

LEBANESE AMERICAN UNIVERSITY
Feedback Strategies Implemented in ESL Classrooms
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by

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Dedication:

I dedicate this piece of work

To my husband, who believed in me and encouraged me to pursue my MA

studies

To my mother, who has always been my advisor

To my children, who are my most precious angels

God bless you all

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Abstract:

The importance of the writing skill in the various life fields and the difficulty of its acquisition call the English as Second language teachers (ESL) teachers to be aware of the feedback strategies they adopt in their response to their students' writing. The feedback strategies implemented in classrooms may help in facilitating the students' acquisition of the writing skill.

This project embodies a comprehensive study about the feedback strategies that are usually implemented in ESL classrooms. It sheds light on the various feedback strategies that may help in enhancing the students' writing skill. Besides, the study also emphasizes the importance of the affective factor in the teaching process. The students' motivation and interest may help them to be more on task; consequently, their motivation may enhance their writing performance.

This study is conducted to equip novice as well as experienced ESL teachers of cycles two and three with various helpful feedback strategies. It consists of a comprehensive literature review that includes detailed explanation of many feedback strategies that may help teachers improve their teaching practices in order to enhance the students' writing skill. Moreover, it provides teachers with detailed notes about which feedback strategies to implement in the various stages of the writing process.

Key words: feedback strategies, students' motivation, writing skill, ESL classrooms.

Chapter One

Introduction:

Acquisition of a new language is a hard task which cannot be achieved overnight. Many language learners spend years in studying a foreign language without being able to express themselves fluently and accurately in that target language especially in writing. Antunes (2002) pointed out that most students considered the writing skill to be the most difficult to acquire. The writing skill is very demanding as it requires a comprehensive awareness of the language rules, lexis and the linguistic features (Vince, 2004). Most often, many of the essential language parts are not known by many learners because of the late immersion in the target language and the immense amount of the language rules and vocabulary terms.

Research Problem:

Many students encounter difficulties in completing their writing assignments mainly because they are not often properly guided by their teachers on how to improve their overall writing performance. They are sometimes bombarded by their teachers' unpleasant comments that usually reduce their enthusiasm to learn. Many teachers are willing and motivated to help their students become better writers, but they do not know how as there isn't any reliable resource that supplies them with complete guided instructions. Binder (1993) acknowledged that improving the writing skill is a hard and tenuous task. It requires experience and purposeful feedback from teachers to improve. Matsumura, Patthey-Chavez, Valdes, and Garnier (2002) stated that most teachers lack the knowledge and the skills needed to guide the learners' writing performance.

This lack of comprehensive resources that may help the concerned teachers in improving their students' writing skills was the reason for choosing this topic and

constructing a study that may help teachers as well as young learners achieve their writing tasks.

The teachers' written feedback is very effective in helping the young learners improve their writing skills. When the teacher writes her/his comments for a student, the student will not forget what the teacher said and will consider these comments every time he/she wants to write an assignment. Besides, the written comments teach the students many important guidelines that they usually don't know. Moreover, the type of teachers' comments provided tends to encourage or discourage a student to take the given feedback into consideration and follow the teachers' instructions. Many teachers adopt feedback strategies that are not effective and do not help improve the writing performance of students. If the teachers' feedback is clear and purposeful and meets the students' needs, students tend to react to it more often. Besides, the teachers' feedback should not only be instructional but also encouraging to the students (Hyland & Hyland, 2006). Many students have great ideas but are usually embarrassed to express them. By encouragement, teachers help students to overcome the barriers that hinder students' improvement.

Some students prefer one type of feedback more than the other. For example, some students prefer the feedback to address the general guidelines of their paper as they believe that this feedback helps them enhance their writing performance in the other assignments. Others consider that feedback on certain errors is more beneficial. Therefore, the feedback modes should be a combination of types to meet the needs of all students.

Purpose of the Study

There are many factors that hinder students' acquisition of the writing skill. Some of these factors are the type of language textbooks used, the students' language

level, and the teachers' teaching experience in implementing suitable teaching methods. Because of the importance of teachers' experience and the crucial role that it plays, this project embodies various feedback strategies that may provide novice and competent teachers with proper guidance on the feedback strategies that have been considered effective by many reputable researchers in the field (Ferris, 2006; Hyland & Hyland, 2006; Goldstein, 2001; Kroll, 2001) to improve students' writing skills and motivate them to be more on task and become interested and skilled in writing. Moreover, the target study equips the language teachers with detailed steps that they need to consider in their feedback strategies in order to improve their teaching performance and help their students achieve better writing skills.

Rationale

The rationale for choosing this topic is that throughout my teaching experience, I had difficulty in helping students improve their writing skill. I adopted some feedback strategies in order to help them achieve better, but the results were not as satisfactory as I expected. Ovando (1994) mentioned that feedback facilitates the learning as well as the teaching process. Despite the great importance of feedback topic, there aren't enough resources that cover this topic comprehensively. My main concern in this project is to conduct, with the help of the teachers' comments and opinions, and the relevant literature available, a study that may provide teachers with effective and purposive feedback strategies that may match with the learners' needs, and thus lead to a better teaching performance.

Significance of the Study

This study may facilitate the teachers' instructional tasks and aid them in their teaching practices to help novice as well as competent student writers develop self-regulated learning styles that will enable them achieve their writing assignments

without difficulties. Besides, this project provides guidance to teachers on how to improve their students' writing assignments and how to adjust their written feedback so as to fit each learner's needs and personalities on the educational and personal level.

Proposition

The feedback strategy that teachers adopt during their corrections may affect the students' motivation and improve their writing skills. When students become aware of the skills and the elements they need to work on in their essays, they tend to learn from their mistakes and from the teachers' proper guidance in order to master these missing parts and write better.

This study embodies essential and effective feedback strategies that may help instructors improve their students' writing performance and motivate them to respond positively to the teachers' feedback and spend more time in writing in order to perform better in their writing tasks.

Chapter Two

Literature Review

Educational Theories about Feedback

Many theories mentioned that teachers play an important role in the learning process as they tend to clarify vague concepts and add to the cognitive ability of students. Vygotsky, Piaget and Bruner focused on the main role of adults in the learning process of students and they initiated the theory that focuses on the importance of individualizing the pace of learning. Moreover, they considered the social side of learning that teachers should not ignore (Gage & Berliner, 1998). Teachers should consider the reaction of students when imparting any instructional message that may cause adverse reaction in students. Besides, each student needs a feedback type that suits his/her personality and needs. The teachers' comments for students should serve as a reinforcer that strengthens the students' writing development and motivates them to self edit their writing assignments.

Feedback Strategies

Feedback is an essential part in the teaching of writing. Latham (1997) considered that feedback is an indispensable element in the learning process. Teachers have different perspectives about the proper feedback that they should provide their students with in order to help them improve their writing performance. Hyland and Hyland (2006) pointed out that the ways teachers express their feedback affects not only the students' reaction to the given feedback, but also their use of this feedback in their revision and consequently in their writing performance. Teachers should realize that their comments to students should be mild and motivating in order to be accepted and considered by the students.

Many researchers examined the effects of the teachers' feedback on students' writing performance (Ferris, 2006; Kepner, 1991; Hyland, 2000). Matsumura et al.

(2002) considered that in order to create student writers, teachers need to learn how to provide high quality feedback to their students. Besides, Lee and Dwyer (1994) stated that teachers' feedback facilitates students' achievement.

Many studies (Ferris, 2006; Kepner, 1991; Hyland, 2000; Hyland & Hyland, 2006; Diab, 2005) about the effects of teachers' feedback on students' learning were conducted and have been helpful in providing teachers with crucial ideas that are easily implemented to improve students' writing skills. Sperling (1996) acknowledged that analyzing the feedback approaches and making their processes clear may help teachers as well as learners. When teachers realize the types of feedback and how these strategies affect their students' writing performance, they may succeed in improving the students' writing skills.

The teachers' feedback is planned to supply the student writers with substantial informational comments on the form and content of their writing parts in order to encourage these students to enhance their writing skill and increase their learning (Hyland & Hyland, 2006). The teacher's feedback should highlight and explain the students' mistakes that are related to the content and form in order to enhance their overall writing parts and help students develop their writing skills. Moreover, Bitchener, Young, and Cameron (2005) who studied the effects of the various types of feedback on the students' writing performance stated that the type of feedback had an important impact on the students' writing parts. The type of feedback that the teachers supply their students with plays a major role in the students' acquisition of the writing skill. Besides, many teachers are concerned about the best feedback strategy that may help their students be better writers. These teachers tend to correct every error found in the students' writing parts. This is reiterated by Kepner (1991) that many teachers think their duty is to correct all the errors in the students' writing parts. Furthermore, Ferris

(2006) who examined the effects of error feedback on the writing performance of second language student writers acknowledged that students benefited much from the direct feedback of their teachers. Students learn many important things about the writing skill from their teachers' feedback and they benefit from these comments to edit their revisions properly. Diab (2005) mentioned that most students are not able to locate their errors in order to improve their writing performance; consequently, they need external guidance. The results of the studies that were done in this field were varied as many researchers concluded that certain feedback types were more effective than some other types.

Combination of Approaches

Teachers should adopt a variety of feedback strategies to help learners explore and learn the various writing essentials that are necessary for the acquisition of the writing skill. The combination of feedback strategies is very helpful to improve the learners' writing performance (Bitchener et al., 2005). Ferris (2006) also considered that both the direct and the indirect feedback help to improve the students' writing performance over time. Employing different feedback strategies in correction tends to benefit students of various needs. Hyland and Hyland (2006) as well as Brandl (1995) stated that teachers should adjust their comments in order to fit their students' needs and personalities. This is also mentioned by Matsumura et al. (2002), Sperling (1996) and Ferris (2003) that teachers should shape their responses so as to fit students' individual needs and strengths. Students have variable needs which require different feedback strategies to be adopted by teachers so as to satisfy and help all learners.

Content Feedback

Some researchers considered that content feedback is very crucial as it leads to the improvement of students' ideas and to better organization. Kepner (1991)

mentioned that the teachers' feedback on content leads to better quality revisions in students' assignments. Moreover, Ferris (1997) reiterated that teachers' response to students' writing enables the students to reconsider and reshape their assignments over subsequent drafts. Ashwell (2000) also acknowledged that teachers should address the content of the students' essays before switching to give emphasis to the form of these assignments.

Error Correction

Error correction has been a controversial issue. Some instructors consider the error correction to be helpful and effective in enhancing the students' writing performance, while some others oppose this belief and consider that error correction strategy is not helpful especially at certain grade levels. Kepner (1991) mentioned that the error correction and the rule -reminders techniques didn't help in improving the quality of the students' pieces of writing. On the contrary, Ferris (2006) acknowledged that the error feedback given by teachers helped the students reduce the verb and lexical errors in their writing parts and led to a considerable progress in their editing and their writing accuracy. Error feedback enables students to know the type of errors that is usually recurrent in their writing assignments and teaches them the suitable way of correcting those errors.

Besides, Ware and Dowd (2008) stated that teachers should be selective in correcting students' writing errors and address particular type of errors each time. Tedick and Gortari (1998) mentioned that error correction is more helpful if given to the competent writers. Proficient writers who have mastered the basic components of their essays such as the content and organization may benefit from the error feedback to perform better in their writing assignments. This is reiterated by Frodesen and Holten

(2003) that the emphasis should be the content and the organization of the first drafts of the writing assignments, and the form should be emphasized in the final stages.

Grammar Feedback

When teachers provide instructive feedback about the major grammar errors that are recurring in the students' writing parts, they help students to improve their writing skill across the curriculum. Hyland (2000) pointed out that grammar feedback is helpful to enhance students' writing skills. Frodesen & Holten (2003) considered that grammar is a basic component in the writing process. Students can't write any meaningful text without being aware of the language rules.

Supportive Feedback

Teachers may help students become better writers if they reduce their tension and encourage them to express their own ideas. Kwong (2001) mentioned that teachers should create encouraging and friendly atmosphere because feedback and motivation are interrelated. Besides, Carson (2001) acknowledged that students' motivation plays an important role in the learners' development of the writing skill.

Many students are greatly affected by their teachers' feedback that can either lead to the enhancement or the decline of their writing skill especially because motivation plays an important role in human's life. Hyland and Hyland (2006) stated that teachers' feedback and students' reaction to them are interrelated and teachers' positive comments usually lead to a cooperative learning environment that can improve learning. Moreover, Binder (1993) also considered that teachers should respect their students' feelings in their feedback strategies. When teachers respond to their students' assignments, they should consider the possible reaction of their students to this response which may increase or decrease the students' fear and anxiety that students usually experience when evaluation takes place. Li (2006) mentioned that teachers need

to have good communication skills with students. Student-teacher relationship may affect students' writing performance.

Teachers should also adopt mitigation strategies. This takes place by writing paired comments to the students. Hyland & Hyland (2006) stated that teachers should refrain from offering free praise to every student. Ferris (1997) also pointed out that including comments of encouragement in the feedback strategy is very promising. Supportive comments given to students may lead to desirable outcomes. Brandl (1995) acknowledged that a non-threatening and self evaluative feedback affect students' motivation positively. This is reiterated by Lam and Law (2007) that students achieve better when they are motivated.

Moreover, the written comments should vary so as to suit the requirements of the writing genre. Students should be aware of the fact that different genres require different texts (Reppen, 2002). This is made by giving feedback that focus on the requirements of every genre. The teacher should also address different writing mistakes each time so as to keep the students interested and motivated in her comments.

The proper feedback can be characterized by mentioning the students' writing strengths before their weaknesses in order to help students become motivated and be more on task. This is also mentioned by Binder (1993) that learners' writing distinctions should take place first in order to enable them to continue on the right track. This strategy provides learners with self- confidence and motivates them to work hard to enhance their writing skill. This is acknowledged by Gage and Berliner (1998) that when the teacher highlights the students' points of progress in the written comments, their self-efficacy may increase.

Besides, the teachers need to consider the writing competency of each learner when responding to his/her text. Silva, Rechelt, Chikuma, Duval-Couetil, Mo, Velez-

Rendon and Wood (2003) stated that the teachers' comments should be realistic and meet the students' writing skills. With such strategy, the teacher can help students achieve each purposive task by dividing it into manageable chunks and address each one at a time.

The teachers should also use behavioral terms in their responding strategies. The teachers' written comments should not be judgmental. Such strategy may enhance students' motivation and achievement. Gage and Berliner (1998) stated that the teachers' comments should describe behavior. Furthermore, teachers should personalize their comments (Diab, 2005). They should consider that it is a response to the writer and not to the text (Hyland & Hyland, 2006).

Oral Feedback

Teachers should provide their students with written and oral comments. The fundamental characteristic of an effective feedback is the obvious and full communication (Hyland, 2000). Nunan (1999) also mentioned that second language acquisition is maximized when learners are provided with opportunities to interact.

The teacher- student communication is important as many students misunderstand the teachers' written feedback which may hinder their L2 acquisition. Leki (1992) found that some students have difficulty in understanding the teachers' comments. To help students overcome such problem, Bitchener et al. (2005) considered that the combination of oral and direct feedback has a good effect on improving students' language accuracy. Acquisition is easier when the opportunity is given to L2 learners to interact (Cook, 1996). This is reiterated by Kroll (2001) who stated that students learn more when they interact with their teachers in individual conferences because they will not interpret the teacher's comments on their own. Besides, Li (2006) acknowledged that conferencing helps teachers to respond properly to students' writing.

Teacher- students meetings provide the students with the opportunity to ask questions about the teachers' misperceived comments. This is also considered by Kwong (2001) that questioning helps students understand, and consequently promote their learning.

A Vygotskian belief is that the students' interactions with their teachers or their pals enable them to develop through their "Zone of Proximal Development" (Gage & Berliner, 1998). Through social interactions, students are given the opportunity to develop their thinking skills. Monroe (2002) acknowledged that oral feedback helps students comprehend more through asking questions. Individual meetings with students, help teachers become more acquainted with learners (Penaflorida, 2002). When teachers become aware of students' abilities and personalities, they are more able to adjust their responses to students' specific needs.

Peers' Feedback

Nowadays students' tasks are evaluated by teachers as well as by their peers. Some researchers did not acknowledge the essential role that peers' feedback would play in the language acquisition. Hyland (2000) stated that it is not totally evident that students L2 language acquisition is improved by their peers' feedback. However, Hu (2005) considered that peers' feedback plays a primary role in regulating the students' writing process. Jacobs and Zhang (1989) also found that peer feedback is helpful at the correction stage, and it makes the writing process a more interesting and meaningful activity as it involves social interaction not only among peers but also with teachers. Liu and Hansen (2002) also considered that peer response has to be implemented after the students' first draft so as to enable the students incorporate the suggested changes in their second draft.

Teachers should also advocate the cooperative learning classes. Cooperative learning helps the low achievers learn by observing the more advanced peers in their

group and imitate them, and at the same time students provide feedback to each other when they are asked to revise the other members' work (Ben-Ari, 1997). This is also acknowledged by Liu and Hansen (2002) that heterogeneous groups provide utmost opportunities to the students to interact and especially to the low achievers to benefit from their peers' comments.

Moreover, teachers should organize peer response activities. The teacher needs to provide the peers with a list of directed questions that students refer to as they read their own or other students' papers (Kroll, 2001 ; Ferris, 2003). Lindblom-Ylanne, Pihlajamaki and Kotkas (2006) also stated that students find assessment easier when it is guided.

Peers' comments help learners develop their language acquisition if these comments are directed by the teacher. Liu and Hansen (2002) reiterated that peers response tends to be more helpful if teachers provide their students with some guiding questions. However, many peers' comments tend to be humiliating to the learner (Hyland, 2000). This may discourage learners as motivation is important in the learning process. When students are taught how to assess and correct their peers' writing parts, they can evaluate and develop their writing parts. As students learn how to analyze the papers of one another, they learn the rules of writing which help them edit their writing parts (Kroll, 2001).

Students learn to provide better feedback to their peers if they receive proper training sessions. Ware and Dowd (2008) also stated that teachers should provide students with models of feedback. Modeling can help students to respond better to their peers' essays as well as to their own essays. Ben-Ari (1997) also acknowledged that modeling help students develop their learning strategies. Students tend to learn through

imitation and interaction. Besides, Duncan (1996) stated that modeling increased students' concentration and enthusiasm.

Although the peers' feedback is considered effective, Jacobs and Zhang (1989) as well as Ferris (2003) pointed out that it can't replace the teachers' feedback. Besides, integrating modeling into the classroom requires more teaching sessions as many class sessions are needed for the completion of one writing assignment.

Self- Response

The teacher should help students to self- assess their own writing assignment and thus modify the unsatisfactory parts. Penafiora (2002) considered that when students are taught how to analyze and assess their own work, they'll be able to improve their language skills on the long run. Besides, Diab (2005) mentioned that students should be taught self-editing skills in order to be more independent. Ashwell (2000) also acknowledged that teachers should help students develop self- assessment skills as these skills are as important as the teachers' feedback.

Many researchers advocated the use of self- response techniques. Butler and Winne (1995) stated that the self-regulating learners tend to be very successful and effective. Teachers should teach and train students how to review their essays to become better writers.

Johnston (1982) mentioned that students who were trained to assess their essays were very motivated to improve their writing performance. To help students take control over their texts, Straub (1996) acknowledged that teachers need to adopt teaching methods that help learners retain more responsibility over their assignments. Moreover, Ferris (2002) stated that students should keep a record of their frequent errors so they can observe their improvement. This is reiterated by Diab (2005) that teachers should encourage students to tabulate their repeated errors. It helps students

become more aware of their mistakes. Besides, Li (2006) found that students should be encouraged to take notes of the mistakes that are usually corrected by the teachers. Such strategy may help students become more self-regulated learners. Zimmerman and Bandura (1994) also stated that the self-regulating strategies should be modeled by the teacher who could provide specific training sessions.

However, Boud and Falchikov (1989) as well as Tressler (1912) acknowledged that the competent students may succeed in making more accurate self-assessments than the less proficient students.

Task Rubrics

Rubrics help learners to be aware of the criteria they are to be assessed on and help them pinpoint the weak parts of their assignments that need to be reformed. Task rubrics are helpful to the learners as they receive the opportunity to assess their writing (Bitchener et al., 2005; Srimavin and Darasawang, 2003). Through task rubrics, students realize the parts that are to be included and developed in their writing tasks. Besides, Andrade (2001) acknowledged that instructional rubrics are helpful to improve the process of writing, but they should be accompanied by the teacher's feedback to bring promising results.

Conclusion

To provide a helpful and effective feedback to every student requires a lot of time and effort. Binder (1993) stated that providing a useful and purposeful feedback on students' writing parts is a challenging and time consuming task. For teachers who are really concerned on helping students improve their writing performance, this review of literature highlights many important aspects that are directly related to the feedback issue and can serve these teachers to accomplish their educational purposes.

One of these aspects is the reaction that the teachers' feedback usually creates in their students. This reaction plays a major role in the student- teacher relationship and affects the students' language development and their engagement. Moreover, teachers' feedback includes not only the teachers' instructional comments but also negotiates student-teacher relationships. This calls teachers to reconsider the comments that they usually supply their students with in order to create a cooperative learning environment that prepares the students for a better performance.

Another aspect is that the feedback given should help students improve their writing across the curriculum. Ferris (1997) mentioned that the comments given should embody instructions that are useful in all the writing assignments. Moreover, teachers should be aware of the fact that feedback strategies can't be similar in all grade levels. Matsumura et al. (2002) stated that feedback strategies that are needed for the novice writers in the language learning are different from the feedback modes needed by experienced writers.

Students should also be given the opportunity to practice all the writing stages such as the prewriting, drafting, revising which comes after the teacher's response and editing (Seow, 2002). These stages encourage students to include and benefit from the teacher's comments in their revision essays and the teacher should grade that revision (Ferris, 1997) so as to give the opportunity to learners to benefit from such comments and improve their writing skill and their scores as well. Students should be given a chance to modify their papers and immediately implement the teachers' suggestion in order to achieve the best academic results Besides, students may become better writers if their frequent errors are explained in whole - class sessions (Diab, 2005). When the teachers explain the students' frequent errors, the latter will understand their mistakes and will have less language problems. Furthermore, Gagne, Crutcher, Anzelc, Geisman,

Hoffman, Schutz, and Lizcano (1987) mentioned that it is not only the issue of feedback that is essential but also the students' actual processing of the given feedback.

Finally, since the ultimate purpose in investigating this topic is to realize the most promising mode of teacher's feedback that can produce the required outcomes, further study is required in this field to reach satisfactory results.

Chapter Three

Methodology

Introduction

The purpose of this project is to provide the ESL teachers of cycles two and three with a comprehensive overview on the various feedback strategies implemented in ESL classrooms. These feedback strategies may accelerate the students' acquisition of the writing skill and equip the students with the competency of expressing their ideas correctly.

To achieve my purpose, a thorough study of the related literature review took place. Besides, interviews and questionnaires were used to enrich the study with the feedback strategies the teachers implement and the consequences of these strategies on students' language acquisition.

This chapter presents the reasons for choosing the sample, the instruments, and the procedures of data collection.

Research Design

This research design is a combination of descriptive and creative study based on extensive literature review and on the teachers' teaching needs. The study embodies feedback modes that may enlighten and guide the teachers to the proper way of responding to the various needs of learners in order to improve their overall writing assignments and encourage the learners to respond to the teachers' written comments and write better across the curriculum.

Sample

The sample of this study is a convenience sample. The participants are 10 language teachers who teach the second and the third cycle classes in different private and public schools in Lebanon.

The participants of this study are ESL teachers. They teach the second and the third cycle classes. Besides, some participants have experience in the teaching domain, but some are beginners in this profession. Some of the participants teach in the private section whereas other participants teach in the public sections in different districts.

Instruments

The instruments used in this research are questionnaires and interviews. These instruments helped the researcher to obtain data about the various feedback strategies that the participant teachers usually implement in their ESL classrooms. Besides, the researcher collected data about the teachers' perceptions regarding the effect of these strategies on students' writing performance and motivation.

Characteristics of the Used Instruments

The used instruments are considered the most suitable in this study as they serve its purpose. The questionnaire can be easily mailed to many teachers at the same time and may help the researcher conduct the study faster (Fraenkel & Wallen, 2006).

However, the researcher did not depend only on the questionnaire to collect data because the participants may encounter unclear questions in the questionnaire which may affect their answers. They may also misunderstand the questions (Fraenkel & Wallen, 2006). Since the researcher can't clarify the ambiguities of the questionnaire items to every participant, the results of the survey may be altered.

The other instrument which is the interview was also used. With this instrument the interviewer can clarify and elaborate on the participants' responses (Fraenkel & Wallen, 2006).

However, the researcher was well aware of the demerits of using this instrument in the research field. One of these demerits is that this instrument requires more time to be completed. Besides, the researcher's presence may affect the

participants' responses and usually inhibit them from expressing what they really believe in (Fraenkel & Wallen, 2006). Another disadvantage is that with interviews, the results are usually biased as they are more subjected to the subjective interpretation of the interviewer (Cohen, Manion, & Morrison, 2000).

The results obtained from the survey were compared with the results obtained from the interviews to ensure consistency of ideas and results from one instrument to the other (Fraenkel & Wallen, 2006).

Interviews

Semi-structured interviews were conducted with 10 L2 teachers who have taught English for many years in different schools. The participants provide the researcher with data about their subjective experience concerning the type of feedback that they prefer, need and find suitable and beneficial to improve the students' writing skills. Besides, the researcher wanted to collect data about how the participants' students reacted to their written comments in the correction process.

Questionnaire

A list of 20 questions related to the various feedback strategies and its impact on the students' writing skill and motivation was constructed. Three experienced ESL teachers were asked to review the content and format of the used instrument. Many items in the questionnaire were refined according to the teachers' suggestions to eliminate any ambiguity in the items. The questionnaire was sent to 40 second language (L2) teachers (by mail and to their schools) and the purpose of the questionnaire was explained. The return rate was 30 questionnaires. The questionnaires were anonymous and were answered voluntarily.

Data Collection

30 questionnaires were collected from participants who teach ESL in cycles two and three in different localities of Lebanon. This questionnaire enabled me examine the difficulties that the L2 teachers faced in responding to students' writing parts and the influence of the teachers' responses on the students' engagement and on their writing performance.

Ethics

Permission was taken from the participant teachers before the interviews were conducted. The names of the teachers in my sample remained anonymous and any facts that may harm any of the teachers was confidential. Moreover, the participants were assured that the purpose of the questions doesn't affect them or their schools in any way. Besides, they were informed that they were not obliged to answer the questions during the interview, and they were able to withdraw from the interview at any time (Fraenkel and Wallen, 2006). The researcher explained to the participants the real purpose of the research conducted (Cohen, Manion, & Morrison, 2000).

Validity and Reliability of the used Instruments

To produce valid data, the results obtained from one of the used instruments were compared with the results obtained from the second instrument to ensure consistency of ideas and results from one instrument to the other (Fraenkel & Wallen, 2006). Moreover, during the interview, detailed notes about everything that serves the target research problem were taken (Fraenkel & Wallen, 2006). Besides, three language teachers with long teaching experience were asked to review the content and format of the used instruments, the strategies included in the study, and the accuracy of my research report in order to evaluate them and reveal their comments and suggestions that may serve me in making the essential changes (Fraenkel & Wallen, 2006).

Conclusion

This chapter includes the procedure of data collection on the feedback strategies implemented in many ESL classrooms. Besides, a convenience sample that helped to get insights into the feedback strategies that teachers apply in their ESL classrooms is also mentioned. The instruments used in obtaining reliable results are explained and their selection is justified.

Chapter Four

Description and Analysis of Data

Introduction

This chapter shows the results of the obtained data that focus on the feedback strategies that teachers' implement in their ESL classrooms, and the effect of these strategies on students' motivation and writing performance.

Feedback Modes

Data from the teachers' interviews and the collected questionnaire confirmed the fact that teachers implement various feedback modes in the correction process of the students' written assignments. The teachers in the interviews stated that they correct all errors encountered in the students' written assignments. Some teachers said that their correction of all the errors is demotivating to students. However, they do that in order to meet the schools requirements. Very few participants mentioned that they concentrate on content, ideas especially the ones explained, spelling, and all forms of grammar. They do that to help the students improve their writing performance in the subsequent assignments.

Peers' Assessment

Data from teachers' interviews and the survey revealed that the peers' assessment is partially implemented in some of the ESL classrooms. Some teachers in the interview mentioned that most of the class activities are done in heterogeneous groups. However, these teachers said that they do not give the opportunity to the students' to correct each others' assignment, but rather they do it themselves as they believe that this is their responsibility. Very few participants stated that they implement the peers' response strategy without mentioning the steps considered in implementing this strategy.

Self-Assessment

Data from the teachers' interviews and the survey showed that most of the participants help their students to self-assess their written assignments. Many teachers said that they provide model texts on different writing genres for their students to recognize the proper organization of each model. Some teachers said that they also provide their students with the task rubrics to help them become aware of the parts they need to include in their writing assignments. Besides, some teachers added that they usually train their students to edit their essays by correcting some paragraphs that have mistakes in front of the students.

Few teachers admitted that they correct the writing assignments themselves because they believe that correction is the teachers' job.

Oral Response

Data obtained from the survey and the interviews revealed that some teachers implement the Oral response strategy in the ESL classrooms. Some participant teachers stated that they give oral comments to the students on their writing assignments. They do that to clarify their written comments and to help the students integrate the suggested comments successfully in their following assignments. Other teachers admitted that they do not implement this strategy as it causes embarrassment to the students especially if the comments are given in front of the classmates. They added that they give oral comments or clarifications to the students before or after class sessions to avoid unfavorable results.

Affective Factor

Data from the survey and the interviews revealed that some teachers consider the affective factor in their comments. Some teachers said that they do not give any comment to students in front of their peers so as not to harm them in a way or another.

Besides, they stated that they write paired comments that include positive as well as negative comments on students' assignments. Moreover, some participants said that they motivate their students by giving them titles, stickers or verbal rewards to induce them to work better.

Some teachers also stated that giving the students the opportunity to express their ideas helps them to overcome the fear that they experience. Some participants stated that students feel confident in their abilities when the teacher clarifies every task and helps students achieve that task successfully.

Comment Type

Teachers' interviews concur with the questionnaire that most of the teachers write detailed as well as general comments on students' writing assignments. Some mentioned that they adjust their written comments so as to suit the required writing genre. Few teachers stated that their comments are more detailed at the beginning of the scholastic year, but their comments become more general towards the end of the year. They added that students usually become more knowledgeable of the language skills by the end of the academic year. Besides, most teachers admitted that they do not consider the students' writing needs in their written comments.

Data from the survey and the interviews also revealed that some teachers consider the impact of their elaboration of students' ideas in the written essays. Some participants stated that they correct students' ideas to help them become more confident in their writing skills. They also added that they impose their ideas on the students' assignments during the correction process only when there is a need to do that.

Nonselective Errors

Data from the survey and the interviews showed that most teachers correct all errors in students' assignments. Some teachers said that they have to correct all errors

so as to satisfy the parents and the coordinators. They asked the researcher about which errors should be corrected first and which ones should be corrected in the following stages. The participants also stated that they follow the same correction procedure for all the students regardless of their writing proficiency.

Conclusion

This chapter presented the data obtained from the used instruments concerning the feedback strategies that the teachers implement in ESL classrooms. The data is classified into many feedback strategies: combination of approaches, error correction, supportive feedback, oral feedback, peers' feedback, and self- response.

All the participants implement feedback strategies; yet, the feedback strategies implemented vary from one teacher to another.

Chapter Five

*Discussion of Results**Introduction*

This chapter reveals the similarities and differences between the results of the data collected and results of the literature review on the feedback strategies implemented by teachers in ESL classrooms and their effect on students' writing performance and motivation.

Predetermined categories of feedback strategies derived from an extensive relevant literature review were prepared. These categories enabled me to analyze the data collected from the participant teachers and classify it according to these categories: combination of approaches, error correction, supportive feedback, oral feedback, peers' feedback, self response.

The participants of this study acknowledged the effective role of the teachers' written comments in enhancing the students' writing performance. Some of them were knowledgeable about the proper ways of imparting the effective comments, but many others were hesitant and asked the researcher many questions that focus on the teachers' comments and whether they were doing the right thing or not.

Feedback Modes

The results of the questionnaire showed that during the correction process the majority of L2 teachers write comments that address all types of mistakes encountered in their students' essays. Very few selected the spelling, form, or the style and mechanics as mistakes that they correct in their students' essays. The teachers write very few comments about content or organization of ideas in students' texts although the teachers' feedback on the content leads to better quality revisions in students' assignments (Kepner, 1991). Less competent writers need more comments on the

content and organization level because the focus should be on fluency rather than on accuracy. Besides, some teachers stated in the interviews that they correct some types of mistakes but not others. They do that in order to meet the schools' regulations although they believe that the mistakes they usually correct are not primary to the students' progress in the writing process.

Moreover, the majority of the participants responded positively when the researcher asked them whether they ask for the multi-drafts essays. They supported such strategy and considered that it widens the students' writing ability and enriches them with more ideas that may help them develop into better writers. Besides, some researchers mentioned that such strategy helps teachers monitor students progress and give the teachers the opportunity to realize the effect of their comments on students' writing and at the same time help improve the students' grades on the long run.

Although the participants believe that such strategy is effective, its implementation doesn't often take place in the ESL classrooms as with such process each activity requires many teaching sessions.

Few participants stated that they don't assign much time for each writing assignment because only five English hours are given to grades eight and nine which is less than needed. The teachers pointed out that this schedule is done for economical reasons and the English teacher is required to give with such limited time a graded essay each week. Consequently, the ESL teachers don't consider the stages of the writing process and the students are not given the opportunity to incorporate the suggested comments in their revision. The teachers in this case usually ask for one draft assignment in which they correct and evaluate at the same time without allowing room for the students to revise and edit their work before they submit. The teachers' feedback in this condition is given at the wrong stage and doesn't help students improve their writing skill. Teachers

should mark the errors at the appropriate stage of writing compositions and the best stage is at the final editing stage (Kroll, 2001). Students should be encouraged to include the teachers' comments in their revision essays and the teacher should grade that revision (Ferris, 1997) so as to give the opportunity to learners to benefit from such comments and improve their writing skill and their scores as well.

Moreover, some teachers mentioned that they usually write notes on their grades' copybook about their students' needs and their academic improvements in order to observe each student's progress. Each student's frequent errors and major weaknesses in the writing assignments should be listed and recorded so as to enable the teacher watch the student's progress in the problematic parts.

Peers' Assessment

It is obvious from the questionnaire and the interviews conducted that peer feedback is partially implemented. The teachers usually facilitate the students' cooperation in the learning process for most of the writing activities are done in groups. Students are most of the time set in heterogeneous groups where the competent student writers help the novice writers. In such cooperative learning classes, the low achievers learn by observing the more advanced peers in the group and imitate them and at the same time they provide feedback to each other when they are asked to revise the other members work (Ben-Ari, 1997).

However, many teachers in this study stated that they do not give the opportunity to the students to correct for each other. Most participants considered that it is their role to correct the students' assignment but not the students although they pointed out that most of the class activities are done in groups. Besides, some considered that peers' correction is a waste of time without promising results. Very few participants assured that they implement peers' feedback in their classrooms and that peers' comments are

taken into consideration by the students more than the teachers' comments. But what is also obvious is that the implementation of this strategy is not properly directed by the teachers. Not a single participant mentioned any of the procedures that the teacher may undertake to control the peers' feedback process like guided responses or rubrics that each student should refer to during their evaluation of their peers' assignments. Therefore, the peers' response is not guided by the teacher to achieve good results. The teacher needs to provide the peers with a list of directed questions that students refer to as they read their own or other students' papers (Kroll, 2001).

Self- Evaluation

The interviews and the questionnaires revealed that the self-response strategy is implemented by most of the participant teachers. Many participants mentioned that they often encourage their students to rethink about his/her written assignments and evaluate it and suggest what should be done to improve such assignment. The majority help students develop self response as for each writing activity they provide a model for students to read. For example, when they assign a compare-contrast essay, a model essay will be given to students and a detailed explanation of what needs to be done usually takes place so as to make students aware of the required parts of the target assignment and how each section should be organized. Moreover, the cohesive devices for each writing genre are given and students make use of these devices in relating their ideas within their texts. For each activity, the teachers also provide the students with the suitable task rubrics so as to help the students assess and edit their own writing parts. Bitchener et al. (2005) stated that task rubrics help students become better writers.

Besides, some participants mentioned that they give checklists to their students to help them check whether they are on the right track and what they need to fill in the

gap. The teachers stated that they also train their students on how to edit their own essays by going over a few students' essays that include problems for revision. The teachers select some students' essays that have mistakes as in sentence structure, grammar errors, or organization of ideas. They show the students how to improve their essays by restructuring their sentences and by reorganizing their ideas so as to help them improve their writing skill in the subsequent assignments. What is also helpful to students is that many teachers ask their students to tabulate their frequent errors. Such practice helps students become aware and attentive to their mistakes and will also help students improve their writing skill (Ferris, 2002).

Although most of the teachers don't provide their students with proofreading marks, they usually help them understand their mistakes in writing; they provide symbols to their students and explain the meaning of these symbols.

Very few participants who have less years of professional experience had different opinions and they were very traditional in their responses. They stated they do not apply this strategy and that it is the teachers' job to correct the students' papers but not anyone else.

Oral Response

Oral feedback is usually given to help students understand the teacher's written comments and to help them incorporate the suggested comments in their corrections successfully. The participants' opinion regarding the oral comments was quite controversial. Some of them supported it and considered that it helps to clarify the ambiguous ideas and that is essential to the teaching process. Besides, these participants stated this strategy is a key to motivate students to perform better.

Moreover, many participants mentioned that during the class activities, they go around the students and respond to their needs. Students are also allowed to ask them

questions during the break and they clarify to them any ambiguity and help them accomplish the tasks which they find difficult. They individualize the pace of learning (Gage & Berliner, 1998), and consider the reality that students can't learn at the same pace. They provide more help to those students who ask for help or those who need.

On the other hand, some of the participants opposed such act and considered that it is a source of humiliation to the students and that it leads to embarrassment and consequently demotivation. They also added that if they want to comment orally they do not do that during the class sessions but usually outside the class or either before or after the class sessions.

Affective Factor

Most teachers revealed their attention to their students' feelings and reactions. When some participants mentioned that they do not orally comment on their students' papers in front of their classmates so as not to embarrass them. Besides, this factor is also highlighted when the participants stated that they motivate their students by giving stickers, titles, praise or other physical or verbal rewards that act as reinforcers for the students' good performance. Moreover, the teachers pointed out that they allow their students to ask them about any misperceptions, and that they can see them outside the class for further questions.

Mitigation Strategies

The participants also added that they usually write balanced comments that combine praise as well as criticism to prompt students to perform better in their subsequent assignments.

The mitigation strategies are implemented such as pairing of comments so as to reduce the adverse impact of the negative comments which is usually demotivating to students. The teachers should also refrain from offering gratuitous and free praise to every

learner. Praise should be given only to learners who need and deserve such reinforcement (Hyland & Hyland, 2006). The teacher needs to balance the positive and negative feedback.

Supportive Environment

Besides, the participants' responses about the way they motivate their students and keep them on task was variable. Some responded by saying that they motivate their students through the teaching methods that they implement. Many teachers stated that they ask the students to read task related texts that may enrich them with ideas and lexis that may help them in their writing assignments. They also mentioned that it can be by following the stages of the writing process as by brainstorming and giving them the graphic organizers so as to make every stage clear and achievable.

Some teachers also reported that although not much choice is given to them to select the writing activities that generate student's motivation and interest as they have a program to finish and to select from the materials provided in the given textbook, they usually include comments of encouragement such as yes, good, etc... These comments increase students' motivation and help them to be more on task. Moreover, the students are encouraged to speak and to express their ideas so as to reduce their level of anxiety.

Besides, the teachers usually introduce their oral comments by highlighting the points of progress in the students' writing competency. This tends to increase students' self-efficacy and make them feel competent (Gage & Berliner, 1998). However, the teachers don't address the students using their first name in their written comments. This weakens the student- teacher relationship. The teacher needs to personalize their comments (Diab, 2005).

The teachers use behavioral terms in their responding strategies. Their comments are not judgmental. Such strategy enhances students' motivation and achievement.

Teachers' comments should describe behavior (Gage & Berliner, 1998). With such comments the students will not consider the teacher's comments as humiliating or insulting.

Comment Type

From the questionnaire and the interviews, it was clear that most teachers write detailed as well as general comments on students' writing assignments and they adjust these comments so as to suit the writing genre required. Students should be aware of the fact that different genres require different texts (Reppen, 2002). This is made by giving feedback that focus on the requirements of every genre.

Very few teachers mentioned that their written comments are more detailed at the beginning of the scholastic year, but these comments tend to be more general at the end of the year for the students should have mastered most of the language subskills by the end of the scholastic year.

Many teachers pointed out that they don't consider the competency of each learner when they write comments on their writing assignments. The comments are not rooted in students' texts and are not individualized. The comments should be text based and rooted in students' texts (Ferris, 1997). They should be adjusted so as to fit each learner's needs (Hyland& Hyland, 2006). The teacher should respond to students' texts differently. The comments should match with the students' needs and strengths (Diab, 2005; Goldstein, 2001). For example, high achievers need to have different written comments than the low achievers. The comments should be related to each student's needs and should enable students benefit from them on the long run and in the other writing assignments (Ferris, 1997). What is advisable in this case is that the teachers' comments should be directed to realistic goals that each student is able to achieve and they should also be helpful to students on the long run especially when the teachers

write comments that embody suggestions which may help students in the subsequent assignments. With such strategy, the teacher can help students achieve the task by dividing it into manageable chunks and address each one at a time.

Moreover, most of the participants take the role of collaborators of students' ideas when they correct their students' essays so as to instill in their students the sense of confidence in their writing capabilities. But some teachers mentioned that they do take both roles that are elaborators and collaborators of students' ideas. This takes place whenever there is a need to do that.

What the researcher also concluded is that most of the teachers' comments are short and unclear. There are no written instructions or suggestions to students on how to improve their writing assignments. Some researchers advocate the long comments because they believe that they bring more favorable major changes in students' texts. Besides, comments should be clear to enable students process them successfully (Ferris, 1997).

Nonselective Errors

The instruments used showed that most of the participant teachers tend to correct all errors in their students' essays. What is obvious in this study is that most of the English teachers mark all errors in their students' written assignments during the correction process without considering whether these errors are major or minor. They believe that this is the proper way for they can't leave a single mistake without marking it because the parents as well as the coordinators expect them to do so. Some of the participants were hesitant and asked the researcher whether it is effective and correct to do so because they believe that full red paper is a source of discouragement to most students. The teachers should be selective and mark the errors that are frequent, stigmatizing and that impede communication (Kroll, 2001). Besides, the errors

feedback is imparted to all the students regardless of the level of writing the student is competent of producing. The error feedback is helpful to competent writers (Kroll, 2001) who have mastered the organization skills and who have clear and relevant ideas in their texts. The teachers approach to error correction in this study is not based on students' needs but it is done only to meet the administrators' needs.

However, the minority mentioned that they focus on the errors that were explained before in class sessions and do not focus on the errors that are related to the lessons that were not taught to the students. Besides, some considered that at the beginning of the year the error correction is selective but at the end of the year all errors will be marked for the students are expected to have mastered the required program and write essays that include few mistakes.

The researcher asked the interviewees about the way they deal with students' repeated mistakes. The participants' answers were variable. Some of them mentioned that they ask their students to write the repeated mistake many times so as to help them learn the mistake. Very few answered in a completely different way. They stated that they tend to re-explain the students' mistake as whether it is spelling, grammar, or content. Besides, the recurring and common errors among students whether in grammar, in outlining or in organizing ideas or in any other part are addressed and the teacher reteaches the problematic parts and provides more practice in whole class sessions. It is helpful to the students when the teacher explains the students' frequent errors in whole -class sessions (Diab, 2005). When the teacher explains the students' frequent errors, students will understand their mistakes and will have less language problems. The teachers should also address different writing mistakes each time so as to keep the students interested and motivated in their comments. Besides, teachers'

feedback should be given directly after student's submission as delay in providing feedback reduces its impact.

Some other participants mentioned that they help students understand and correct their mistake by linking it to something the students like so as to remember the mistake whenever they write.

Conclusion

This chapter includes a comparison between the results of the conducted study with the available relevant literature on the feedback strategies that language teachers implement in ESL classrooms. The obtained results highlight the fact that teachers need to reconsider the feedback strategies they adopt in order to help students improve their writing skill.

Chapter Six

Conclusion

Introduction

This study is a prototype. It brings multibenefits to the educational field and especially to the instructors who are seeking a professional approach to improve the students' writing performance. It is a helpful guide that highlights the importance of many issues that most instructors are not aware of and that are deemed necessary for a better writing performance. Such study guides the teachers to the proper way of responding in each stage of students' writing. Moreover, students may also benefit from such kit as it helps them develop self-regulated learning styles that they need to improve their writing skill. Implementing the techniques of such kit brings positive results and great improvement to the writing skill of many students.

*Recommendations**Adjustment of Teacher's Responses*

In order to help students achieve better, the teachers should reconsider their feedback strategies. Besides, they should adjust the written responses so as to fit each learner's needs. They should also individualize their responses based on students' texts and the writing context students are asked to write about. Diab (2005) stated that different writing genres require different responses.

The teachers' written responses should also embody clear instructions and suggestions to help students understand how they can integrate the suggested comments and benefit from them in the subsequent assignments.

The teacher should avoid the repeated verbatim of comments because if the same comments are repeated in all the writing contexts, students will lose interest and

confidence in the teachers and will ignore the teacher's feedback and consequently will not consider them in their subsequent writing assignments.

Selective Comments

The comments should be selective in order to reduce the frustrating effect of their abundance. The teachers should point out the major, frequent and stigmatizing errors in each student's paper and deal with these errors in the editing stage. Besides, they should focus on content and organization comments especially in the students' first drafts of the assignment because this type of comments helps students explain their ideas better.

Reconsidering the Affective Factor

As for the affective factor, the teachers should use mitigation strategies by writing paired comments in students' assignments. The teachers should start their written response by mentioning the good points of the students' writing contexts and pair them with the points that state where the students fall short. Such strategy helps establish better students-teacher relationship. Besides, their comments should be personalized. They should mention the students' name whenever they want to write any comments to show care and attention. This feedback strategy also helps in enhancing the interpersonal relationship as they need to respond to the writer.

Enhancing the Peers' Response Strategy

The peer response should be directed by the teachers to produce the promising results in the educational field. The teachers should provide students with guiding checklist which helps students assess their peers' work and consequently help them learn from their peers' mistakes.

Developing Students' Self-Response Skills

The teachers should train the students to benefit from the peers' response checklist to assess their texts. Besides they should encourage them to be attentive to their frequent mistakes in order to improve their writing skill.

Limitations

The researcher should have used more instruments to collect data for this study. With Observations, the researcher would be able to obtain more reliable data concerning the feedback strategies that language teachers implement in their classrooms. Another limitation is that this study requires more time to enable the researcher observe the students' writing assignments for a sequence of time; consequently, the researcher would examine the impact of the teachers' feedback on students' writing performance.

Conclusion

This qualitative study sheds light on the importance of the teachers' comments on the students' writing assignments and the elements that these comments need to include. Since feedback plays an important and crucial part in students' progress, the teachers need to reconsider the feedback strategies they are adopting in order to give more learning opportunities to their students and to help them develop self - regulating techniques that have proved to be efficient to the learners on the long run.

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Interview Questions

1. Do you write comments when you correct students' assignments? If yes, what type of comments do you usually write?
 2. How do you observe students' progress in writing?
 3. Do you teach students to self- evaluate their writing assignments? How?
 4. Do you implement the peer response strategy in your classrooms? If yes, how do you ensure the proper implementation of such strategy?
 5. Do you ask students to write multi- draft essays? Why?
 6. What strategies do you use to encourage your students to be more on task?
 7. Do you consider the writing genre (the type of the writing assignment) in your comments?
 8. Do you adjust your comments so as to fit the student's individual writing needs?
 9. Do you select certain type of errors when correcting students' essays or you correct all errors? Why?
 10. Do you provide your students with oral comments? Why?
 11. How do you deal with the students' repeated mistakes?
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This survey is conducted by an MA student at the Lebanese American University (LAU). It is addressed to English as a Second Language (ESL) teachers of the second and third cycles. It is designed for research purposes only. All information will be kept confidential and anonymous.

Part A: Background Information:

Grade level: _____ Gender: _____
 Years of professional experience: _____ Age: _____

Part B: Please circle the letter that reflects your attitude in each of the following items. (You can select more than one letter)

1. The type of mistake(s) that I usually correct in my students' essays is:
 - a. Spelling
 - b. Content
 - c. Form
 - d. Style and mechanics
 - e. All
2. My written feedback includes comments that target my students' individual writing needs.
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never
3. I encourage the students to take into account my written feedback whenever they have to accomplish a written task.
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never
4. I explain to the students how they are supposed to follow (make use of) the written comments I write:
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never

5. My students make use of the written comments that are mentioned in previous assignments.
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never
6. I grade my students' revised essays.
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never
7. The comments I write on my students' essays include:
 - a. Praise
 - b. Criticism
 - c. a and b
 - d. Neither a nor b
8. I implement the stages of writing in the given essays.
 - a. Always
 - b. Frequently
 - c. Seldom
 - d. Never

9. The students are guided on how they are expected to assess their peers' essays.
a. Always b. Frequently c. Seldom d. Never
10. I implement cooperative learning as an instructional approach in my classes.
a. Always b. Frequently c. Seldom d. Never
11. I help my students to develop their self assessment strategies.
a. Always b. Frequently c. Seldom d. Never
12. I provide the students with a grading rubric that makes the written task evaluation clearer.
a. Always b. Frequently c. Seldom d. Never
13. I allow my students to ask me about the unclear comments.
a. Always b. Frequently c. Seldom d. Never
14. I keep anecdotal records of the students' progress.
a. Always b. Frequently c. Seldom d. Never
15. I ask my students to keep track of their frequent mistakes.
a. Always b. Frequently c. Seldom d. Never
16. My written comments reflect the teacher-student interpersonal aspect.
a. Always b. Frequently c. Seldom d. Never
17. I believe that my written comments affect the students' writing skills and achievement.
a. Always b. Frequently c. Seldom d. Never
-
18. When I correct my students' assignments, I tend to adopt one of the following roles:
a. Elaborator b. Collaborator
19. I orally comment on the students' written essays.
a. Always b. Frequently c. Seldom d. Never
20. My written comments on the students' written essays are:
a. Detailed b. General