asked. They seek to point out the main elements to conduct the present research. This questionnaire acquires about teachers teaching experiences, the main confronted problems by students in writing as well as the major corrected parts of language. Also it sheds light on the compatible types of feedback and the impact of awareness and motivation on the students' receptive capacity.

2.5.2. *The Administration of the Teachers' Questionnaire*

The questionnaire was delivered through one mean. Data was mainly gathered from teachers using hard copies

2.5.3. *Analysis and Interpretation of the teachers' Questionnaire*

Background information.

Q1. What degree do you hold?

Table 2. 16 Academic degree of teachers

Option	Number	Percentage
Master	6	37.5%
Magistrate	0	0%
PhD	10	62.5%
Total	16	100%

The purpose of this question is to cast a glance at the level of EFL instructors in order to support the assumption that the level of teachers is critical in the teaching/learning process. According to the data, more than half of teachers (62%) have a PhD, while the rest (37%) have a master's degree. These findings show that the majority of respondents have greater teaching experience.

Q2. How long have you been teaching English?

Table 2. 17 Teachers' instructional experience

Option	Number	Percentage
Less than 2 years	5	31.25%
2-6 years	8	50%
More than 8 years	3	18.75%
Total	16	100%

A large percentage of teachers (08) have 2 to 6 years of experience. While 05 of them have less than 2 years of experience teaching English. The remaining teachers (03) have been in the teaching profession for more than 8 years.

Q3. What are the most frequent problems that your students face in writing?

This question attempts to identify the most prevalent writing problems experienced by students as observed by teachers. According to seven teachers, the most often encountered issues are grammar, vocabulary, and punctuation. Coherence and cohesion are scored second, with four teacher explanations. Among the difficulties with two replies are sentence structure, spelling, structuring of thoughts and ideas. Finally, just one teacher mentioned motivation as a regular problem among the others. These findings indicate that grammar, vocabulary, and punctuation are the most significant obstacles that EFL students face.

Q4. Do you usually provide your students with a written corrective feedback?

Table 2. 18 Frequency of written corrective feedback

Option	Number	Percentage
Yes	16	100%
No	0	0%
Total	16	100%

This inquiry tries to determine whether teachers truly assure WCF in their students' writing. Based on the comments provided by teachers, all of them provide written corrective feedback to their students. This last point demonstrates that EFL teachers are dedicated to appropriately editing students' output

Q5. What do you usually focus on while correcting?

The major goal of this question is to focus on the teacher tendency to provide corrective feedback as a significant predictor of the teachers' language policy. It is also requested to note if teachers search out specific language issues or whether there are several factors they seek out. The findings show that grammar, which has been addressed nine times (09), receives a lot of attention. Coherence was chosen six times (06) for second place. The third rank goes to vocabulary, punctuation, and cohesion, with each being mentioned four times (04). Structure of sentences, paragraph construction and connecting, academic writing, accuracy, and writing techniques are all picked once. While some teachers highlighted all that was previously discussed all at once. We may conclude from the results that a common teacher' focus appears to be obvious and lean to the formal component of the language rather than the interpretive and semantic aspect.

Written Corrective Feedback.

Q6. Which type of feedback do you use in correcting the students' errors and mistakes?

The reason behind selecting this inquiry is to know the teachers' correction perspectives on whether they give their remediation directly or they are reasonably opted for the indirect feedback. The findings are numerically shown in the table below:

Table 2. 19 Types of Feedback Used in Correcting Students' Errors and Mistakes

Option	Number	Percentage
Direct feedback	10	62.5%
Indirect feedback	2	12.5%
Both	4	25%
Total	16	100%

According to the table above, the majority of responders (62.5%) prefer DF. 12.5% of them prefer to deliver it indirectly, while the remaining 25% prefer to use both. These findings may be explained by concentrating on numerous points. Certain teachers, particularly those that pursue the DF, definitely do not ignore the psychological aspect of their students since they are confident that doing so will allow them to escape pressure. It is also an issue of conserving time and covering the largest number of errors and mistakes in order to instantly and fully corrects them, while spending more attention on students with restricted proficiency levels, so that they can readily detect their mistakes. In addition, those going for the IF, their point of view are tending to avoid embarrassment. Furthermore, they feel that it is the ideal option for both ordinary and good students.

Finally, a sizable proportion of participants prefer using both; their positions are supported by relating the kinds to the nature of errors and mistakes; some of them underline or circle errors and mistakes connected to grammar, spelling, and capitalization. When it comes to spelling, it is advised that they reformulate.

Learners' Uptake.

Q7. According to your students' uptake, is your students' level of writing improved when you provide them with the appropriate written corrective feedback?

This current asked question aims principally to shed light on the true value the appropriate feedback. In the simplest terms, it tries to emphasize that feedback should not be given at random. It suggests that the more relevant the written corrective remarks are, the more probable it is that students writing level will improve. The table above shows the key findings based on the collected responses of teachers who assisted in the current study work:

Table 2. 20 Effectiveness of proper written corrective feedback on students' level of writing

Option	Number	Percentage
Yes	13	81.25%
No	2	12.5%
Both	1	6.25%
Total	16	100%

Relating to the table below showing the findings of the current question, the majority participants (13 teachers) that represents 81.25% of respondents go for the point view confirming that the students' writing proficiency level is really improved when it is supported by the suitable WCF. Coming second, a proportion of participants totally reject this thesis with a percentage of 12.5% that represent 2 teachers. Meanwhile, only one teacher (01) what reflects in language of numbers 6.25% of contributors selected both opinions.

Among the respondents, one teacher confirmed that on one hand, only 20% of students take seriously into account the teachers' corrective feedback. While on the other hand, sometimes they do not even read it. Going a step further to a double answered participant who denies the thought of the impact of the WCF on LU and improving their writing level. The total responsibility and the burden are put on the students' shoulders.

Most of the teachers included in the study are approximately met on the same opinion, except three of them, are insisting on the role of the compatible WCF in the progress of students writing skills. This means that the learners' uptake is somehow tightly related to quality of the provided written corrective feedback. This confirms that it depends also on students and their receptive readability to be exposed to their teachers' CF. In addition, having the correct form encourages students to write more. Finally, it is necessary to emphasize here the role of teachers in giving the right feedback because it entails explaining what they are doing well and badly, with the focus on what they are doing correctly. It is most beneficial to a student's learning when they are given an explanation of what is correct and incorrect about their work.

Q8. Do you think that students' awareness and motivation have a positive impact on receiving the teachers' written corrective feedback? Explain!

Choosing this topic arises from an intense belief that the psychological side plays a substantial role in the process of EFL learning and teaching. Motivation and awareness are both related to students' mental performance since they are impacted by several external elements coming from students' environment that may contribute to the students' degree of competence and favourably boosts the linguistic productivity and permit to both teachers and students to establish excellent harmony across the whole process. The table below will presume the main finding in relation with the present inquiry.

Table 2. 21 The impact of awareness and motivation on receiving teachers' WCF

Option	Number	percentage
Yes	16	100%
No	0	0%
Total	16	100%

According to the table previously established, all the teachers with no exception have a positive tendency towards awareness and motivation due the fixed belief showing their tremendous impact on the whole process and being two effective elements. This teachers' perspective relies on enormous reasons: first of all being aware is behaving consciously and being able to perceive, to feel and analyze different events around you. They encourage students to know about their errors and mistakes and show enthusiasm to work hardly to fix them. Students learn even with committing errors since they take feedback seriously into consideration. They demonstrate a huge readability to be opened to criticism and corrections, as well as to accept teachers' comments. According to what has been discussed, awareness and motivation are significant contributions to improving the student's receptive sense, rather than linguistics elements.

Q9. Do you have any other suggestions?

This inquiry is originally presented in order to examine the issue through the eyes of other experienced scholars. It is also to open the door to other potentially overlooked aspects and to take a major step forward toward other prospective future studies.

Teachers proposed numerous ideas, including adding oral corrective feedback to try to improve the correction process and strengthen it vocally. Some teachers emphasize the specific value of feedback as an enhancing issue under the condition that learners are obviously motivated with a want to improve and be willing to work on improving it, and the focus should be on errors rather than mistakes. They should also get a lot of practice being corrected by teachers. They also insist on students being self-motivated to choose their own worthwhile path because many of them are still young and have no burdensome responsibilities. This may influence our purpose to focus on their age as a useful aspect in the whole process. Furthermore, it is a pertinent issue to delve deeply into the students' uptake issues, and then try to determine the causes for them.

As a consequence, despite the fact that it is not simple, it is worthwhile to attempt the absolute best for the benefit of the students' uptake proficiency level improvement. Meanwhile, considering the interdisciplinary nature of the topic, it is necessary to investigate additional areas and seek out new viewpoints in order to fully grasp the core issue from all sides. We must remember that uptake is the mirror picture of a provided feedback; yet, this is not only the job of the teachers; students and their surroundings must also have a role in it in order to carry it far away, steps further with better findings serving the students' benefit.

2.6. General Discussion of Students' and Teachers' Questionnaires

Numerous important findings are revealed after observing the replies from the students' and teachers' questionnaires. All of the outcomes are directly related to the main topic under consideration with a main focus on the most serving results that are able to be applied on the field since this research aims primarily to value the role of written corrective feedback and uptake. Although most learners maintain that they possess a good level of English, teachers suggest that it is necessary that students work on their grammar, vocabulary and punctuation since they are considered as the main obstacles preventing them to enhance. As such, teachers focus mostly on the previously mentioned elements during their corrective feedback. This means that focus on the form is more than on the semantic side. In addition, the psychological aspect of students should not be in isolation to the linguistic aspect because motivation and awareness are included in the process. Another point to discuss is the learners' uptake which is a part of the corrective feedback if we opt for the position that it is the students' reaction to the WCF. Although teachers expressed their varied use of numerous types of feedback, learners asserted that they mostly receive indirect correction which results in detrimental outcomes. Direct correction is the favorable way of feedback because the correction is done without putting the students under the pressure. By opting for a more subtle deliverance of feedback, learners will undoubtedly experience confusion and would be less

ease. In addition it would encourage introvert students to be proactive.

In our case, students' uptake does not really reflect their needs. This problem is related to the fact that the majority of teachers correct the form of the language rather than its entity that provides us with meaning. In reality we must not neglect the meaning because it is the main reason the language exists. Furthermore, it is impossible for teachers to cover all the language aspects due to the lack of time and the issue of crowded classes. These reasons can be also taken as one of the reasons behind not taking teachers' corrective feedback seriously. They do not find the suitable atmosphere to be motivated even if they are aware and showing the desire to improve. For further reasons, we can take the lack of reading as a relevant problem. Reading as it should be feeds the students' writing ability. During this process they are receiving unconsciously a kind of visible feedback to use later on writing when needed. Another reason, far from the previous point is the lack of interest among the students as well as for the teachers if they are not satisfied of the job they are doing.

2.7. Implications, Limitations and Recommendations

2.7.1. Implications of the Study

The implications of this study are significant as it specifically targets the impact of teachers' written corrective feedback on learners' uptake, with a particular focus on the writing skill. This research addresses a crucial gap in the literature, as the writing skill is often neglected and remains challenging for many EFL learners. By investigating learners' absorption and uptake of feedback in relation to writing, this study provides valuable insights into enhancing linguistic expression and facilitating academic and professional success. Furthermore, the study contributes to the existing body of research by emphasizing the importance of learners' reception and uptake of corrective feedback, an aspect that has received limited attention in previous studies. By shedding light on this aspect, the findings not only empower teachers to deliver appropriate and productive written corrective feedback

but also support learners in effectively receiving and utilizing such feedback. Ultimately, this research contributes to improving the overall effectiveness of feedback practices and promoting more efficient language learning outcomes.

2.7.2. Limitations of the Study

Every research project is certain to confront a slew of challenges and issues. The process of scientific investigation frequently involves several obstacles that researchers strive to overcome. A lot of hurdles on various levels are faced when carrying out the current investigation. In terms of data gathering, the usual technique proved challenging because both learners and teachers are not physically present at MUC on a weekly basis.

It cannot be stressed how short the time frame for conducting and completing that investigation was. The teachers' questionnaire was supposed to be an interview, but it was formed in its current form due to teachers' unavailability and a lack of time. Given the time, a teacher interview might undoubtedly be far more informative.

Finally, doing a current master's investigation and a PhD study at the same time is both exciting and challenging. Furthermore, they are unique from one another since they are from two separate fields and are written in different languages.

2.7.3. Recommendations for Pedagogy and Research

The account for a set of suggestions that touch on pedagogy and additional research is based on what is stated via performing the analysis of the data gathered through the research instruments included in this study of vital significance. This is intended to familiarize students and teachers with the topic of feedback and uptake. In the same line, future studies that may be of relevance to the current study are addressed with certain study recommendations.

2.7.3.1. Recommendations for Students.

When addressing feedback and uptake, it appears at first glance that the load and obligation lie only on the shoulders of the teachers, but it is reciprocal in the sense that the

teachers' role is meaningless until students undertake theirs. In addition teachers cannot be omnipresent.

Students should be attentively ready to receive teachers' written corrective feedback. They should seriously take teachers' feedback into consideration for several reasons: WCD displays their shortcomings and inadequacies. It signifies that the students' writing has to be remedied in order for them to completely and actively opt for it since it is their opportunity as students to create errors and be fixed before they are no longer able to do so once they are no longer students.

They should be knowledgeable about this issue to cover all its aspects. It is strongly urged to study books and articles by specialist scholars in order to improve their performance, be aware of how to take advantage of teachers' WCF, and be exposed to practice in order for the WCF to make sense and find its way towards proficiency level advancement.

Students should practice being proactive and learning to deal with a variety of errors. These are the beginning stages toward bigger and more developed steps in the direction of writing level growth.

2.7.3.2. Recommendations for Teachers.

It is so essential that EFL teachers at Mila University Center be aware of the main mission. Both teachers and students are fully engaged in the process. They are the most important and fundamental component of EFL teaching and learning, as well as the most valuable source of information for learners. Because of their prominent function, all of the aforementioned attributes place a heavy load on their shoulders. For these reasons it is more than important for teachers to be enrolled by a professional training on teaching in general and specifically teaching writing and providing appropriately their students with written corrective feedback to enhance their uptake, Since WCF and uptake they are the subject matter of our current investigation.

It is mainly recommended to be constructive in their feedback due to the fact that students whether aware or not of it, look up to teachers as a perfect reliable source of knowledge.

It is necessary to be extensively armed by books to provide the best vital model since they are looked up for being heavily knowledgeable. That reason encourages their students to take the same way because reading is the safety place for those wanting to improve their writing. For these reasons they are expected to tremendously provide their students with wealth of relevant books that will help them improve their performance.

2.7.3.3. Recommendations for Pedagogy and Research.

The current study aims to analyze both teachers' written corrective feedback and learners' uptake. It is apparent that every study activity may be expanded and handled in a number of ways. Scientific study is, by definition, on-going. There are no restrictions. The human mind is curiously designed to ponder about many concerns and issues that interest all of humanity, everyone on its level. That is an adequate logical explanation for the enormous existence of incomplete queries concerning infinitely many topics. This current work widens the door to additional potentially significant frontiers for future research.

According to this study, there are still more research areas to be discovered. As an initial point of view, feedback and uptake are both part of the human communication process. Teachers and students are the key actors in the communication process. Providing feedback entails delivering information as a message from the teacher as the sender to the students as the receiver, resulting in message transmission, message receipt, and perception. To succeed in the process, both teachers and students must be mentally prepared to improve brain function. The previously described points lay the groundwork for implementing the cognitive approach's influence on instructors' written and spoken feedback, student uptake, and research into the right mechanism for improved mind performance to enhance writing and speaking skills.

Conclusion

This chapter focuses on the practical aspects of the current study, specifically examining the implementation and effectiveness of EFL teachers' written corrective feedback and its impact on learners' uptake. Through the analysis and comparison of students' and teachers' questionnaires, it is evident that while written corrective feedback is partially present in the EFL classroom at Mila University Center, its full application is lacking. Additionally, students' uptake of such feedback falls short of the desired level. This chapter delves into the underlying reasons behind these findings and proposes strategies for improving the current situation.

General Conclusion

In this study, the primary focus has been on exploring the relationship between EFL teachers' written corrective feedback and learners' uptake. The analysis of students' and teachers' questionnaires has yielded numerous significant findings that contribute to our understanding of this topic. The results highlight the importance of addressing the writing skill, which is often neglected by EFL learners, and emphasize the potential impact of feedback absorption on such an important skill.

One notable finding is the discrepancy between students' self-perceived English proficiency and teachers' assessment of areas that need improvement, such as grammar, vocabulary, and punctuation. This misalignment underscores the need for teachers to prioritize these aspects in their written corrective feedback. However, it is crucial to strike a balance between form and meaning, as focusing solely on the form may neglect the essential purpose of language - conveying meaning.

The study also reveals the significance of considering the psychological aspect of learners in addition to their linguistic development. Motivation and awareness play pivotal roles in learners' uptake of corrective feedback. Creating a supportive and conducive learning environment is essential for students to actively engage with feedback and benefit from it. The preference for direct correction over indirect correction is another noteworthy finding, as it promotes a less pressurized atmosphere and encourages introverted students to participate more actively.

Moreover, the challenges faced by teachers in providing comprehensive written corrective feedback are highlighted. Time constraints and large class sizes limit the extent to which teachers can cover all language aspects. These constraints, coupled with the lack of motivation and interest among students, contribute to the suboptimal uptake of corrective feedback. The findings also indicate the importance of reading as a means of improving

writing ability, as it provides visible feedback that can be applied in writing tasks.

Considering the implications of this study, it becomes evident that there is a need for teachers to receive appropriate training and support in delivering effective written corrective feedback. Professional development programs should focus on equipping teachers with the necessary skills to provide constructive and productive feedback that addresses both form and meaning. Additionally, creating a motivating and engaging learning environment, promoting reading habits, and fostering students' active participation are key recommendations for enhancing the uptake of corrective feedback.

In conclusion, this study has contributed to our understanding of the role of EFL teachers' written corrective feedback and learners' uptake. By addressing the challenges and providing recommendations for improvement, this research aims to enhance the effectiveness of feedback practices and ultimately promote more successful language learning outcomes. Further exploration and investigation in this area will continue to expand our knowledge and improve pedagogical practices in the field of EFL teaching.

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Appendices

Appendix A: The Students' Questionnaire

Dear students,

This questionnaire is designed as a part of an investigation carried out for the *Master Degree* in English. It aims at investigating the teachers' corrective feedback and students' uptake. You are kindly invited to take part in this investigation by answering this questionnaire.

Please, read the questions carefully and tick (✓) in the box corresponding to the most suitable answer(s). Your contribution is greatly appreciated.

Section One: General Information

1. Did you choose to study English?

a. Yes ☐

b. No ☐

2. How do you evaluate your level?

a. Excellent ☐

b. Good ☐

c. Average ☐

d. Poor ☐

3. Why do you study English?

a. to get a job? ☐

b. to travel and communicate with people around the world ? ☐

c. to get a deep understanding of other cultures? ☐

d. because it is the language of media, science and technology ? ☐

e. Other ☐

4. As a student of English and through your own experience, do you think that students' mood influences their reception of information?

a. Yes ☐

b. No ☐

5- Does the teachers' feedback (correction) influence the students' ability to receive

effectively the information?

a. Yes ☐

b. No ☐

Section Two: The Writing Skill

6. Which skill do you like more?

a. The reading skill ☐

b. The speaking skill ☐

c. The listening skill ☐

d. The writing skill ☐

7. In your opinion, what are the main problems that students usually encounter while writing?

a. Spelling mistakes

☐

b. Grammar mistakes

☐

c. Punctuation and capitalization

☐

d. Lack of vocabulary

☐

e. Difficulty with sentence structure and word order

☐

f. First language interference

☐

g. Inappropriate use of colloquial language

☐

h. Other, specify,

☐

Section Three: Teacher's Written Corrective Feedback

8. How often do your teachers correct your writings?

a. Never ☐

b. sometimes ☐

c. Often ☐

d. Always ☐

9. If they do, what do they focus on while correcting writing?

a. Spelling

☐

b. Grammar mistakes

☐

c. Punctuation and capitalization

☐

d. Vocabulary

☐

e. Sentence structure and word order

☐

f. Unity and coherence

☐

g. Other, specify,

☐

10. Do you think that teachers' written corrective feedback is important to improve your writing?

a. Yes ☐

b. No ☐

Justify

.....

.....

11. Which type of written correction do you prefer the most?

- a. Self-correction ☐ b. Peer correction ☐ c. Teachers correction ☐

Justify

.....

.....

12. What type of feedback do your teachers provide you with?

- a. Direct (explicit) ☐ b. Indirect (implicit) ☐ c. Both ☐

Section Four: Learners' Uptake

13. How many times do you usually need to be provided with feedback on the same information?

- a. Once ☐ b. Twice ☐ ¹ c. more than twice ☐

14. In your opinion, to what extent teachers' written corrective feedback is beneficial?

- a. Very beneficial ☐
- b. Beneficial ☐
- c. Somehow Beneficial ☐
- d. Not beneficial ☐

Explain!

.....

.....

15. Do you always follow the teachers' written corrective feedback?

- a. Yes ☐ b. No ☐

Why?

.....

.....

Section Five: Further Suggestions and Comments

16. Please, add any further comments or suggestions!

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Thank you for your collaboration!

Appendix B: The Teachers' Questionnaire

Dear teachers,

This interview is designed as a part of an investigation carried out for the Master Degree in English. It aims at investigating the teachers' corrective feedback and students' uptake. You are kindly invited to take part in this investigation by answering the following questions.

Your contribution is greatly appreciated.

Questions

Section one: Background information

Q1. What degree do you hold?

- a. Master ☐
- b. Magister ☐
- c. PhD ☐

Q2. How long have you been teaching at University?

- a. less than 2 years ☐
- b. 2-6 years ☐
- c. More than 8 years ☐

Section two: Written Corrective Feedback

Q3. What are the most frequent problems that your students face in writing?

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Q4. Do you usually provide your students with a written corrective feedback?

- a. Yes ☐ b. No ☐

Q5. What do you usually focus on while correcting?

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Q6. Which type of feedback do you use in correcting the students' errors and mistakes?

- a. Direct correction ☐
- b. Indirect correction ☐

Why?

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Section three: Learners' Uptake

Q7. According to your students' uptake, is your students' level of writing improved when you provide them with the appropriate written corrective feedback?

- a. Yes ☐ b. No ☐

Why?

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Q8. Do you think that students' awareness and motivation have a positive impact on receiving

the teachers' written corrective feedback? Explain!

a. Yes ☐ b. No ☐

Explain!

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Section four: Further Suggestions

Q9. Do you have any other suggestions to add?

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Your collaboration is much appreciated!

ملخص

أثارت مفاهيم الملاحظات التصحيحية المكتوبة من قبل المعلمين واستيعاب المتعلمين الكثير من الاهتمام في أبحاث تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. من ناحية ، كلاهما يعمل بمنطق تكميلي يسعى للحصول على درجة أعلى من مهارة الكتابة. من ناحية أخرى ، يفرضون واجبًا مشتركًا على كل من المعلمين والطلاب من خلال تجسيد المشاركة اللغوية من خلال التعليقات التي يقدمها المعلمون. تسعى الدراسة الحالية إلى إلقاء الضوء على تأثير الملاحظات التصحيحية المكتوبة من المعلم على استيعاب الطلاب بالإضافة إلى وظيفة هذا الأخير في تحسين كتابة الطلاب. تسعى الدراسة إلى الإجابة على الأسئلة التالية: (1) ما هو نوع الملاحظات التصحيحية المكتوبة الأكثر فعالية والتي تؤدي إلى زيادة استيعاب الطلاب؟ (2) إلى أي مدى يعكس استيعاب المتعلمين احتياجات الطلاب؟ (3) ما هي المشاكل التي يجد الطلاب صعوبة في التغلب عليها عند الكتابة؟ (4) ما هي الأسباب الرئيسية لعدم أخذ الملاحظات التصحيحية المكتوبة في الاعتبار؟ من أجل جمع البيانات اللازمة ، تم إجراء استبيانين ، أحدهما لطلاب السنة الثانية في اللغة الإنجليزية والآخر لأساتذة اللغة الإنجليزية كلغة أجنبية في المركز الجامعي ميلة. تشير النتائج إلى أنه على الرغم من استخدام أشكال متنوعة من الملاحظات التصحيحية المكتوبة من قبل المعلمين ، فإن فعاليتها محدودة وتقتصر في تسهيل استيعاب المتعلمين.

الكلمات المفتاحية : ملاحظات كتابية تصحيحية ، استيعاب المتعلمين ، كتابة ، أخطاء ، أخطاء ، تحليل أخطاء

Résumé

Les notions de feedback correctif écrit par les enseignants et d'assimilation par les apprenants ont suscité beaucoup d'attention dans la recherche sur l'enseignement et l'apprentissage de l'anglais langue étrangère. D'une part, elles fonctionnent toutes deux dans une logique complémentaire visant à améliorer les compétences en matière d'écriture. D'autre part, ils imposent un devoir commun aux enseignants et aux étudiants en personnifiant l'engagement linguistique par le biais du retour d'information fourni par les enseignants. La présente étude vise à mettre en lumière l'influence du feedback correctif écrit de l'enseignant sur l'assimilation par les étudiants ainsi que la fonction de ce dernier dans l'amélioration de l'écriture des étudiants. L'étude cherche à répondre aux questions suivantes : 1) Quel type de feed-back correctif écrit est le plus efficace et entraîne une meilleure assimilation de la part des étudiants ? 2) Dans quelle mesure l'assimilation des apprenants reflète-t-elle les besoins des étudiants ? 3) Quels sont les problèmes que les étudiants ont du mal à surmonter lorsqu'ils écrivent ? 4) Quelles sont les principales raisons pour lesquelles le retour d'information correctif écrit n'est pas pris en considération ? Afin de recueillir les données nécessaires, deux questionnaires ont été administrés, l'un aux étudiants de deuxième année d'anglais et l'autre aux enseignants d'anglais langue étrangère au centre universitaire de Mila. Les résultats indiquent que malgré l'utilisation de diverses formes de feedback correctif écrit par les enseignants, son efficacité est limitée et ne facilite pas l'assimilation par les apprenants.

Mots clés : Feedback correctif écrit, prise en compte par les apprenants, écriture, erreurs, fautes, analyse des erreurs.