

Exploring the Impact of Teacher-Written Feedback on Enhancing EFL

Students' Essay Writing Skills

Case Study: L3 EFL Students at Relizane University

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Dedication

I dedicate this work to the most precious people in my lives, my beloved parents. Their unconditional love, endless sacrifices, and constant support

I am deeply grateful to my brothers Hamza and Abdelnor, my beloved sisters Wafaa, Chahira, Fatima and Karima for their stood by me in every moment, believed in me, and never stopped encouraging me to move forward despite all challenges.

I would like to express my special gratitude to my husband, Mr. Tikour, for his patience, understanding, and constant support, which have been a great source of strength and motivation.

BouchenakSoumia

Dedication

I dedicate this work to my beloved parents, especially my father, Touati, whose support and encouragement have always been my source of strength, and to my dear mother for her endless love and prayers.

To my brothers Walid, Djawad, and Marouane, and my sister Aicha, thank you for always being by my side.

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May Allah bless them all and grant them health, happiness, and success.

Abstract

This study investigates the impact of teacher-written feedback on enhancing EFL students' essay writing skills at Ahmed Zabana University of Relizane. The main aim of this research is to examine how written feedback contributes to improving students' grammatical accuracy, vocabulary use, organization of ideas, and overall writing performance. In addition, the study explores both students' attitudes toward teacher-written feedback and teachers' perceptions of its effectiveness in essay writing instruction. To achieve the objectives of the study, the researcher adopted a descriptive research design using both quantitative and qualitative approaches. Two questionnaires were administered: one for third-year EFL students and another for teachers of written expression at the Department of English. The students' questionnaire was answered by fifty-nine (59) students, while the teachers' questionnaire involved nine (9) teachers. The findings revealed that teacher-written feedback plays a significant role in improving students' essay writing skills. Most students confirmed that feedback helped them reduce grammatical mistakes, enrich their vocabulary, and organize their essays more effectively. The results also showed that students prefer clear, constructive, and supportive feedback. Furthermore, teachers emphasized that written feedback is an essential pedagogical strategy that enhances students' writing performance and encourages revision and self-correction. However, the study also identified some challenges related to unclear comments, excessive correction, and students' difficulty in understanding certain correction symbols. Therefore, the study recommends providing more explicit and encouraging feedback in order to help students develop their academic writing skills more effectively.

Keywords: teacher-written feedback, EFL students, essay writing, writing skills, academic writing, corrective feedback

Résumé

Cette étude examine l'impact du feedback écrit des enseignants sur l'amélioration des compétences rédactionnelles des étudiants EFL à l'Université Ahmed Zabana de Relizane. L'objectif principal de cette recherche est d'analyser comment le feedback écrit contribue à améliorer la précision grammaticale, l'utilisation du vocabulaire, l'organisation des idées et la qualité générale des productions écrites des étudiants. L'étude explore également les attitudes des étudiants envers le feedback écrit ainsi que les perceptions des enseignants concernant son efficacité dans l'enseignement de la rédaction. Afin d'atteindre les objectifs de cette étude, la chercheuse a adopté une méthode descriptive combinant des approches quantitatives et qualitatives. Deux questionnaires ont été administrés : un destiné aux étudiants de troisième année EFL et un autre destiné aux enseignants d'expression écrite du département d'anglais. Le questionnaire des étudiants a été rempli par cinquante-neuf (59) étudiants, tandis que neuf (9) enseignants ont participé au questionnaire des enseignants. Les résultats ont révélé que le feedback écrit des enseignants joue un rôle important dans l'amélioration des compétences rédactionnelles des étudiants. La majorité des étudiants ont affirmé que le feedback les aide à réduire les erreurs grammaticales, enrichir leur vocabulaire et mieux organiser leurs essais. Les résultats montrent également que les étudiants préfèrent un feedback clair, constructif et encourageant. De plus, les enseignants considèrent le feedback écrit comme une stratégie pédagogique essentielle qui améliore la performance rédactionnelle des étudiants et encourage la révision ainsi que l'autocorrection. Cependant, l'étude a également mis en évidence certaines difficultés liées aux commentaires peu clairs, au nombre excessif de corrections et à la difficulté des étudiants à comprendre certains symboles de correction. Par conséquent, l'étude recommande de fournir un feedback plus explicite et encourageant afin d'aider les étudiants à développer plus efficacement leurs compétences en rédaction académique.

Mots-clés: feedback écrit, étudiants EFL, rédaction, compétences rédactionnelles, écriture académique, feedback correctif.

ملخص

تهدف هذه الدراسة إلى استكشاف أثر التغذية الراجعة الكتابية المقدمة من الأستاذ في تحسين مهارات كتابة المقال لدى طلبة اللغة الإنجليزية كلغة أجنبية بجامعة أحمد زبانة غليزان. وتركز الدراسة على معرفة مدى مساهمة الملاحظات الكتابية في تحسين الدقة النحوية، واستعمال المفردات، وتنظيم الأفكار، وتحسين الأداء الكتابي بشكل عام. كما تسعى الدراسة إلى التعرف على آراء الطلبة والأساتذة حول فعالية التغذية الراجعة الكتابية في تدريس التعبير الكتابي. ولتحقيق أهداف الدراسة، اعتمدت الباحثة على المنهج الوصفي باستخدام كل من الأسلوب الكمي والنوعي. وتم جمع البيانات من خلال استبيانين؛ أحدهما موجه لطلبة السنة الثالثة لغة إنجليزية، والآخر موجه لأساتذة التعبير الكتابي بقسم اللغة الإنجليزية. وقد شارك في استبيان الطلبة تسعة وخمسون (59) طالبًا، بينما شارك تسعة (9) أساتذة في استبيان الأساتذة. نتائج الدراسة أن التغذية الراجعة الكتابية تلعب دورًا مهمًا في تحسين مهارات كتابة المقال لدى الطلبة. فقد أكد معظم الطلبة الملاحظات الكتابية ساعدتهم على التقليل مظهرتين الأخطاء النحوية، وتوسيع الرصيد اللغوي، وتحسين تنظيم الأفكار داخل المقال. كما بينت النتائج أن الطلبة يفضلون التغذية الراجعة الواضحة والبناءة والمشجعة. ومن جهة أخرى، أكد الأساتذة أن التغذية الراجعة الكتابية تعتبر وسيلة بيداغوجية فعالة لتحسين الأداء الكتابي وتشجيع الطلبة على المراجعة والتصحيح الذاتي. ورغم النتائج الإيجابية، كشفت الدراسة عن بعض الصعوبات المتعلقة بغموض بعض التعليقات، وكثرة التصحيحات، وصعوبة فهم بعض رموز التصحيح لدى الطلبة. لذلك توصي الدراسة بضرورة تقديم تغذية راجعة أكثر وضوحًا وتشجيعًا من أجل مساعدة الطلبة على تطوير مهاراتهم في الكتابة الأكاديمية بشكل أفضل.

الكلمات المفتاحية: التغذية الراجعة الكتابية، طلبة اللغة الإنجليزية، كتابة المقال، مهارات الكتابة، الكتابة الأكاديمية، التغذية الراجعة التصحيحية

List of Abbreviations

EFL : English as a Foreign Language

ESL : English as a Second Language

ELT : English Language Teaching

WCF : Written Corrective Feedback

SLA : Second Language Acquisition

LMD :Licence – Master – Doctorate

L3 : Third Year Licence Students

APA : American Psychological Association

IELTS : International English Language Testing System

TOEFL : Test of English as a Foreign Language

EFL Learners : English as a Foreign Language Learners

WCF Types : Written Corrective Feedback Types

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General Introduction

General Introduction

Introduction

English has become an important language in many fields such as education, communication, and technology. At university, students need English to succeed in their studies and improve their future careers. Among the four language skills, writing is considered one of the most difficult skills for EFL students, especially essay writing.

Many third-year EFL students face difficulties when writing essays in English. They often make grammar mistakes, use limited vocabulary, and find problems in organizing their ideas. For this reason, teachers usually provide written feedback to help students improve their writing skills and correct their mistakes

Teacher-written feedback is an important part of the learning process because it helps students identify their weaknesses and develop their writing performance. However, some students do not fully understand or apply the feedback they receive from their teachers. Therefore, it is important to study the impact of teacher-written feedback on EFL students' essay writing skills.

The present study aims to investigate the role of teacher-written feedback in enhancing essay writing among third-year EFL students at Ahmed Zabana University. It also explores students' attitudes toward written feedback and its effectiveness in improving their writing performance

1. Background of study

Nowadays, English has become an important language in higher education. Students need it in their studies and also in their future careers. Among the different language skills, writing is considered one of the most difficult skills for EFL students, especially when it comes to essay writing.

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At the university level, first-year students often face problems in writing. They make mistakes in grammar, they have limited vocabulary, and sometimes they find it difficult to organize their ideas. Because of these difficulties, teachers usually provide written feedback on students' essays in order to help them improve.

Teacher-written feedback is supposed to guide students and show them their errors. It can help them understand their weaknesses and develop their writing skills. However, it is noticed that many students do not really benefit from this feedback. Some of them do not understand it, while others ignore it and do not correct their mistakes.

For this reason, it becomes important to study the role of teacher-written feedback and to see whether it really helps students improve their essay writing or not. This study focuses on third-year EFL students and tries to explore how feedback can support their writing development.

2. Statement of the problem

Despite its recognized importance, there remains a gap in understanding the efficacy and impact of teacher-written feedback on student learning outcomes, particularly within writing essays. EFL students have a lack of understanding various written feedback practices employed by teachers, including the frequency, format, specificity, and timing of written feedback. Student perceptions of teacher-written feedback and their receptivity to feedback messages are unnoticed. Many teachers do not provide effective written feedback. Moreover; since teacher-written feedback is a fundamental aspect of the educational process, playing a pivotal role in shaping students' understanding, development, and academic achievement; teachers have to find which feedback practices are most conducive to student learning to enhance students writing essays performance. Students' attitudes, beliefs, and responses towards written feedback are critical factors influencing their writing skills. By examining the relationship between feedback provision and students performance in writing, it is possible to identify the mechanisms through which written feedback influences learning and academic

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success. This study aims to contribute to a deeper understanding of the efficacy and impact of teacher-written feedback on student writing essays performance.

3. Research objectives

The aim of the current study encompasses three (3) key points:

✓To investigate how teacher-written feedback affects EFL students' essay writing vocabulary growth and grammatical accuracy.

✓To examine the effectiveness of various feedback practices employed by teachers on EFL students writing essays.

✓To explore students' attitudes, and responses towards teachers written feedback in writing essays.

4. Research Questions

1. What effect does teacher-written feedback have on EFL students' vocabulary and grammatical growth in writing essays?
2. Which feedback practices are most conducive to EFL students that can enhance their writing performance?
3. How does EFL student's receptivity to written feedback lead them to enhance their essay writing performance?

5. Research Hypotheses

1. Positive and constructive feedback by providing corrections, suggestions, alternative word, and explanations for grammar rules may enhance EFL students writing skills.
2. Teachers may provide Specific, Concrete Feedback and Error Correction with Explanations that can guide EFL students in improving their writing.

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3. By adopting written feedback and recognizing their strengths and weaknesses in writing, EFL students may seek opportunities for growth in their essay writing.

6. Research Design

The researcher will use mixed method “both quantitative and qualitative research” to maximize the effectiveness of a study by using strength of both of them in order to guides the study's approach to understanding the impact of teacher written feedback on EFL students writing essay. For a study investigating the impact of teacher written feedback on EFL (English as a Foreign Language) students, the researcher select a sample that is representative of the 3rd year English student at Ahmed Zabana University, as writing proficiency and receptivity to feedback may vary across them. The researcher ensure that the sample includes EFL students with varying levels of English proficiency, from beginner to advanced levels, to assess the impact of feedback across proficiency levels.

He uses random sampling techniques to select participants from a larger population of EFL students, ensuring that every student has an equal chance of being included in the sample. In order to extract required data from the sample; the researcher use quasi-structed questionnaire which include close-ended and open-ended questions to provide valuable insights into students' perceptions, attitudes, and experiences with teacher written feedback. In this study various types of data analysis techniques can be employed to gain insights into EFL student’s receptivity to teacher’s written feedback including both quantitative and qualitative analysis.

7. Significance of the Study

Understanding how different feedback practices influence students' writing proficiency can inform pedagogical approaches aimed at maximizing learning gains. Research on the impact of written feedback helps educators identify best practices for providing feedback that promotes EFL students' language development. By examining the effectiveness of various feedback strategies, teachers can

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refine their feedback practices to better meet the needs of their students. Teacher written feedback plays a crucial role in engaging students in the writing process and fostering their motivation to improve. Studying the impact of feedback on EFL students' writing can provide insights into how to design feedback interventions that promote active student engagement and ownership of learning.

Writing is a fundamental skill in language acquisition, and feedback plays a crucial role in this process. Understanding how different types and styles of written feedback influence EFL students' writing proficiency can inform language teaching methodologies and contribute to more effective language acquisition strategies.

EFL students are directly affected by the quality and effectiveness of written feedback provided by their teachers. Studying the impact of feedback helps identify approaches that can enhance students' writing skills, increase their motivation and engagement, and promote their overall language proficiency. Understanding how written feedback influences EFL students' writing performance is crucial for educators and teachers. They can use this knowledge to refine their feedback practices, develop more effective teaching strategies, and better support their students' language learning and writing development.

Chapter One:Literature Review

Chapter One: Literature Review

Introduction

Essay writing occupies a central place in the teaching and learning of English as a Foreign Language (EFL). At the university level, students are frequently required to produce written assignments in the form of essays in order to demonstrate their understanding, express their viewpoints, and develop structured arguments. Writing an essay is not merely a linguistic activity; it is a cognitive and organizational process that demands planning, critical thinking, and logical presentation of ideas.

In EFL contexts, essay writing is often considered one of the most challenging academic tasks. Learners must control various elements simultaneously, including grammar, vocabulary, coherence, cohesion, and paragraph organization. The ability to combine these components effectively determines the quality of the written product. Consequently, mastering essay writing skills is essential for academic success.

This section provides an overview of essay writing by discussing its definition, main characteristics, importance for EFL students, and the major difficulties learners encounter when producing essays. Understanding these aspects is necessary before examining the role of teacher-written feedback in enhancing students' writing performance.

Section 1: Essay Writing

1.1.1. Essay Writing

Essay writing is an essential component of academic writing and is widely used in educational settings to assess students' writing abilities. It allows learners to express their ideas, opinions, and arguments about a specific topic in a clear and organized way. In most cases, the topic of the essay is

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provided by the teacher, and students are expected to develop their ideas logically while respecting the conventions of academic writing.

According to (Bailey S. , 2015), essays are among the most common forms of written assignments in higher education, and their length usually ranges between 1,000 and 5,000 words depending on the academic level and the objectives of the task. Through essay writing, students learn how to organize their thoughts, support their arguments with relevant ideas, and communicate effectively with their readers.

Additionally, writing essays is a big part of helping students improve their academic skills. Writing essays teaches students how to analyse subjects, rationally arrange their thoughts, and convey their points of view in an organized manner. According to (Hyland, 2003) and Graham & (Graham & Perin, Writing next: Effective strategies to improve writing of adolescents in middle and high schools, 2007), this method fosters critical thinking in students and helps them provide pertinent justifications and instances for their beliefs.

Additionally, writing essays aids students in developing their language skills, especially with regard to syntax, sentence structure, and vocabulary. Regular essay practice helps students become more proficient at articulating their thoughts succinctly. While (Hyland, 2003) explains that essay-type activities aid in the development of grammatical control, lexical range, and academic organization, (Graham & Perin, Writing next: Effective strategies to improve writing of adolescents in middle and high schools, 2007) contend that structured writing practice improves general writing quality as well as associated language abilities. (Graham & Perin, 2007) argue that regular essay writing increases grammatical accuracy and sentence structure control among EFL learners, and (Cottrell, 2017) show that frequent writing practice enhances learners' vocabulary and improves their overall writing performance. As a result, essay writing is regarded as an essential component of language acquisition since it fosters the growth of writing skills and the capacity to effectively convey ideas in a scholarly setting.

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1.1.2. Definition of Academic Essay Writing:

According to (Sheen, 2007), an academic essay is not simply a presentation of information, but rather an attempt to explore a topic, discuss ideas, and sometimes suggest solutions to specific problems. Through essay writing, the writer expresses personal viewpoints while supporting them with arguments and evidence drawn from different perspectives.

An academic essay is more concise and focused than other forms of writing such as reports. Ideas are developed in depth and presented clearly within connected paragraphs. Unlike reports, essays are not divided into subheadings or bullet points; instead, they consist of a number of paragraphs that are logically linked to one another. Essay writing is therefore a means of communication in which the writer presents a structured discussion of a particular topic. Although an essay may include ideas from other scholars, it should also reflect the writer's own interest and understanding of the topic in order to convince the reader (Sheen, 2007), (Akwa, 2011)

In the same context, (Zemach & Rumisek, 2005) define an essay as a group of paragraphs written about one topic and organized around a central main idea .

1.1.2.1 Reasons for Writing Essays

Essay writing is important in academic learning for several reasons. (Greetham, 2011) states that writing essays encourages learners to organize their thoughts and develop their ideas in relation to academic topics. It also gives students the opportunity to receive feedback from teachers, which helps them improve their writing skills. In addition, essay writing allows students to show how they understand a topic through reading, revising, and using course materials.

1.1.2.2 Relevance in Academic Essay Writing

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A key component of writing academic essays is relevance. To keep coherence and concentration, all thoughts should directly contribute to the topic's development; unnecessary information should be avoided. According to (Swales & Feak, 2012), effective academic writing necessitates consistent topic control, guaranteeing that every section of the essay advances the main point. According to (Hyland, 2003), academic texts are goal-oriented and need to be meticulously organized such that every concept advances the writer's communication objective. This means that academic writers must choose just concepts that are closely related to the topic in order to keep their writings clearly focused. The logical flow of thoughts can be disturbed and weakened by any extraneous or off-topic material the text's overall efficacy. For academic writing to be cohesive, well-organized, and significant, relevance is crucial. According to (Akwa, 2011) materials connected to the course should be incorporated into essay writing in order to maintain relevance and academic value.

1.1.2.3 Structure of the Academic Essay

According to (Oshima & Hogue, 2006) and (Bailey S. , 2018), an academic essay is often divided into three primary sections: introduction, body, and conclusion. Each section has a distinct purpose that enhances the text's consistency and clarity. The first part of the essay is called the introduction. It gives the reader background information about the subject so they may comprehend the overall context. When needed, it may also explain important words and progressively focus on a single area. The thesis statement, which outlines the essay's primary argument, is its most crucial component. In certain instances, it might also provide a synopsis of the key ideas that will be covered in the body (Oshima & Hogue, 2006). Ideas are elaborated in the essay's body, which is its main section. created in great detail. It is divided into multiple paragraphs, each of which focuses on a particular major idea. A main statement, supporting details, examples, and analysis are often included in each paragraph. To maintain coherence and unity, the body must be logically arranged. (Bailey S. ,

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2018) asserts that the development of a single central concept each paragraph and a clear paragraph structure are essential components of successful academic writing. The last part of the essay is the conclusion. It restates the thesis in new terms and summarises the key ideas covered in the body. It might also offer a concluding remark or implication of the argument, but it shouldn't present any novel concepts. According to (Hyland, 2003), conclusions are crucial for supporting the author's position and giving the work finality.

Organization plays an essential role in academic essay writing. (Akwa, 2011) explains that learners, especially those writing in a second language, need to organize their ideas and supporting information in a clear and logical way. A well-structured essay makes the text easier to read and understand. However, when students are not familiar with the basic structure of an essay, they may struggle to organize their ideas, which often indicates limited understanding of the topic or the essay question. To overcome this difficulty, students are encouraged to read relevant materials recommended by their instructors.

1.1.3. Characteristics of Essay Writing

Academic writing differs from personal and creative writing in several important ways. It is primarily used in higher education and research contexts, where informing and explaining take precedence over entertaining. University students, especially at the master's level, are expected to develop their language to meet academic standards. The main goal of academic writing is to communicate ideas clearly, logically, and formally (Bailey S. , 2011); (Cottrell, 2017).

Several key characteristics define essay writing in the academic context which are complexity, formality,.....

a. Complexity

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Academic essays are structurally more complex than everyday writing. Writers use subordinate clauses, noun phrases, prepositional phrases, and varied vocabulary to convey precise meaning. This complexity allows ideas to be expressed in depth and facilitates rigorous analysis (Gitana, 2005); (Hyland, 2019)

b. Formality

Academic writing maintains a formal tone. Passive structures, impersonal pronouns (e.g., “one”), and precise vocabulary are preferred, while informal words, slang, tautologies, and vague expressions are avoided. Formality helps to establish credibility and maintain a professional distance between the writer and the audience (Swales & Feak, 2012)

c. Objectivity

Academic essays require objectivity. Writers present information based on evidence, using analyses and evaluations rather than personal opinion or anecdotal experience. Objectivity ensures that arguments are credible and persuasive, relying on scholarly sources to support claims (Cottrell, 2017); (Oshima & Hogue).

d. Explicitness

Clarity and explicitness are essential. Each part of the essay should be clearly connected, and signaling words should guide the reader through arguments. This allows ideas to be easily understood and ensures coherence across paragraphs (Bailey S. , 2011); (Hyland, 2019).

e. Hedging

Hedging is the cautious use of language when making claims or presenting findings. Academic writers often qualify statements to reflect uncertainty or probability (e.g., “may suggest,” “appears

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to”). Hedging protects the writer from overgeneralizing and demonstrates careful reasoning (Tribble, 1996).

f. Responsibility

Responsibility in academic writing involves acknowledging sources and avoiding plagiarism. Writers must summarize, paraphrase, and cite references appropriately, providing evidence to justify claims and maintain academic integrity (Swales & Feak, 2012); (Oshima & Hogue, 2006).

Overall, essay writing in the academic context requires attention to structure, clarity, vocabulary, grammar, and the appropriate use of sources. Mastering these characteristics enables students to produce well-organized, coherent, and credible essays.

1.1.4. Importance of Essay Writing for EFL Students

Essay writing represents a fundamental skill for learners of English as a foreign language. Its significance is reflected in several aspects, particularly in academic and assessment contexts. Writing proficiency is often used as a measure of students' knowledge and understanding during exams (Baratta, 2007). Moreover, developing strong essay writing skills prepares EFL students for international assessments such as IELTS, TOEFL, and similar tests, enhancing their opportunities for academic and professional success (Bailey S. , 2011).

As noted by (Hunter, 2009) engaging in essay writing trains students to analyze ideas critically, organize them logically, and present them coherently. Fitzgerald (Graham & McArthur, 2008) added that it provides a platform for personal expression, allowing learners to convey their thoughts clearly and appropriately.

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Overall, mastering essay writing is essential for EFL students, as it not only supports academic achievement but also strengthens lifelong skills in communication, reasoning, and expression.

1.1.5. Difficulties Faced by EFL Students in Essay Writing

It consistently indicates that essay writing represents a major challenge for many learners. These difficulties are not limited to linguistic accuracy but extend to idea generation, organization, cohesion, and task management. Scholars have identified several recurring problem areas, including topic familiarity, coherence and cohesion, lexical limitations, grammatical weaknesses, and mechanical issues such as punctuation and spelling (Huang, 2008); (Lee, 2010); (Gradwohl & Schumacher, 1989)

a. Topic-Related Difficulties

One of the key factors that affects essay quality is the assigned topic. (Huang, 2008) argues that topic familiarity plays a decisive role in students' writing performance. Learners who are familiar with the topic can more easily generate ideas and support them with relevant examples. In contrast, unfamiliar topics often result in limited idea development and weak and meaningful organization of a text, while (Johns, 1986) describes it as a complex interaction between textual features and the reader's interpretation. In practice, coherence involves the logical progression of ideas and clear argument development. Research in Arab EFL contexts shows that learning argumentation. Similarly, (Lee, 2010) highlights that task-related variables, especially topic familiarity, influence writing outcomes differently depending on the learner. (Gradwohl & Schumacher, 1989) further suggest that students perform better when they select their own topics, as this increases motivation and engagement.

b. Coherence Difficulties

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Coherence is considered a central component of effective essay writing. (Halliday & Hasan, 1976) link coherence to the overall unity and learners often struggle with coherence. (Qaddumi, 1995) found that repetition, lack of sentence variety, and misuse of linking devices frequently result in poorly organized texts. Learners also encounter difficulties in writing thesis statements, topic sentences, and conclusions, negatively affecting overall essay unity.

c. Cohesion Difficulties

Cohesion concerns the linguistic mechanisms that connect sentences and ideas. (Halliday & Hasan, 1976) define cohesion as the semantic relationships that create textual unity, including reference, substitution, ellipsis, lexical repetition, and conjunctions. While cohesive devices improve clarity and readability, EFL learners often misuse or overuse them. (Cox, Shanahan, & Sulzby, 1990) observed that stronger readers employ more sophisticated cohesive devices than weaker readers, suggesting a link between reading proficiency and cohesion control. Effective teaching should focus on contextual understanding rather than memorizing connector lists.

d. Lexical Difficulties

Reported challenges in EFL essay writing. (Crystal, 1992) defines grammar as the structural system enabling meaningful communication. Many learners struggle to apply grammatical rules accurately in extended writing tasks. (Abdulla, 1995) points out that grammar is. Limited vocabulary knowledge represents a major obstacle in essay writing. (Hemmati, 2002) reports that EFL learners face both competence-based and performance-based lexical problems, affecting their ability to express ideas accurately. (William, 2004) notes that inappropriate word choice often results from insufficient linguistic resources. Many academics contend that lexical deficiencies are caused in part by a lack of significant reading in the target language. According to (Krashen, 1989) reading and other intelligible information have a major role in vocabulary growth. In a similar vein, (Day & Bamford, 1998)

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emphasise that frequent exposure to relevant literature through intensive reading fosters vocabulary acquisition. Additionally, (Nation, 2001) emphasises that building both receptive and productive vocabulary knowledge requires frequent exposure to words in context. As a result, exposing students to written texts on a regular basis can greatly increase their vocabulary and help them choose the right terms for academic writing.

e. Grammatical Difficulties

Grammar is one of the most frequently r often taught in isolation from meaningful discourse, limiting learners' ability to use it effectively. Research in various Arab contexts shows recurring errors in verb tenses, article usage, and sentence structure, affecting clarity and overall essay quality.

f. Mechanical Difficulties

Punctuation and Spelling mechanical accuracy is another concern. According to (Flower & Grellet, 1981), punctuation is crucial for both directing the reader and making meaning clear. They clarify that when punctuation is used incorrectly, the reader may be misled regarding sentence boundaries and intonation patterns, which can generate ambiguity and misunderstanding. Similarly, punctuation makes the text easier to read and understand by assisting the writer in expressing tone and logical connections between concepts.

On the other hand, Arab EFL learners frequently struggle with spelling because Arabic and English have different orthographic systems. According to studies, students frequently overgeneralize spelling rules or transfer patterns from their home language, which results in inaccurate word formations and makes their writing less clear (Al-Taha & El-Hibir, 1992; Abdel-Aziz, 1993)

These challenges highlight the need for explicit instruction and practice in mechanical accuracy.

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1.1.6. Conclusion

In summary, writing is a crucial part of learning. It facilitates students' exchange of concepts and knowledge. Writing comprehension is an interactive process that needs to be intentionally cultivated. However, there are numerous challenges for students. However, it is not impossible to improve the students' writing comprehension because of the constructive and efficient use of written corrective feedback. Ultimately, it can be said that providing students with constructive criticism during the writing process empowers them to take charge of their education and equips them with the knowledge necessary to successfully complete a writing assignment.

Section Two: Teacher- written Feedback

1.2.1. Introduction

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The function of teacher-written feedback in EFL writing instruction in fostering students' growth is the main topic of this section. It starts by summarising the key features and purposes of teacher-written feedback, such as how it aids students in finding mistakes, editing their writing, and enhancing both linguistic precision and rhetorical structure. The section next highlights the unique characteristics and educational implications of several forms and methods of teacher-written feedback, including focused and unfocused input, direct and indirect feedback, and metalinguistic feedback. It also looks at the circumstances in which teacher-written feedback works best, paying special emphasis to elements like consistency, clarity, and students' active participation in the feedback process. The section ends with a summary of current research on teacher-written feedback and a list of areas that need more investigation.

1.2.2. Definition

According to (Hyland & Hyland, 2006) feedback helps students revise their work and develop their writing skills. It refers to the written feedback, corrections, suggestions, and evaluations that a teacher gives on students' written work (like essays, paragraphs, or assignments) to make their writing better in terms of grammar, structure, content, and overall quality.

1.2.3. Types of Teacher-Written Feedback

Teacher-written feedback can take different forms, each one having a different purpose in strengthening students' writing abilities.

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1.2.3.1 Direct Feedback

It is a type of teacher-written feedback in which the teacher explicitly states the right form of a student's inaccuracy in their writing, this type of feedback is particularly useful for learners with lower language proficiency because students do not have to figure out the correct form themselves (Ellis, 2009) (Ferris, 2003)

Insofar as it both provides the correct language form and clearly calls learners' attention to their mistakes, this type of feedback works exceptionally well. Because of this, learners—particularly those with low proficiency—are better able to identify the differences between their interlanguage production and the norms of the target language without having to rely on independent self-correction. Additionally, when it comes to fixing relatively simple grammatical mistakes like verb tense misuse, direct corrective feedback is very beneficial (ScholarsArchive, n.d.). This method increases learners' metalinguistic awareness in addition to promoting immediate linguistic accuracy, which is crucial scaffolding for individuals who might not be able to independently identify and correct their mistakes (Publication, 2017)

1.2.3.1.1 Advantages of Direct Feedback

- Makes precise, unambiguous adjustments (Ellis, 2009)
- Helps learners with limited proficiency identify and internalise proper forms (Ferris & Roberts, 2001)
- Helps children who have trouble with self-correction feel less confused and frustrated (Ellis, 2006)
- Saves time when correcting mistakes for both educators and learners (Ferris, 2011)

1.2.3.2. Indirect Feedback

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Indirect corrective feedback, on the other hand, draws learners' attention to the presence of an error without providing the correct form. (Ferris & Roberts, 2001) explain that this type of feedback signals that an error has occurred through various techniques, such as underlining or circling errors, indicating the number of errors in the margin, or using coded symbols to identify the type and location of the mistake .

(Ellis, 2009) contends that the relative efficacy of direct versus indirect feedback in terms of long-term acquisition is still up for debate, despite (Ferris, 2011)) and (Lalande, 1982) emphasising that indirect feedback encourages learner autonomy and deeper cognitive engagement.

1.2.3.3. Focused and Unfocused Corrective Feedback

There are two types of written corrective feedback: concentrated and unfocused. While unfocused feedback addresses a wide range of errors, including grammar, vocabulary, spelling, and pronoun use, without giving particular linguistic features priority, focused feedback focuses on a small number of pre-selected error categories, such as verb tense or article usage (Ellis, 2009); (Sheen, 2007) According to (Ferris, 2003) and (Bitchener & Ferris, 2012), comprehensive feedback attempts to address every mistake in a learner's written text, while selective feedback corrects some faults while ignoring others. These methods aim to help learners gain greater control over grammatical elements that respond to corrective feedback, especially those governed by simple and clear rules. (Ellis, 2009) states that corrective feedback can assist learners in improving their mastery of grammatical structures that can be explained and learned through rule-based instruction.

1.2.3.4. Metalinguistic Corrective Feedback

The literature has extensively examined metalinguistic corrective feedback as a successful strategy for promoting the growth of second languages. According to (Ellis, 2009) this kind of feedback

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helps students understand fundamental grammar norms and encourages more deliberate language learning by giving them clear explanations of linguistic faults. In a similar vein, (Ferris, 2011) emphasises its importance in written corrective feedback, pointing out that it helps students identify recurrent error patterns and advances the development of long-term writing correctness. Furthermore, (Sheen, 2007) highlights that metalinguistic cues, especially those that learners are familiar with or have seen before, enhance noticing by making mistakes more noticeable, which in turn helps learners assimilate right forms. Witkin, Moore, Goodenough, and (Cox C. B., 1977) argue that cues with a history of relevance for learners are more likely to attract attention and facilitate learning. Furthermore, Written corrective feedback is essential for helping second language learners identify and fix linguistic faults in their writing. According to (Ferris, 2003) and (Bitchener & Ferris, 2012) lower-proficiency learners who might not be able to self-correct successfully benefit most from direct feedback, which gives them the proper form explicitly. In contrast, indirect feedback encourages learners to engage in deeper cognitive processing and autonomous problem-solving by indicating the existence of an error without providing the proper form (Ferris, 2003); (Ellis, 2009) Although results frequently indicate that the degree of explicitness effects short-term and long-term outcomes in distinct ways, recent research continues to demonstrate the efficacy of both techniques (Zabihi & Erfanitar, 2024) The effectiveness of metalinguistic corrective feedback in fostering the development of second languages has been thoroughly studied in the literature. (Ellis, 2009) claims that by providing students with precise explanations of linguistic errors, this type of feedback promotes more deliberate language acquisition and aids in their understanding of basic grammatical rules. Similarly, (Ferris, 2011) highlights its significance in written corrective feedback, noting that it enhances the development of long-term writing accuracy and assists students in identifying recurring error patterns. Additionally, (Sheen, 2007) emphasises that metalinguistic signals, particularly those that learners are accustomed to or have seen previously, improve noticing by making errors more apparent, which aids learners in assimilating correct forms. Feedback that is targeted and

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feedback that is not is another important distinction. While unfocused feedback tackles a variety of linguistic problems at once, focused feedback focuses on a small number of error categories, such as verb tense or article usage. According to recent research, concentrated feedback is typically more successful in encouraging the learning of particular grammatical structures since it lessens cognitive overload and enables students to comprehend errors more thoroughly (Bitchener & Knoch, 2008); (Ellis, 2009); (Nassaji, 2015) Recent research has also focused a lot of attention on metalinguistic corrective feedback, which offers learners clear explanations or coding of error types. Research indicates that it improves students' comprehension of fundamental grammar rules and facilitates more precise self-correction, frequently surpassing correction on its own or non-explanatory feedback (Sheen, 2007); (Bitchener & Ferris, 2012); (Karim & Nassaji, 2019) More recent research confirms that revision accuracy can be greatly increased by combining direct correction with metalinguistic explanation, especially in structured writing assignments (Zabihi & Erfanitabar, 2024) (Pourdana, 2021) Nevertheless, despite its educational benefits, an over-reliance on corrective feedback may diminish student autonomy by encouraging reliance on instructor input, which will eventually impede the development of autonomous error detection and self-editing abilities (Ferris, 2003); (Ellis, 2009)

1.2.4. The Impact of Teacher-written Feedback on EFL Students Writing Skills

Written feedback from the side of teacher is the whole group of comments, Corrections, and remarks about the written work of their students in order to enhance and improve their writing skills. The effect of this feedback on EFL students is a key component of the learning process, enabling learners to accurately identify and rectify their errors and helping them develop the ideas and content they articulate in their essays (Ellis, 2009) Furthermore, it plays a significant role in improving linguistic aspects, including vocabulary and grammar. Without overlook that it enhances the structural

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organization of the essay by supporting coherence and logical sequencing of ideas. Through this process, students become more aware of the strengths and weaknesses of their writing and acquire the ability to apply what they have learned in future writing tasks more efficiently. Therefore, written feedback from the teacher is an effective and essential pedagogical tool that facilitates academic growth and systematically develops students' writing skills (Purnawarman, 2011); (Sciences, 2023) The improvement of EFL students' writing abilities is greatly aided by written feedback from teachers. Research indicates that students who receive constructive criticism on a regular basis tend to improve their grammar, vocabulary, and sentence structure significantly (Ferris, 2003) By pointing out faults and offering remedial guidance, teachers help students identify and understand their mistakes, which gradually increases their language accuracy (Black & Wiliam, 1998); (Ferris, 2003) Additionally, when criticism emphasises writing style and organization, students are motivated to organise their ideas more rationally and generate writings that are more successful (Ferris, 2006); (Bitchener & Ferris, 2012) While teacher-written feedback is crucial for improving EFL students' writing skills, research indicates that students' active involvement in the feedback process plays a significant role in its effectiveness (Mackey, 2021); (Ferris, 2003) (Hyland & Hyland, 2006) assert that feedback by itself cannot ensure progress unless students thoroughly examine, consider, and incorporate the recommendations into their next writing assignments. In a similar vein, According to (Bitchener & Knoch, 2008) if students disregard comments or do not implement the suggested adjustments, they are unlikely to make significant progress in grammar, vocabulary, or text organization. They contend that students' active participation and readiness to accept responsibility for editing their work are essential to the efficacy of teacher feedback, which ultimately promotes independent learning and improves language development. Furthermore, (Hyland & Hyland, 2006) emphasise that when feedback is successfully integrated into revision, it enhances coherence, paragraph organization, and overall text quality, leading to writing that is more structured, fluid, and

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evolved. conclusion, encouraging comments from instructors boost students' confidence and drive to actively engage in the writing process in addition to improving the technical aspects of their work.

Numerous studies have demonstrated the beneficial effects of written feedback from teachers on the motivation and independence of EFL students. Formative feedback, according to (Nicol & Macfarlane-Dick, 2006) motivates students to actively participate in the revision process, encouraging introspection and a more optimistic outlook on writing. In a similar vein, (Bitchener & Ferris, 2012) found that students who received frequent and thorough feedback were more capable of recognising and fixing their own mistakes, which improved their writing independence. Furthermore, (Hyland & Hyland, 2006) highlighted that teacher feedback boosts students' confidence and long-term writing performance by empowering them to take charge of their education in addition to improving linguistic competence. All of these studies show that motivated, independent, and more skilled EFL writers require regular, helpful teacher feedback.

Although teacher-written feedback is essential for enhancing EFL students' writing abilities, students' active participation in the feedback is a major factor in its efficacy. (Hyland & Hyland, 2006) assert that feedback by itself cannot ensure progress unless students thoroughly examine, consider, and incorporate the recommendations into their next writing assignments. In a similar vein, (Bitchener & Knoch, 2008) stress that students are unlikely to make appreciable progress in grammar, vocabulary, or text organization if they disregard feedback or neglect to apply corrections. As a result, when students take responsibility for applying the advice to their work, the impact of teacher feedback is maximised, fostering both linguistic development and independent learning.

1.2.5. Scholars' Different Views on the Impact of Teacher's Written Feedback on EFL Students' Writing Skills

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Many scholars concur that written corrective feedback (WCF) can greatly enhance EFL learners' overall writing performance and grammatical accuracy. According to (Bitchener & Ferris, 2012) learners outperform peers who receive no feedback when WCF is targeted and consistently applied across multiple drafts, resulting in sustained improvements in both accuracy and complexity. This illustrates how WCF supports students' self-regulation by acting as a scaffold, even though teacher preparation and active student participation are necessary for its efficacy. In a similar vein, (Yu & Lee, 2021) highlight the advantages of formative, dialogic feedback, which promotes self-reflection and metacognitive awareness in addition to addressing linguistic errors. Their research shows that feedback that combines motivational remarks with corrective guidance improves coherence and learner self-efficacy, emphasizing the significance of striking a balance between encouragement and error correction for long-term writing development.

Despite these favorable results, some researchers note that WCF's efficacy has limitations. According to (Lee, 2010) learners frequently fail to internalise corrections without explicit strategy instruction, even though they may improve their immediate revisions. This suggests that WCF alone is insufficient for autonomous language acquisition. This emphasises the necessity of incorporating feedback into instructional strategies that support students' autonomous processing and application of corrections. Local research in Algeria confirms these conclusions while also highlighting difficulties unique to the country. According to Bakhache (n.d.), thorough teacher feedback helped third-year LMD students at Biskra University improve the organization and grammar of their essays. To fully realise the potential of WCF in Algerian EFL classrooms, however, localised teacher training is essential, as factors like large class sizes limited personalised feedback.

1.2.6. Conclusion

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The section concludes by highlighting how important feedback is to language learning in many ways, especially when it comes to developing writing abilities. Feedback provides valuable information that helps students recognize their shortcomings and areas for improvement. It aids individuals in increasing the accuracy, precision, and proficiency of their skills. Motivation and engagement are further enhanced by feedback. In conclusion, feedback is a potent instrument that promotes learning and progress. When applied correctly, it can help students reach their full potential, improve their skills, and boost their self-esteem. By incorporating feedback into the learning process, students can foster an environment that is favourable to progress.

Chapter Two: Research Design, Interpretation and Recommendations

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2.1.Introduction

This section presents the research design adopted in this study, which aims to explore the impact of teacher written feedback on enhancing EFL students' essay writing skills. A descriptive research design was employed to investigate participants' perceptions, attitudes, and practices regarding written feedback without manipulating any variables.

The study was conducted at the Department of English at Ahmed Zabana University of Relizane and involved two main groups: third-year EFL students and English teachers from the same department. Data were collected through two questionnaires administered to both groups, it is distributed via Google form to ensure a larger number of answers. This approach allowed the researcher to gather both quantitative and qualitative data, providing a comprehensive understanding of the role of written feedback in improving students' writing performance.

2.2. Research Methodology

2.2.1 Research Design

This study is based on a descriptive research design, as it aims to describe and analyze the impact of teacher-written feedback on EFL students' essay writing skills without manipulating any variables. This design is appropriate because it allows the researcher to examine participants' perceptions, attitudes, and classroom practices in their natural educational environment.

The descriptive approach is suitable for this investigation since it helps in collecting relevant data from both students and teachers in order to better understand how written feedback is used and

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how it contributes to improving learners' writing performance, particularly in vocabulary development and grammatical accuracy. Moreover, it enables the combination of both quantitative and qualitative data through the use of questionnaires, which ensures a more comprehensive analysis of the research problem.

2.2.2. Population and Sample

The population of this study consists of third-year EFL students and English teachers at the Department of English, Ahmed Zabana University of Relizane.

The sample includes fifty-nine (59) of third-year students along with nine (9) teachers from the same department. The selection was based on accessibility and relevance to the research topic, as both groups are directly involved in the teaching and learning of essay writing skills.

2.2.3. Data Collection Instruments

To collect data, two questionnaires were used: one for students and one for 9 teachers. The students' questionnaire aimed to explore learners' attitudes, perceptions, and responses toward teacher-written feedback, as well as its role in improving their vocabulary and grammatical accuracy. It included both closed-ended and open-ended questions.

The teachers' questionnaire focused on identifying the types of written feedback used in correcting students' essays, the frequency of its application, and teachers' perceptions of its

effectiveness in improving students' writing performance. It also contained both closed-ended and open-ended questions.

Using these instruments allowed us to gather both quantitative and qualitative data, contributing to a deeper understanding of the research problem.

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2.3. Data Analysis

2.3.1. Description of Students' Questionnaire

The aim of this questionnaire is to explore the impact of teachers' written feedback on the writing skills of third-year EFL students at Ahmed Zabana University of Relizane. It seeks to investigate how students perceive and respond to written feedback in terms of improving their grammar, vocabulary, writing quality, and revision practices.

The questionnaire is divided into five sections;

Section one:Demographic information

This section contains three questions. It aims to collect demographic information about the participants, including their age, gender, and self-assessed English writing proficiency level. These variables help provide a clearer profile of the sample and support the analysis of the study results.

Section Two: Impact of Written Feedback on Vocabulary and Grammar

This section consists three questions. It aims to examine the impact of teacher written on students' writing performance, particularly in terms of grammatical accuracy, vocabulary development, and overall improvement in essay grades. It seeks to explore students' perceptions of how feedback contributes to enhancing their writing skills.

Section Three: Feedback Practices and Their Effectiveness

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This section contains two questions. It aims to explore students' preferences regarding different types of written feedback and to evaluate their perceived effectiveness. It seeks to identify which feedback practices are considered most helpful and the level of detail students prefer, in order to better understand how feedback can be optimized to support writing development.

Section Four: Student Receptivity and Application

This section consists four questions. It aims to investigate students' receptivity to teacher written feedback and the extent to which they apply it in their writing process. It explores their ability to understand feedback, their willingness to use it in revision, and their attitudes toward the amount and effectiveness of feedback provided.

Section Five: Open-Ended Questions

This section contains four questions. It aims to collect qualitative data by allowing participants to express their personal experiences, opinions, and suggestions regarding teacher written feedback. It provides deeper insights into students' perceptions, the challenges they encounter, and their recommendations for improving the effectiveness of feedback.

2.3.2. Description of the Teachers' Questionnaire

To collect data for this study, an online questionnaire was designed for teachers of written expression at the English department. The questionnaire aims to gather teachers' opinions about the role of written feedback in improving EFL students' essay writing skills. The questionnaire contains both close-ended and open-ended questions. In the close-ended questions, teachers were asked to choose the appropriate answer from different options, whereas the open-ended questions gave them the opportunity to express their ideas and suggestions freely. The questionnaire is divided into five sections. The first section includes general information about

Chapter two : Research Design, Interpretation and Recommendations

teachers such as their academic degree and teaching experience. The second section focuses on essay writing and the importance of written feedback in the writing classroom. It also investigates the frequency, types, and methods of feedback used by teachers. The third section deals with the difficulties students face in essay writing and the areas that can be improved through written feedback. The fourth section examines students' reactions to feedback, including revision and motivation after receiving teachers' comments. Finally, the fifth section is devoted to teachers' suggestions and additional comments related to written feedback and essay writing. In this part, teachers were invited to provide recommendations that may help students improve their writing skills.

2.4. Data Analysis

This stage is devoted for the analysis of the students questionnaire findings.

2.4.1. Analysis of Students' Questionnaire

Section 1: Demographic Information

-Question 1: Age

Table 1:Students' Age

Total	20-22	23-25	26+
59	13	37	9

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Figure 1:

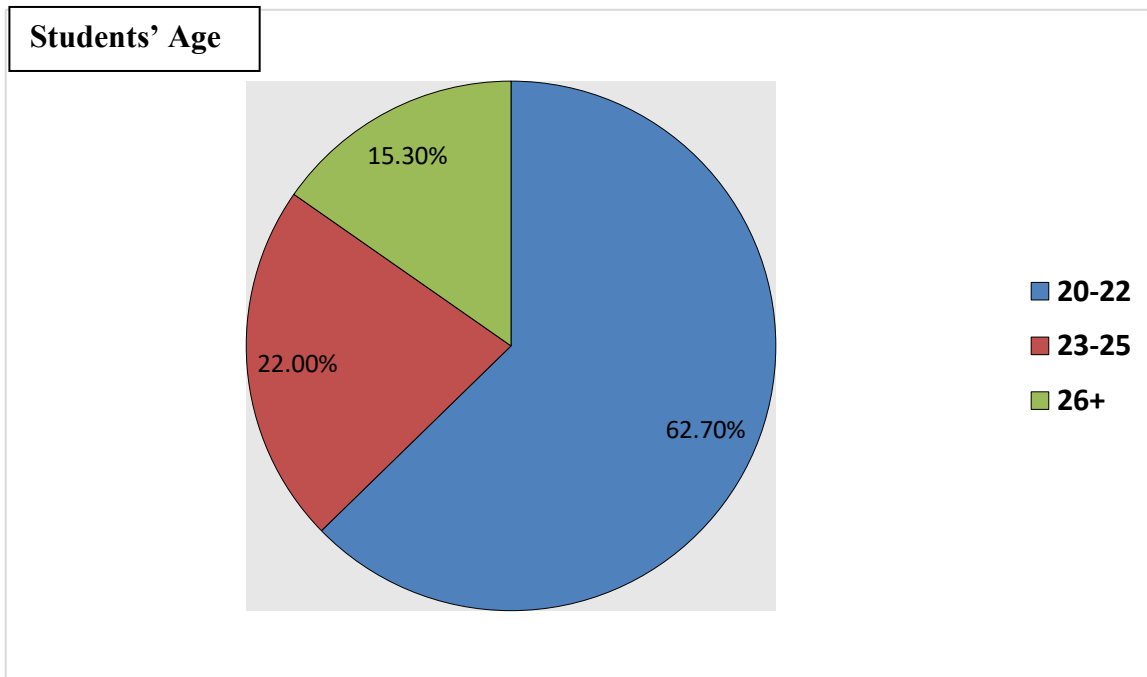


Figure 01 shows that the majority of students (62.7%) are aged between 23 and 25, followed by (22.0%) aged 20-22, while only (15.3%) are 26 or older.

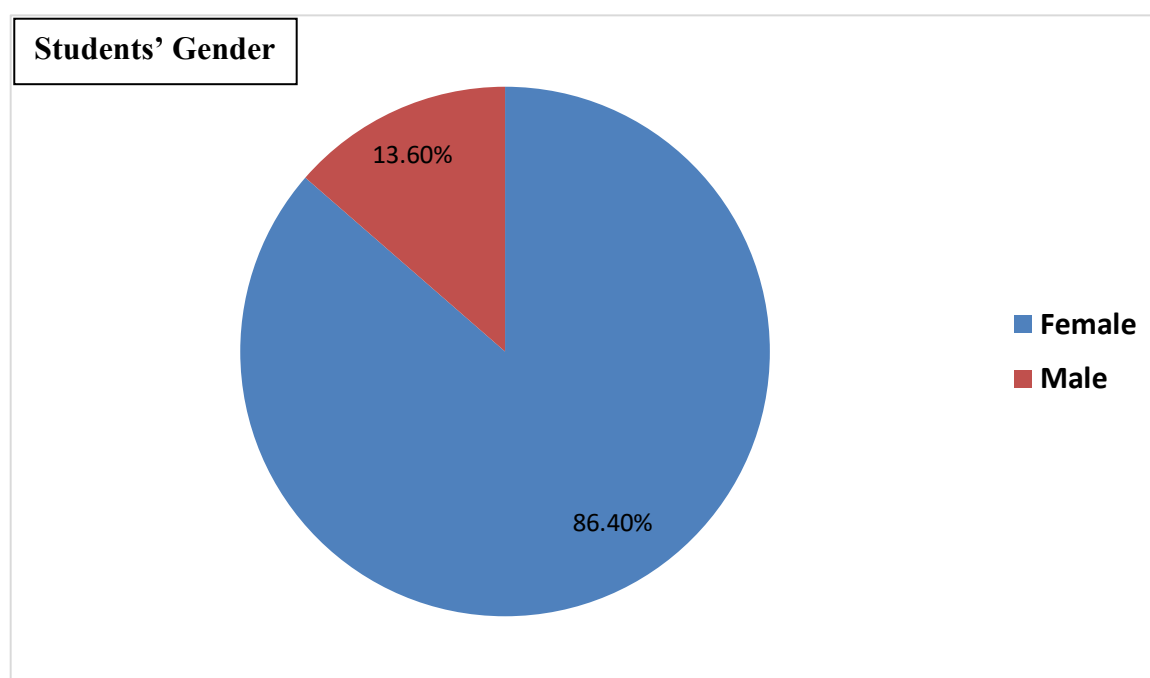
-Question 2: Gender

Table 2: Students' Gender

Total	Male	Female
59	8	51

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Figure 2:



According to the results shown in above figure, a clear gender imbalance among participants. The female constitute the majority of the sample with 86.4% (51 participants), whereas males represent only 13.6% (8 participants).

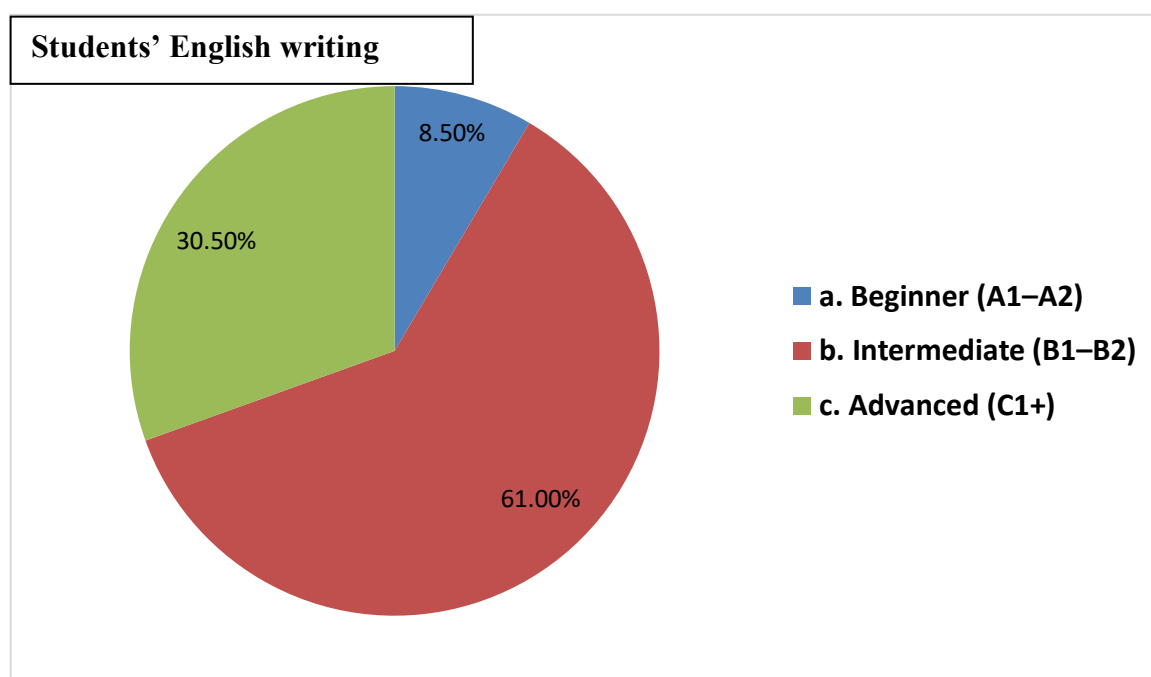
-Question 3: How would you rate your English writing level?

Tableau 3:Students' English writing level.

Total	Beginners(A1-A2)	Intermediate(B1-B2)	Advance(C1)
59	5	36	18

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Figure 3:



The figure three illustrates the distribution of students writing levels in English. The majority of participants (61%) are at the intermediate level, followed by 30.5% at the advanced level. In contrast, only a small proportion (8.5%) are beginners.

Section Two: Impact of Written Feedback on Vocabulary and Grammar.

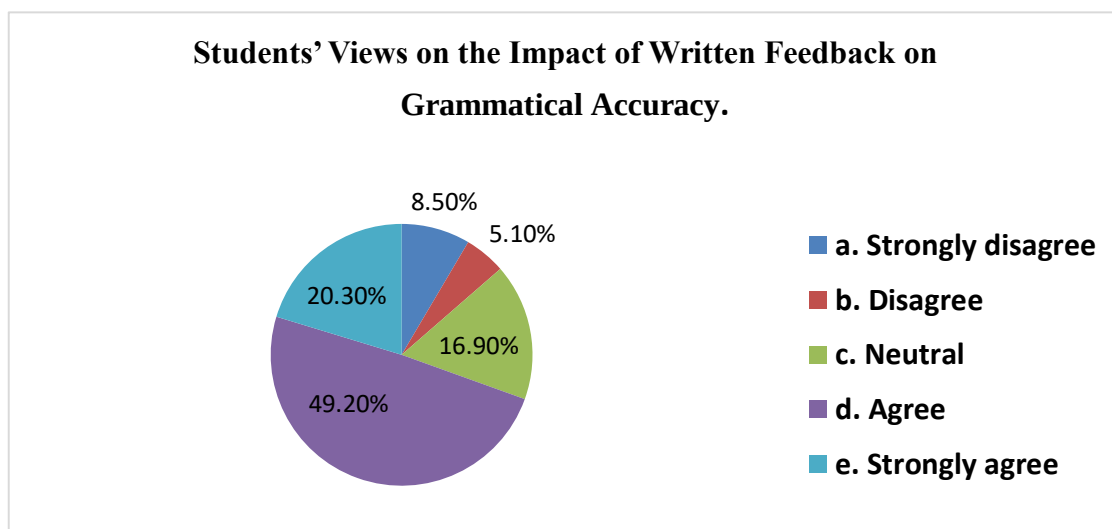
-Question01:Written feedback has improved my grammatical accuracy (e.g., verb tense, prepositions).

Tableau 4:Students' Views on the Impact of Written Feedback on Grammatical Accuracy.

Total	StronglyDisagre e	Disagree	Neutral	Agree	StronglyAgre e
59	5	3	10	29	12

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Figure 4:



Most students believe that teacher written feedback helps improve grammatical accuracy. The results show that 40.2% agreed and 20.3% strongly agreed with this statement, reflecting positive perceptions toward written feedback. In contrast, 16.9% were neutral, while only 8.5% strongly disagreed and 5.1% disagreed. Overall, the majority of students viewed written feedback as effective in improving grammar.

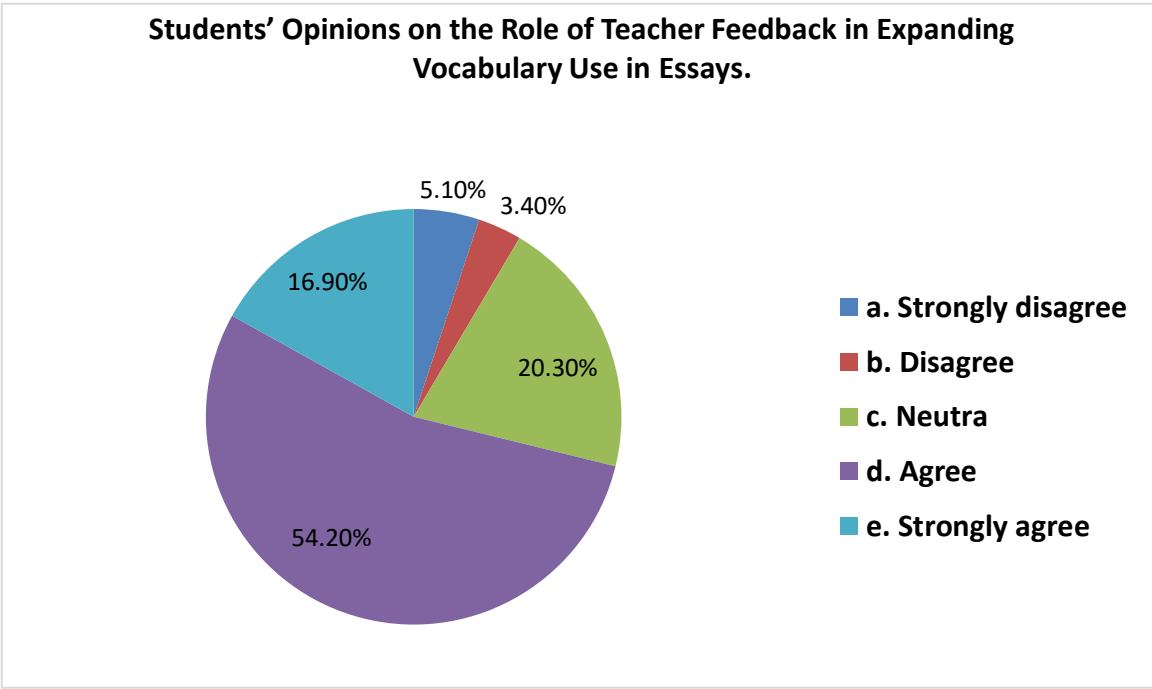
-Question 2:Teacher feedback helps me use a wider range of vocabulary in my essays.

Tableau 5:Students' Opinions on the Role of Teacher Feedback in Expanding Vocabulary Use in Essays.

Total	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
59	3	2	12	32	10

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Figure 5:



The result in this figure indicates that a substantial majority of students believe that teacher feedback helps them use a wider range of vocabulary in their essays. The results show that 54.2% agreed and 16.9% strongly agreed, reflecting positive perceptions toward written feedback. In contrast, 20.3% remained neutral, while only 3.4% disagreed and 5.1% strongly disagreed. Overall, the majority of students considered teacher feedback useful for improving vocabulary use in essay writing.

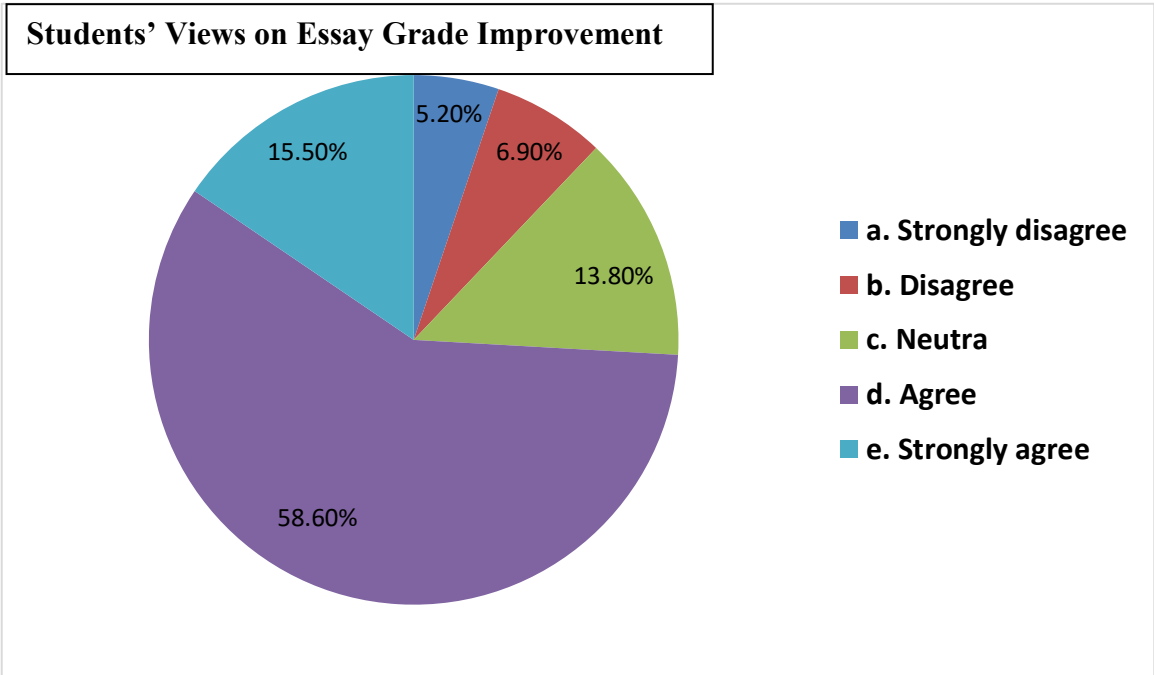
-Question3:My essay grades have improved after receiving written feedback.

Table6:Students' Views on Essay Grade Improvement After Written Feedback.

Total	Strongly Disagree	Disagree	Neutral	Agree	Stronglyagree
59	3	4	8	34	9

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Figure 6:



The results indicate that a substantial majority of students believe that written feedback contributes to improved essay grades, with 58.60% agreeing and 15.50% strongly agreeing. In contrast, only a small proportion of participants disagreed (6.90%) or strongly disagreed (5.20%). Meanwhile, 13.8% of the respondents remained neutral, suggesting that some students may be uncertain about the impact of written feedback or may require more consistent and clearer feedback practices.

Section Three: Feedback Practices and Their Effectiveness

-Question 1: Which type of written feedback helps you the most? (You can choose more than one choice).

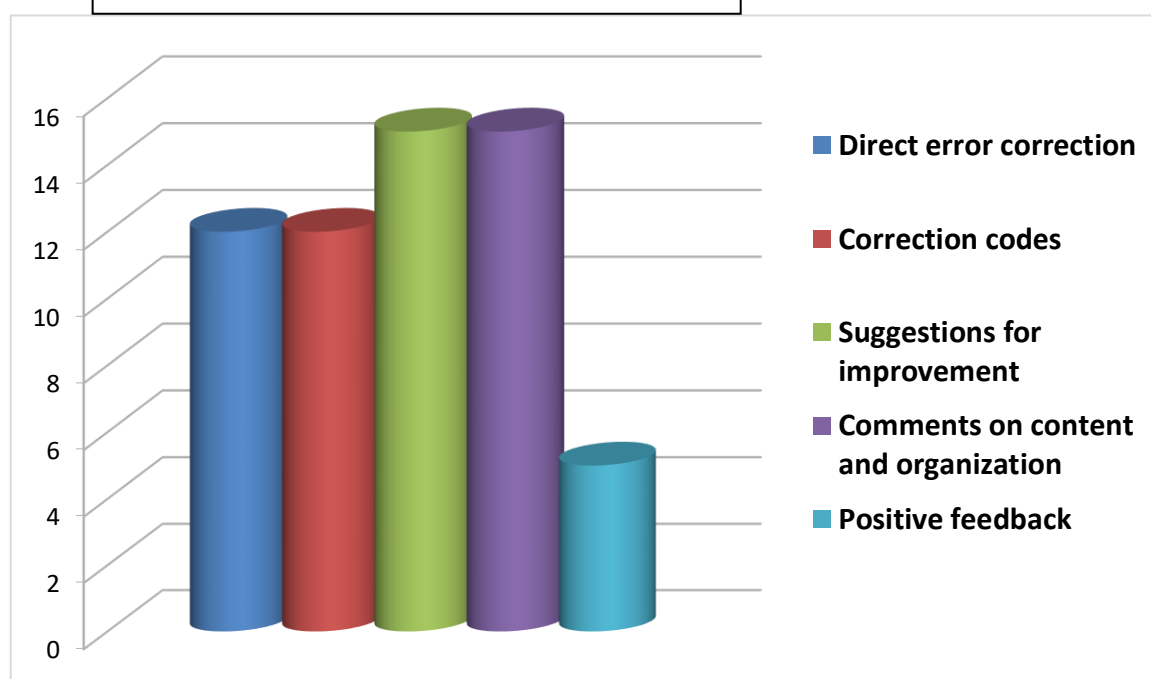
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Table 7:Students' Preferences for Types of Written Feedback.

Total	Direct error correction	Correcti on codes	Suggesti ons for improvement	Comme nts on content and organization	Positi ve feedback
59	12	12	15	15	5

Figure 7:

Students' Preferences for Types of Written Feedback.



The results reveal that teachers employ different types of written feedback in essay correction through multiple-choice practices. The most frequently used forms were suggestions for improvement and comments on content and organization, each representing 15 responses out of the total 59. Direct error correction and correction codes were also commonly used, with 12 responses each. In contrast, positive feedback was the least used type, accounting for only 5 responses. These findings suggest that teachers tend to focus more on guiding students toward improving their writing and correcting errors rather than emphasizing encouragement or praise.

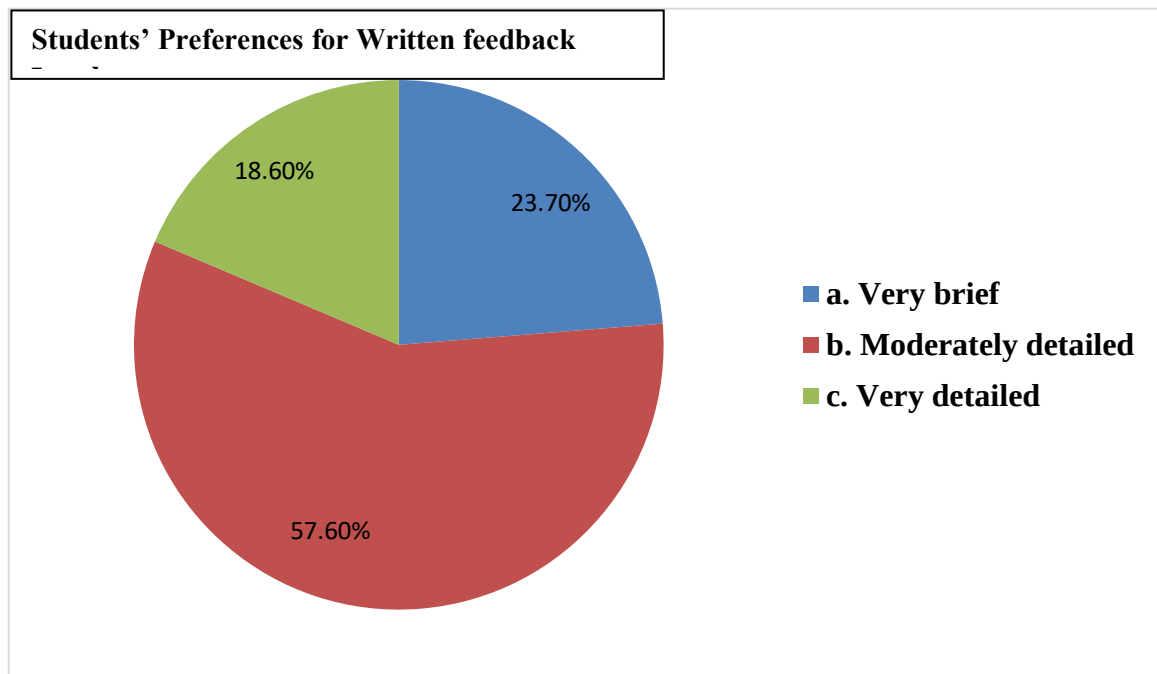
-Question2:How detailed do you prefer written feedback to be?

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Table 8: Students' Preferences for Written feedback Level.

Total	Verybrief	Moderatelydetail ed	Verydetailed
59	14	34	11

Figure 8:



The results show that 23.7% of students prefer very brief written feedback, while 57.6% prefer moderately detailed feedback. A smaller percentage, 18.6%, prefer very detailed feedback.

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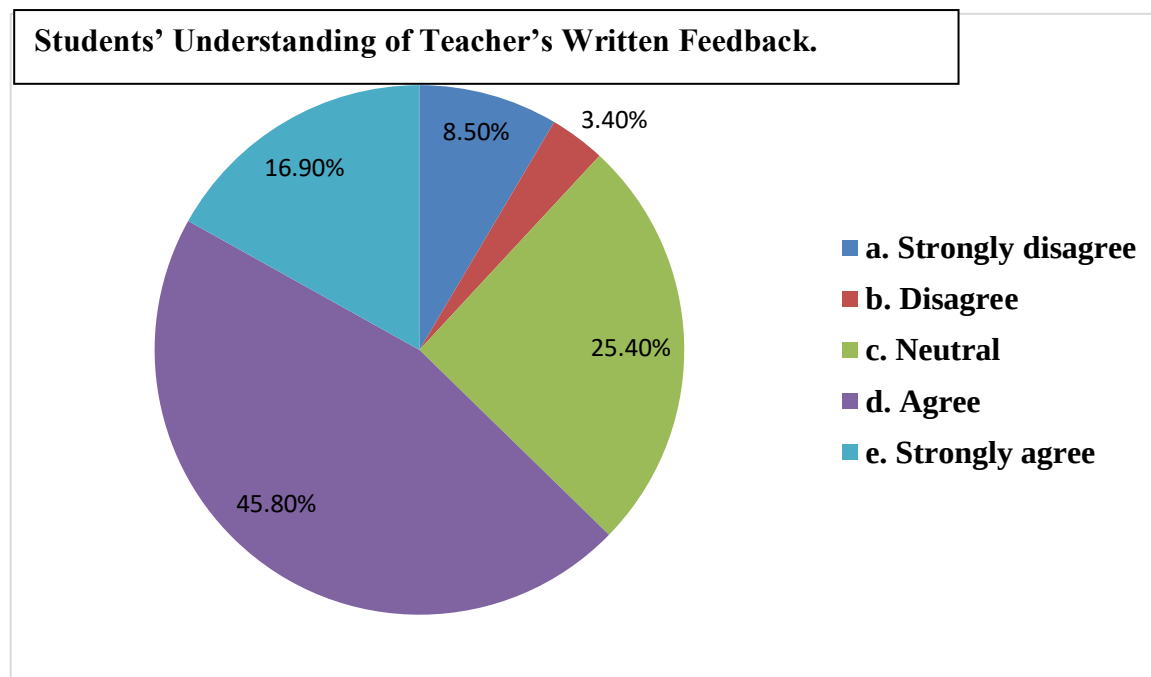
Section 4: Student Receptivity and Application .

-Question1:I can easily understand my teacher's written feedback.

Table9:Students' Understanding of Teacher's Written Feedback.

Total	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
59	5	2	15	27	10

Figure 9:



The above figure shows that the majority of responses fall within the positive category, it indicates that 45.8% of students agreed and 16.9% strongly agreed that they can easily understand their teacher's written feedback, representing the highest proportion of responses. Meanwhile, 25.4% of respondents selected a neutral position. A smaller percentage reported difficulty, with 3.4% disagreeing and 8.5% strongly disagreeing.

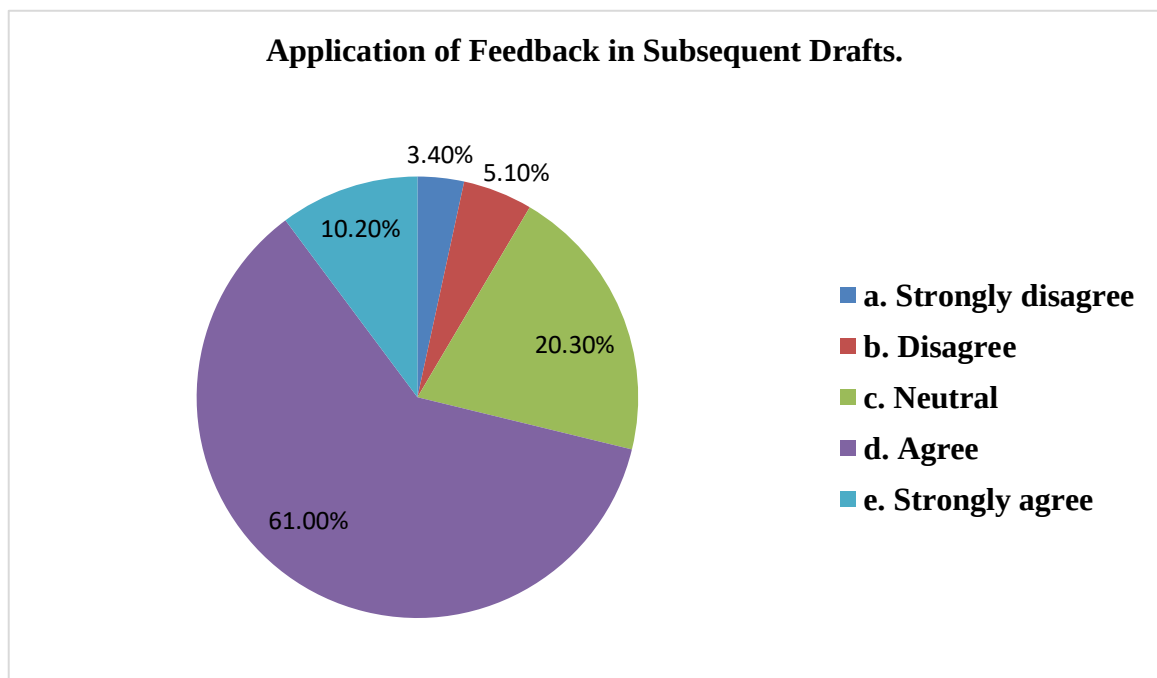
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-Question 2: I regularly apply the feedback in my subsequent drafts.

Table10:Application of Feedback in Subsequent Drafts.

Total	Strongly disagree	Agree	Neutral	Agree	Stron glyagree
59	2	3	12	36	6

Figure 10:



The results indicate that a large proportion of students apply teacher feedback in their subsequent drafts, as shown by 61% agreeing and 10.2% strongly agreeing. On the other hand, only a small percentage reported not doing so, with 5.1% strongly disagreeing and 3.4% disagreeing. The presence of 20.3% neutral responses shows that some students are uncertain or inconsistent in how they engage with feedback.

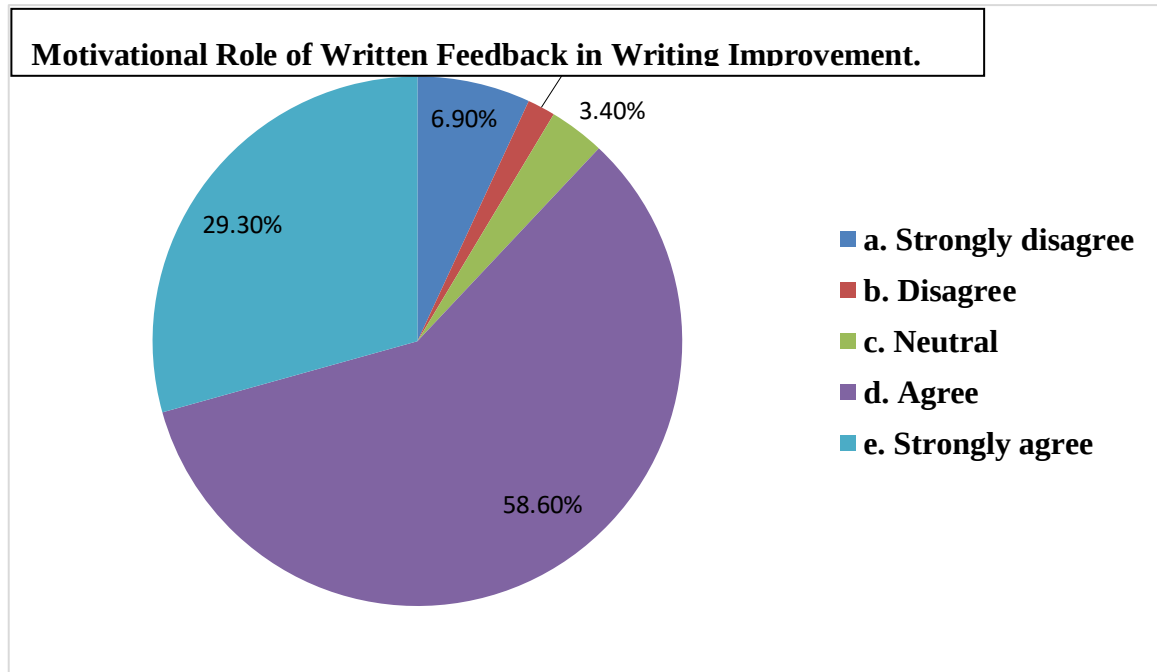
Chapter two : Research Design, Interpretation and Recommendations

-Question 3:Written feedback motivates me to revise and improve my writing.

Table11:Motivational Role of Written Feedback in Writing Improvement.

Total	Strongly disagree	Disagree	Neutral	Agree	Stron glyagree
59	4	1	2	34	17

Figure 11:



The results show that most students perceive written feedback as a motivating factor that encourages them to revise and improve their writing. A large proportion of respondents agreed (58.6%) and strongly agreed (29.3%), indicating a clear positive perception of its motivational role. In contrast, only a small minority expressed disagreement, with 6.9% strongly disagreeing and 1.8% disagreeing. Additionally, 3.4% of students remained neutral, suggesting limited uncertainty regarding its impact.

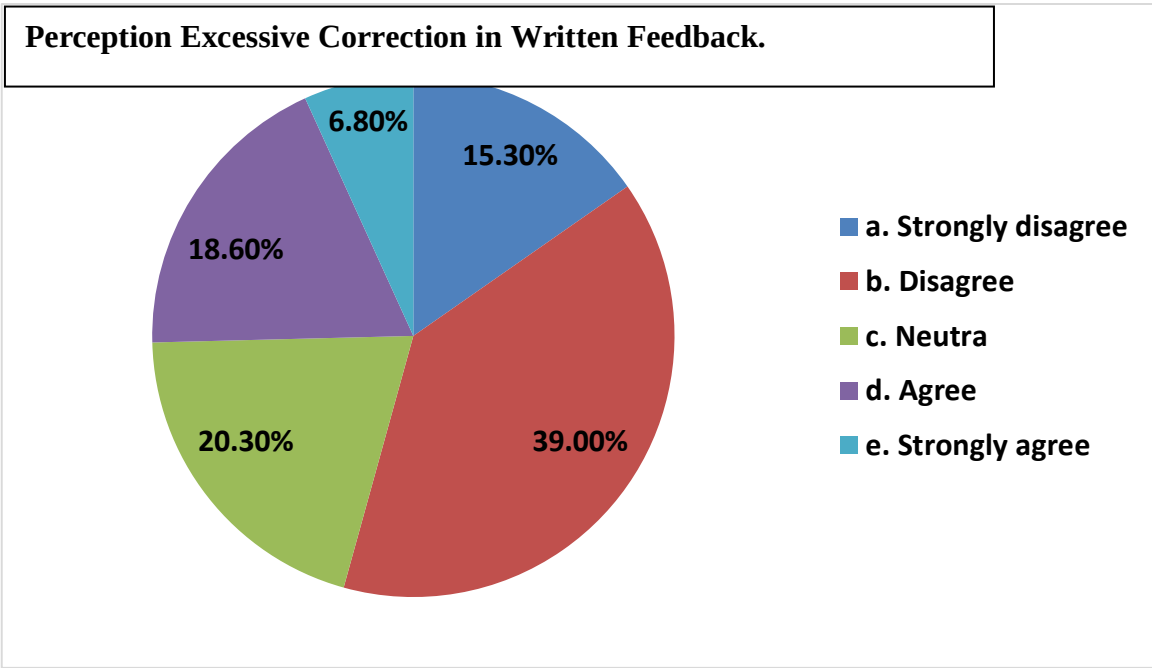
-Question 4:I tend to ignore feedback when there are too many corrections.

Chapter two : Research Design, Interpretation and Recommendations

Table 12: Perception Excessive Correction in Written Feedback.

Total	Strongly disagree	Disagree	Neutral	Agree	Stron glyagree
59	9	23	12	11	4

Figure 12:



The results show a variation in students' opinions regarding their tendency to ignore feedback when there are many corrections. The largest group is neutral (39%), which indicates hesitation or inconsistency in how they react to extensive corrections. On the other hand, 38.9% (18.6% agree and 20.3% strongly agree) reported that they tend to ignore feedback in such cases, showing a noticeable proportion of students who are affected by a high number of corrections. In contrast, 22.1% (15.3% disagree and 6.8% strongly disagree) stated that they do not ignore feedback even when it is extensive.

Section 5: Open-Ended Questions

Chapter two : Research Design, Interpretation and Recommendations

-Question 1:What is the most significant improvement you have noticed in your essay writing as a result of teacher feedback? (e.g., grammar, vocabulary ,organization)

Tableau 13:Students’ Perceived Improvements in Essay Writing Due to Teacher Feedback

Theme	Description	Examples from responses	Frequency
Grammar	Improvement in verb tenses, sentence structure, punctuation, and error reduction.	“Grammatical accuracy”, “verb tenses”, “sentence structure”, “fewer mistakes”	Very high (~25–28 responses)
Vocabulary	Wider range of academic words, better word choice, avoiding repetition	“academic vocabulary”, “word choice”	High (~12–15 responses)
Organization and coherence	Better essay structure logical flow, topic sentences, transition.	“introduction–body–conclusion”, “coherence”, “transitions”	Moderate (~10–12 responses)
Writing style and clarity	Simpler, clearer, more effective expression, sentence variety	“clarity”, “concise writing”, “sentence variety”	Moderate (~6–8 responses)
Mixed mechanics improvements	Students mentioning grammar + vocabulary + organization together.	“grammar and vocabulary”, “all of them improved”	Several (~8–10 responses overlap categories)

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Spelling and	Small number mentioning spelling and punctuation specifically	“spelling”, “punctuation”, “mechanics”	Low (~2–3 responses)
No improvement /unclear	No perceived improvement or vague answers	“Nothing”, “Both of them”, “teacher feedback enhances writing”	Very few (~1–2 responses)

The analysis of students’ responses shows that out of 59 participants, 50 students answered this open-ended question. The results indicate that the most significant improvement in essay writing after receiving teacher feedback is in grammar. Many students reported making fewer mistakes, particularly in verb tenses, sentence structure, and punctuation, and becoming more aware of their errors. Vocabulary is also an important area of improvement, as several students mentioned using a wider range of words, avoiding repetition, and choosing more appropriate academic expressions. In addition, a number of students highlighted better organization of their essays, including clearer structure, improved coherence, and the use of transitions between ideas. Some responses also indicate improvements in writing style and clarity, making their essays more understandable and effective. Only a very small number of students reported no improvement. Overall, teacher feedback appears to play a key role in enhancing different aspects of students’ essay writing, especially grammar and vocabulary.

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Question 2: Which type of feedback is most effective for you ? Provide a specific example from your experience.

Tableau 14: Students' Experiences and Preferences Regarding Effective Feedback Types

Type of Feedback	Examples from Students' Responses	Percentage (%)
Direct Feedback	"Direct and clear feedback", "Direct correction mentioning the mistake", correcting verb tenses directly	20.4%
Indirect Feedback (Self-correction)	"underlined the word and put a question mark?", teacher helps student find mistakes	12.2%
Metalinguistic / Explanatory Feedback	"explains why my grammar is wrong", "shows me the correct form with explanation"	18.4%
Focused Feedback (linguistic focus)	Grammar, tense, vocabulary correction ("She go → She went")	16.3%
Unfocused Feedback (content & ideas)	"add more arguments", "improve essay structure and ideas"	12.2%
Reformulation / Modeling (examples)	"my teacher rewrote my introduction", giving correct model sentences	6.1%

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Positive Feedback with correction	“my essay Is good but needs improvement”, encouragement + correction	6.1%
Guiding Feedback (questions	“teacher asked me to clarify my argument”	4.1%
Written Feedback (general)	“teacher writes comments on my essay”	4.1%

The analysis shows that students’ responses are distributed across different types of Written Corrective Feedback. Direct feedback represents 20.4%, followed by metalinguistic/explanatory feedback (18.4%). Focused feedback accounts for 16.3%, while both indirect feedback and unfocused feedback represent 12.2% each. Reformulation and positive feedback combined with correction each account for 6.1%, whereas guiding feedback and general written feedback are the

least frequent at 4.1% each.

-Question 3:What challenges do you face when trying to understand or apply your teacher’s written feedback?

Tableau 15:Challenges Faced by Students in Understanding and Applying Written Feedback

Theme of challenge	Examplesfromresponses	Perce ntage (%)
Unclear / vague feedback.	“not very clear”, “vague comments”, “too general”, “unclear feedback”	49.0%

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Difficulty applying feedback.	“don’t know exactly how to correct”, “don’t know how to apply it”, “how to improve my writing”	6.1%
Lack of examples or explanation.	“not given examples”, “only marks the mistake without explaining”	2.0%
Overwhelming amount of feedback	“too much feedback at once”, “overwhelming to revise everything”	2.0%
Technical language / correction codes	“correction codes”, “technical terms are confusing”, “symbols”	8.2%
Memory / forgetting feedback	“I forget what they told me”, “doing the same mistake again”	10.2%
Handwriting / readability issues	“I can’t understand their handwriting”	4.1%
Lack of academic vocabulary	“don’t know academic language”, “lack of vocabulary”	2.0%
Time constraints	“don’t have enough time to revise”	2.0%
Misunderstanding writing task/topic	“don’t understand the topic of writing”	10.2%
No challenges reported	“I don’t face any challenges”	2.0%
Personal strategy (asking teacher)	“feedback motivates me to do better”	2.0%

The results indicate that the most frequent challenge faced by students is unclear or vague

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feedback (51%), showing that clarity is a major issue in written corrective feedback. Other difficulties such as memory-related issues (10.2%) and technical language or coding problems (8.2%) were also reported. In contrast, fewer students mentioned difficulties related to time constraints, lack of examples, or task comprehension, while a small percentage reported no challenges.

-Question04: What is one suggestion you would give to make written feedback more effective for L3 EFL students?

Tableau 16:Students' Suggestions for Improving the Effectiveness of Written Feedback

Suggestion Theme	What students suggested (examples from responses)	Frequency
Clarity& simple language	“use clear and simple language”, “avoid difficult words”, “easy way”	Veryfrequent
Specific&detailed feedback	“be specific not general”, “give clear explanations with examples”, “show the mistake and correction”	Veryfrequent
Use of examples	“include examples”, “provide short examples”, “show how to correct”	frequent
Focus on keymistakes	“one aspect at a time”, “focus on a few mistakes”, “not everything at once”	frequent
Positive reinforcement	“positive feedback”, “supportive comments”, “balance corrections with encouragement”	Moderate

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Concise / brief feedback	“brief and useful”, “short comments”, “not too long”	Moderate
Correction codes / guided self-correction	“use correction codes”, “indicate type of error”, “students find correction” Less frequent	Less frequent
Student responsibility	“take feedback into consideration”, “apply teacher feedback”, “revise essays”	Less frequent

The table presents students' suggestions on how to improve the effectiveness of written feedback for L3 EFL learners. It shows that 49 students out of 59 participated in answering this question. The responses are distributed across several categories with different levels of frequency. The most frequent suggestion is that feedback should be specific and supported with clear examples, followed by the need for clear and simple language, which appears as the second most frequent category. Other responses are less frequent and include suggestions such as focusing on key mistakes instead of correcting everything, providing brief and concise feedback, and using positive and encouraging comments. A smaller number of students mention the use of correction codes and learner autonomy, as well as the importance of students taking responsibility in applying feedback. Overall, the table shows that students mainly prioritize clarity, specificity, and simplicity in written feedback.

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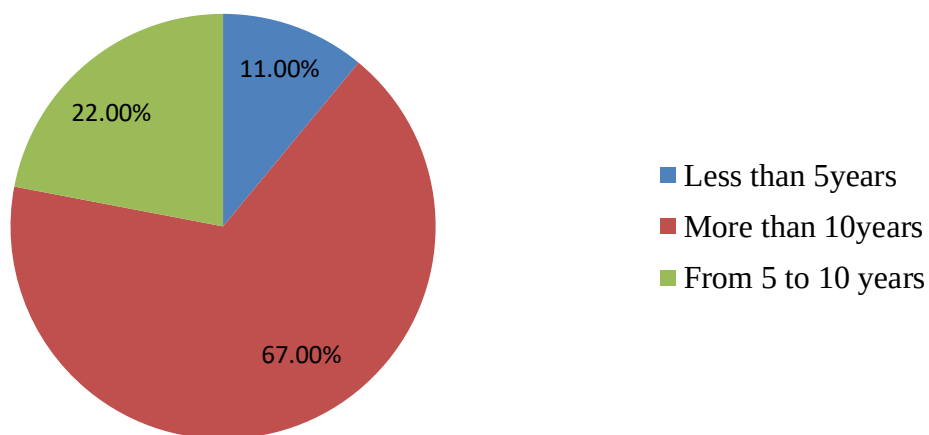
4.2. Analysis of Teachers' Questionnaire

Section one: General Information

-**Question 1.** Do you hold an academic degree?

Figure 13:

Classification of Teachers' Academic Degree



As it is shown in the graph above, we see that 67% of teachers hold the Doctorat degree, 33% holding magiste degree, while non of them having the master degree.

Question2. How long have you been teaching English?

Table 17: The Period of Teaching English

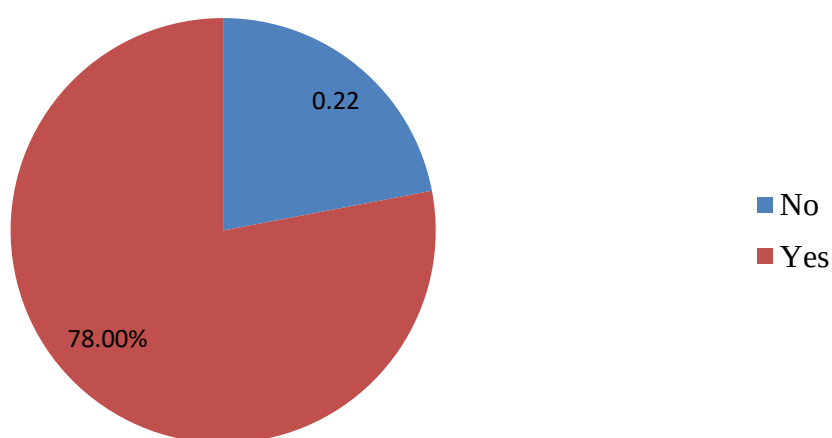
Frequency	%
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Lessthan 5years	01	11
From 5 to 10 years	02	22
More than 10 years	06	67
Total	09	100%

Figure 14:

The Period of Teaching English



From the above table , a high percentage 67% of respondents have been teaching English for more than 10 years , while 22% have been between 5 and 10 years , and

only 11% have less than 05 years of experience . This shows that the majority of participants are highly experienced teachers ,which enhances the reliability and credibility of the study findings .

Question 03.Do you teache essay writing to EFL students ?

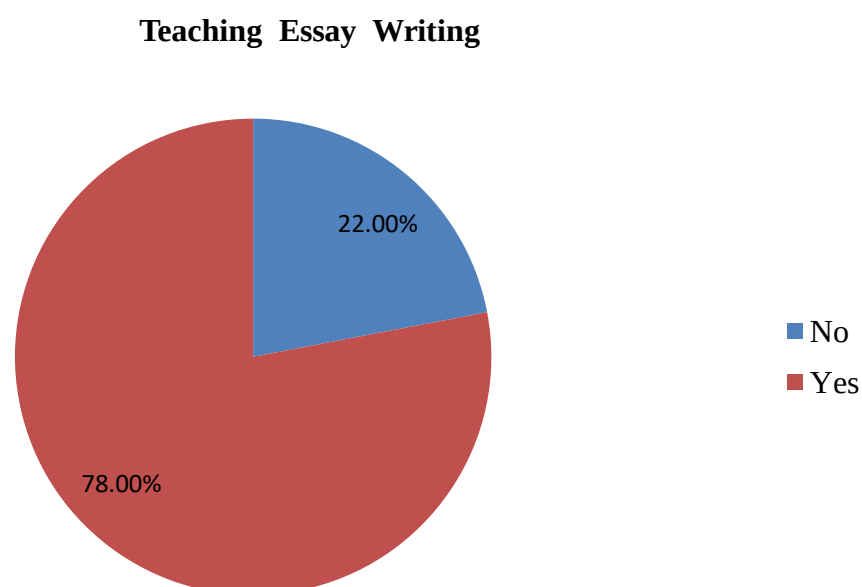
Table18:Teaching EssayWriting

Answer	Frequency	Percentage
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Yes	07	78%
No	02	22%
Total	09	100%

Figure 15:



The findings indicate that the vast majority of teacher 78% teach essay writing, while only 22% do not. This confirms that most respondents are directly involved in teaching writing skills.

Section Two : Teachers Views About Essay Writing

Question 04. How important do you think essay writing is for EFL students ?

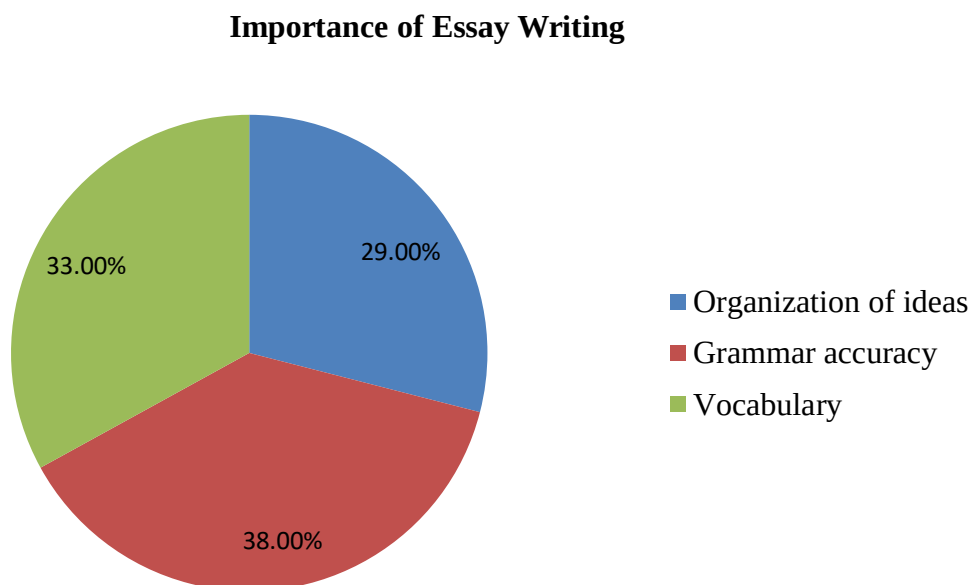
Table19: Importance of Essay Writing .

Answer	Frequency	Percentage
Very important	06	67%

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Important	03	33%
Less important	00	0%
Total	09	100%

Figure 16:



The majority of teachers 67% consider essay writing to be very important ,while 33% see it as important .None of the participants consider it less important ,highlighting its essential role in EFL learning.

Question 05.Do you students face difficulties when writing essays ?

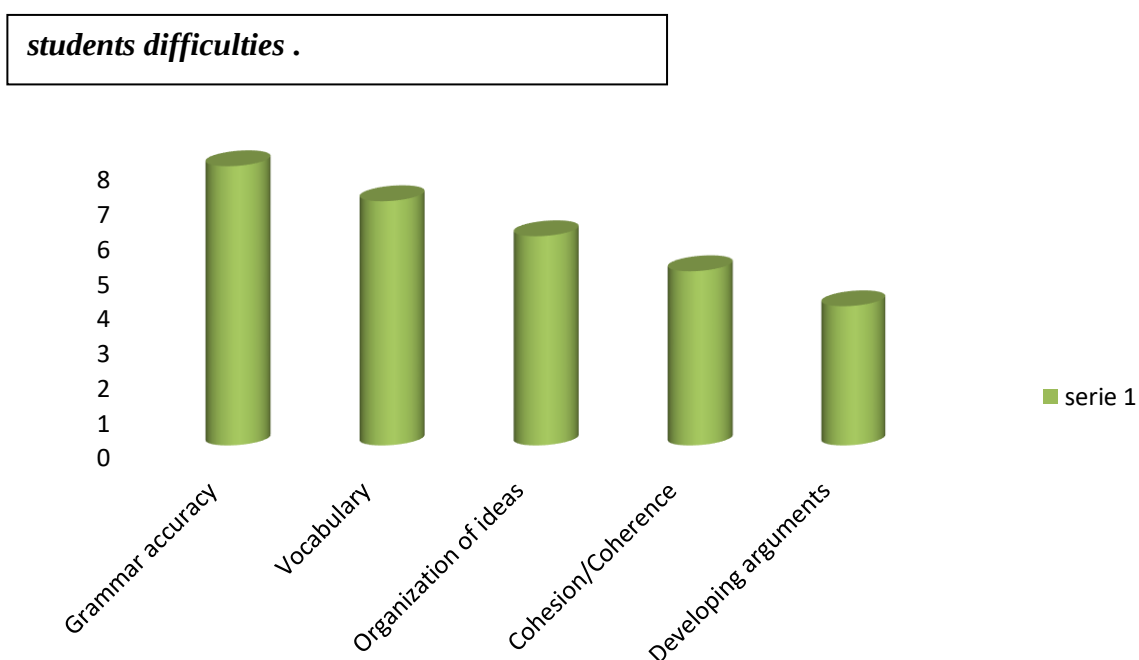
Table20:*students difficulties .*

Difficulties	Frequency	Percentage
Grammaraccuracy	08	89%
Vocabulary	07	78%
Organization of ideas	06	67%

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Cohesion/Coherence	05	56%
Developing arguments	04	44%

Figure 17:



The results show that is grammar in their main difficulty faced by students 89% .Vocabulary also a major problem with 78% .In addition ,67% of teachers pointed out that students have trouble organizing their ideas .cohesion and coherence were mentioned by 56% of the participants ,while developing arguments seems to be the least reported difficulty 44% .This shows that students mostly struggle with language aspects rather than expressing their ideas.

SectionThree :Teachers' Written Feedback Practices

Question 06. How often do you provide written feedback on students essays?

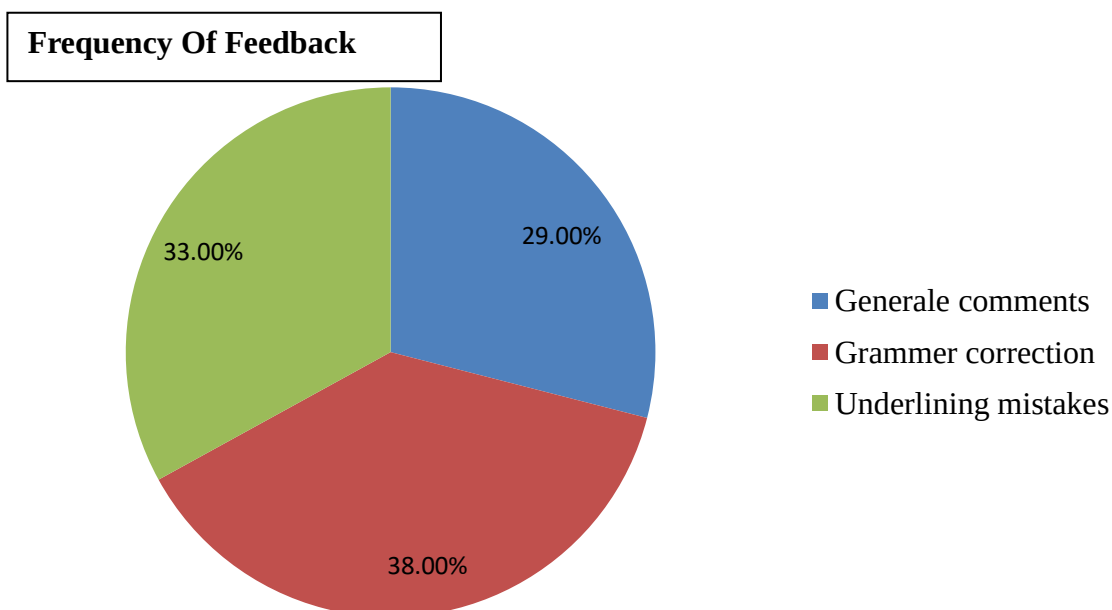
Table 21:*Frequency Of Feedback*

Answer	Frequency	Percentage %
Always	05	56

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Sometimes	03	33
Rarely	01	11
Total	09	100%

Figure 18:



The results show that 56% of teachers always provide written feedback to their students ,while 33% sometimes do it .Only 11% of participant reported that they rarely provide feedback .This indicates that written feedback is widely used in teaching essay writting

Question07.What type of written feedback do you usually provide?

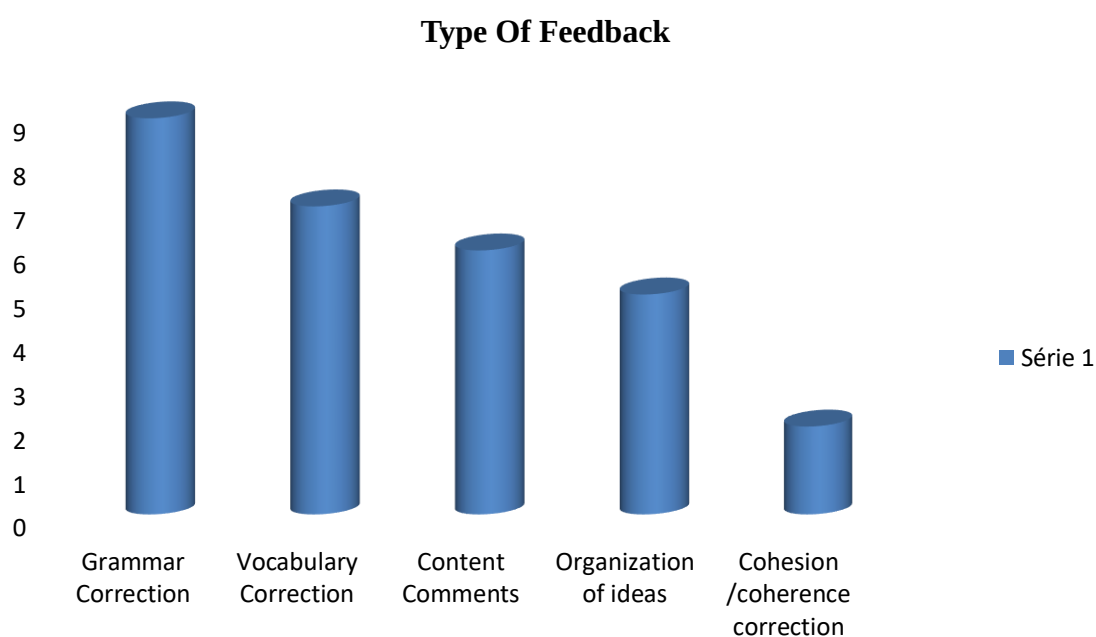
Table 22:*Type Of Feedback*

Answer	Frequency	Percentage %
Grammar Correction	9	90
Vocabulary Correction	7	70

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Content Comments	6	60
Organization of ideas	5	50
Cohesion /coherence correction	5	50

Figure 19:



According to the results ,grammar correction is the most common type of written feedback since it was chosen by 89% of teachers .Vocabulary correction represents 78% ,while content comments account for 67%.In addition ,organization and cohesion/coherence were both selected by 56% of the participants.This shows that teachers focus mainly on correcting language mistakes.

Question08.How do you usually provide written feedback?

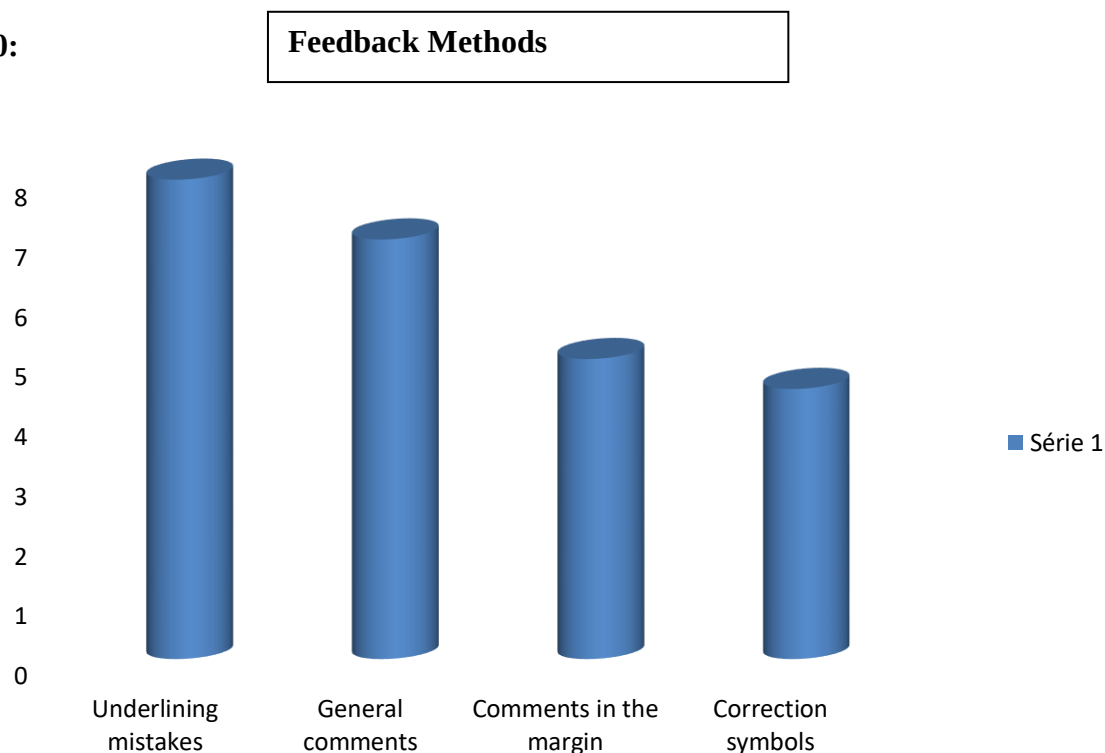
Tablea23:*Feedback Methods*

Answer	Frequency	Percentage
Underlining mistakes	08	89%

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General comments	07	78%
Comments in the margin	05	56%
Correction symbols	04	44%

Figure 20:



According to the results, most teachers use underlining mistakes when giving feedback (89%). General comments represent 78%, while comments in the margin account for 67%. Correction symbols were selected by 44% of teachers. This shows that teachers use different methods to help students improve their writing.

Question 09: Do you think students pay attention to your written feedback?

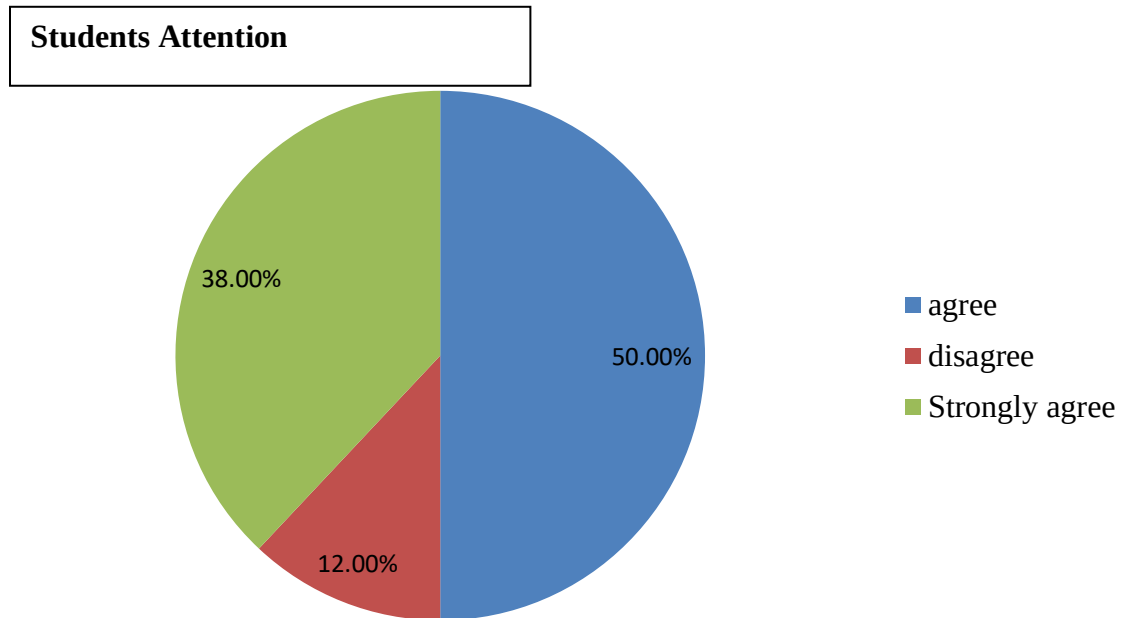
Table24:Students Attention

Answer	Frequency	Percentage
Yes	03	33%
Sometimes	05	56%

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No	01	11%
Total	09	100%

Figure 21:



Most teachers think that students sometimes pay attention to written feedback (56%). Some teachers believe that students really follow feedback (33%), while only one teacher (11%) thinks students ignore it. This suggests that students do not always benefit from feedback.

Section Four: The Impact of Written Feedback on Essay Writing

Question 10. In your opinion, written feedback helps students improve their essay writing.

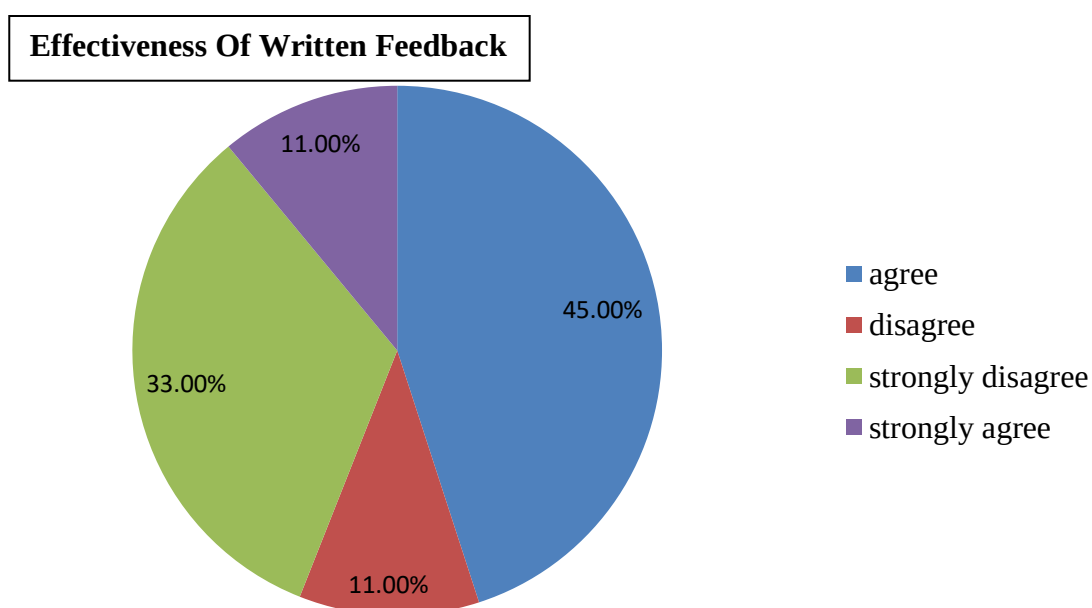
Table 25: *Effectiveness Of Written Feedback*

Answer	Frequency	Percentage
Agree	04	45%
Disagree	01	11%

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Strongly Agree	03	33%
Strongly Disagree	01	11%
Total	09	100%

Figure 22:



The results show that most teachers have a positive opinion about the effectiveness of written feedback .In fact ,45% agree and 33% strongly agree that written feedback helps students improve their essay writing skills .On the other hand ,only 11% disagree and the same percentage strongly disagree .This means that the majority of teachers consider written feedback an important strategy in developing students' writing abilities.

Question 11: Written feedback mainly helps students improve

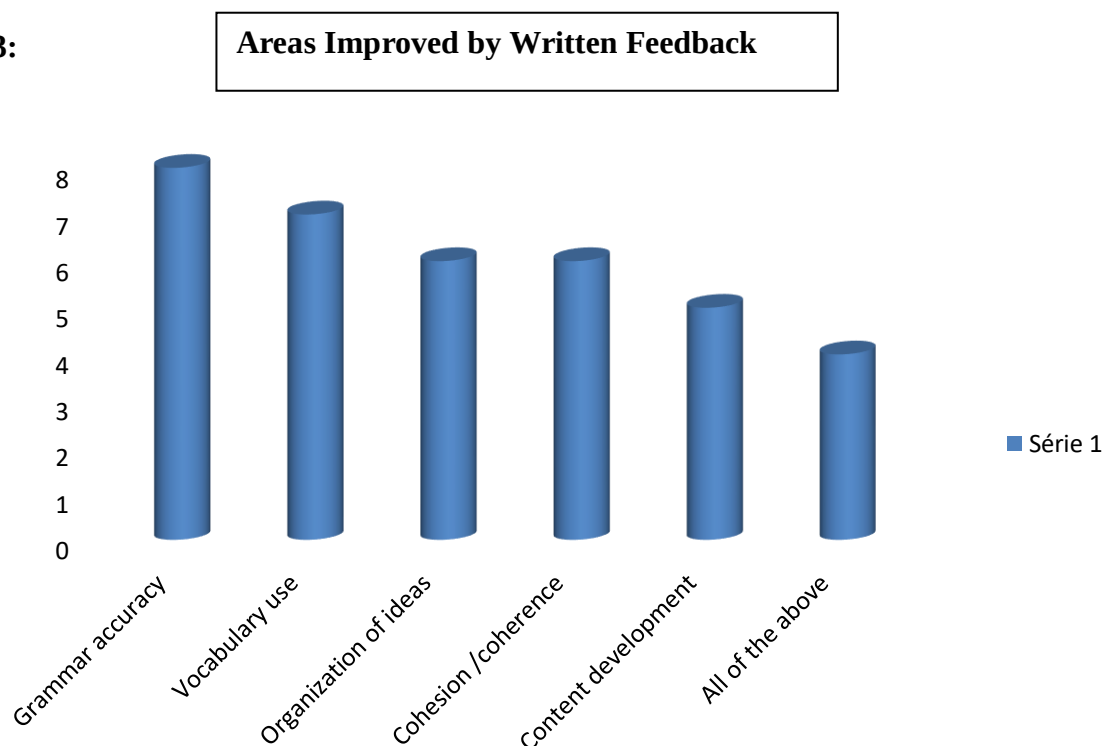
Table26:Areas Improved by Written Feedback

Answer	Frequency	Percentage
Grammar accuracy	08	89%
Vocabulary use	07	78%

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Organization of ideas	06	67%
Cohesion /coherence	06	67%
Content development	05	56%
All of the above	04	44%

Figure 23:



According to the results, grammar is the area most improved through written feedback since it was selected by 89% of teachers. Vocabulary also received a high percentage 78%. Organization of ideas and cohesion/coherence were both chosen by 67% of the participants, while content development represents 56%. In addition, 44% of teachers believe that written feedback improves all aspects of writing. This may show that feedback helps students especially in language accuracy.

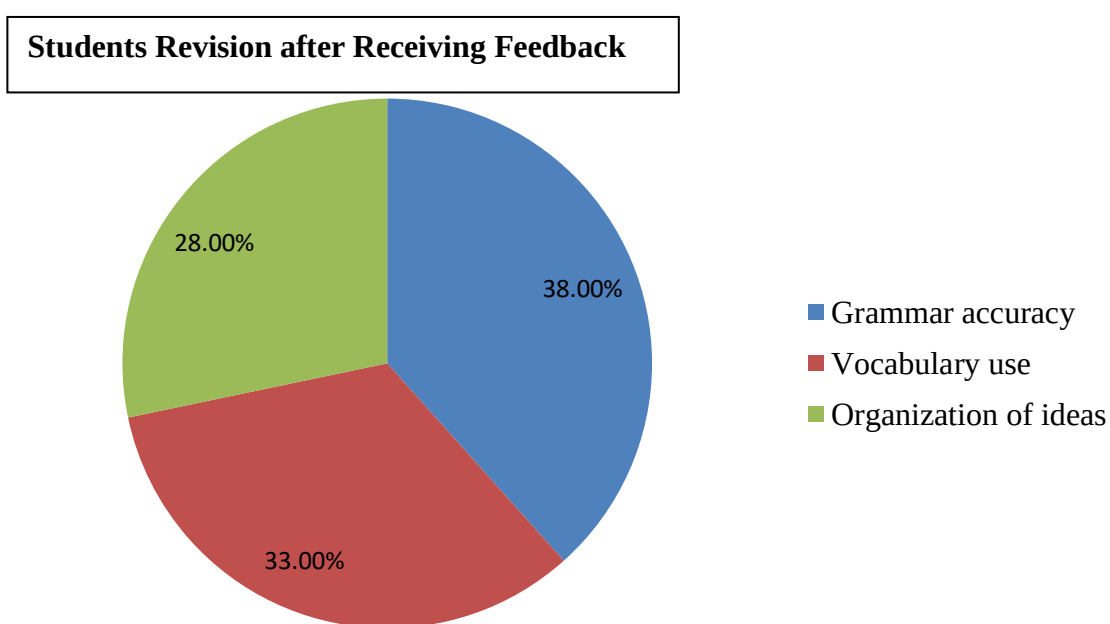
Question 12: Do students revise their essays after receiving your written feedback?

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Table27:*Students Revision after Receiving Feedback*

Answer	Frequency	Percentage
Always	02	22%
Sometimes	05	56%
Rarely	02	22%
Total	09	100%

Figure 24:



The findings show that more than half of the teachers 56% stated that students sometimes revise their essays after receiving written feedback. Meanwhile, 22% said that students always revise their work, whereas the same percentage reported that students rarely do it. This suggests that students do not always take full advantage of written feedback.

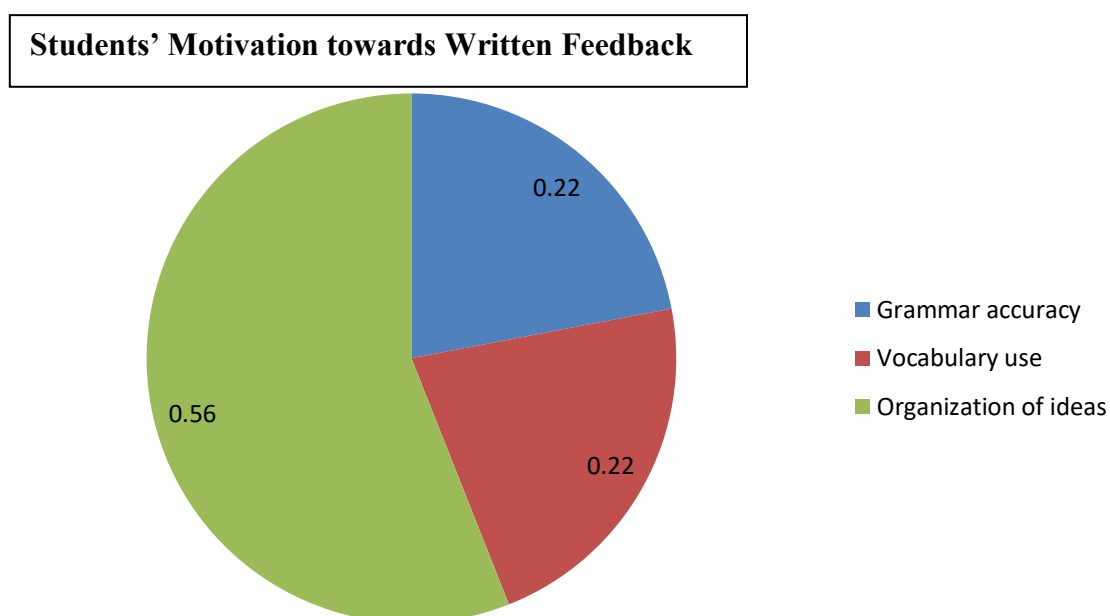
Question 13.:Do you think written feedback increases students motivation to improve their writing?

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Tableau 28: *Effect of Written Feedback on Students' Motivation*

Answer	Frequency	Percentage
Yes	05	56%
No	02	22%
Not Sure	02	22%
Total	09	100%

Figure 25:



The results indicate that 56% of teachers believe that written feedback increases students' motivation to improve their writing skills. However, 22% think that feedback does not really motivate students, while another 22% are not sure about its effect. This may depend on the way feedback is given and how students react to it.

Section Five: Teachers' Suggestions and Comments

Question 14: Teachers' Suggestions about Improving Essay Writing through Written Feedback

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Teachers suggested different ways to improve students' essay writing through written feedback. Most participants emphasized the importance of giving clear and detailed comments on students' mistakes. Some teachers recommended encouraging students to revise their essays after receiving feedback. Others mentioned that regular practice and constructive feedback can help students improve their writing skills.

Question 15: Additional Comments and Suggestions about Written Feedback

Teachers added different comments related to written feedback and essay writing. Some participants stated that feedback should be simple and understandable so students can benefit from it easily. Others highlighted the importance of focusing not only on grammar mistakes but also on content and organization. In general, teachers agreed that written feedback is important for improving students' writing abilities.

2.5. Introduction

This chapter is devoted to the interpretation and discussion of the data collected through the teachers' and students' questionnaires concerning the impact of teacher written feedback on EFL students' essay writing skills. It also highlights the pedagogical implications of the findings. Besides, it addresses the limitations of the study and provides suggestions that may inform future educational practices and research in the field of language learning.

2.6. Interpretation and Discussion of Students' Questionnaire

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The analysis of the students' questionnaire reveals that written feedback plays an important role in developing EFL students' essay writing skills. Most students expressed positive attitudes toward teacher feedback and considered it a useful strategy for improving different aspects of writing.

2.6.1. Students' Perceptions of Written Feedback

The findings show that the majority of students believe that teacher written feedback improves their grammatical accuracy. Most participants agreed that feedback helped them reduce grammatical mistakes, especially in verb tenses, sentence structure, and punctuation. This result confirms that corrective feedback helps learners notice their linguistic errors and avoid repeating them in future writing tasks. The results also indicate that written feedback contributes to vocabulary development. A large number of students reported that teacher comments encouraged them to use a wider range of vocabulary and more appropriate academic expressions in their essays. This demonstrates that feedback is not limited to correcting errors but also supports students in enriching their language use. Furthermore, students stated that their essay grades improved after receiving written feedback. This suggests that feedback has a direct influence on students' academic performance and writing quality. The improvement may be related to students' ability to revise their essays according to teachers' comments and recommendations.

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2.6.2 Students' Preferences for Feedback Practices

The findings reveal that students prefer feedback that provides suggestions for improvement and comments on content and organization rather than simple correction of errors. This indicates that students value constructive feedback that guides them toward improving their ideas and essay structure.

In addition, most participants preferred moderately detailed feedback. This suggests that students need clear explanations without being overwhelmed by excessive corrections. Too much feedback may discourage learners and reduce their motivation to revise their work.

2.6.3. Students' Receptivity and Application of Feedback

The results demonstrate that many students can understand their teachers' written feedback and apply it in subsequent drafts. Most students also agreed that feedback motivates them to revise and improve their writing. This positive attitude shows that feedback can encourage learner autonomy and active participation in the writing process.

However, some students reported difficulties in understanding feedback, especially when comments were vague, unclear, or written using technical correction symbols. Other students mentioned that they sometimes ignore feedback when there are too many corrections. This indicates that the effectiveness of written feedback depends greatly on clarity, simplicity, and the amount of corrections provided.

2.6.4. Challenges Faced by Students

One of the major challenges identified in the findings is unclear or general feedback. Many students stated that they need more specific comments and practical examples in order to understand how to improve their writing. Some learners also reported difficulties related to remembering feedback, applying corrections, and understanding teachers' handwriting or correction codes. These findings

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suggest that written feedback should be more learner-friendly and adapted to students' proficiency level. Teachers need to ensure that feedback is understandable, focused, and supportive rather than overwhelming.

2.7. Interpretation and Discussion of Teachers' Questionnaire

The teachers' questionnaire provides important insights into teachers' perceptions and practices concerning written feedback in EFL essay writing.

2.7.1. Teachers' Views about Essay Writing

The findings indicate that all teachers consider essay writing an important component of EFL learning. Most participants emphasized that writing helps students develop language accuracy, critical thinking, and communication skills.

Teachers also confirmed that students face several difficulties in essay writing, especially grammar, vocabulary, and organization of ideas. These results are consistent with students' responses, which also highlighted grammar and vocabulary as major areas of improvement.

2.7.2. Teachers' Feedback Practices

The majority of teachers reported that they regularly provide written feedback on students' essays. Grammar correction was identified as the most common type of feedback, followed by vocabulary correction and comments on content. Teachers mainly use methods such as underlining mistakes, giving general comments, and writing notes in the margin. This demonstrates that teachers attempt to guide students through different feedback strategies. However, despite the frequent use of feedback, many teachers believe that students only sometimes pay attention to their comments. This may explain why some students do not fully benefit from written feedback or fail to revise their essays effectively.

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2.7.3. Teachers' Perceptions of the Effectiveness of Written Feedback

Most teachers agreed that written feedback helps students improve their writing abilities, particularly grammar accuracy and vocabulary use. Teachers also stated that feedback contributes to better organization, cohesion, and content development. In addition, more than half of the teachers believed that feedback increases students' motivation to improve their writing. Nevertheless, some teachers were uncertain about its motivational impact, which may depend on how feedback is delivered and how students respond to it.

The findings suggest that written feedback is considered an essential pedagogical tool in EFL writing instruction. However, its effectiveness requires active student engagement and clear communication between teachers and learners.

2.7.4. Discussion of the Findings

The findings of this study demonstrate that teacher written feedback has a significant positive impact on enhancing EFL students' essay writing skills. Both students and teachers confirmed that feedback contributes to improving grammar, vocabulary, organization, coherence, and overall writing quality.

The students' responses revealed that written feedback is particularly effective in improving grammatical accuracy. Most learners stated that feedback helped them reduce errors in verb tenses, sentence structure, and punctuation. This finding supports the idea that corrective feedback enables students to recognize and correct their mistakes, which leads to greater language accuracy.

Vocabulary development was also identified as an important benefit of written feedback. Students reported that teacher comments encouraged them to use more appropriate academic vocabulary and avoid repetition in their essays. Similarly, teachers emphasized that vocabulary correction is one of the main areas targeted through feedback practices.

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Another important finding is that written feedback improves students' essay performance and grades. Most students believed that their writing quality became better after revising their essays according to teachers' comments. Teachers also confirmed that feedback contributes to improving several aspects of essay writing, especially grammar, organization, and coherence.

The findings further reveal that students prefer constructive and explanatory feedback rather than simple correction of errors. Suggestions for improvement and comments on content and organization were considered the most useful types of feedback. This suggests that learners benefit more from feedback that guides them toward improvement and encourages critical thinking.

Moreover, written feedback appears to have a motivational role in the writing process. A large number of students stated that feedback motivates them to revise and improve their essays. Teachers also recognized that feedback can increase students' motivation when it is presented in a supportive and encouraging way.

However, the study also identified several challenges related to written feedback. Many students reported difficulties in understanding vague or unclear comments, correction codes, and technical language. Some students also mentioned that too many corrections may discourage them or lead them to ignore feedback completely. These findings indicate that the effectiveness of written feedback depends greatly on clarity, specificity, and the balance between correction and encouragement.

Overall, the discussion confirms that teacher written feedback is an essential instructional strategy in EFL writing classes. When feedback is clear, focused, and constructive, it can help students develop stronger writing skills and become more confident writers.

2.8 Implications of the Study

The findings of this study have several pedagogical implications for EFL teaching and learning.

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First, the results highlight the importance of integrating written feedback as a regular practice in essay writing instruction. Since both teachers and students perceive feedback as beneficial, EFL teachers should dedicate sufficient time to providing meaningful comments on students' writing.

Second, the study suggests that feedback should be clear, specific, and adapted to students' language proficiency levels. Teachers should avoid vague comments and instead provide explanations and examples that help students understand their mistakes and improve their writing.

Third, the findings imply that balanced feedback is more effective than feedback focused only on errors. Combining correction with encouragement can increase students' confidence and motivation to write.

Fourth, the study emphasizes the importance of student engagement with feedback. Students should be encouraged to revise their essays, reflect on their mistakes, and actively apply teacher comments in future writing tasks.

Finally, the study suggests that teacher training programs should emphasize effective feedback strategies in EFL writing instruction. Training teachers in the use of constructive, focused, and learner-centered feedback may improve the overall effectiveness of writing pedagogy.

2.9. Limitations of the Study

Like any research study, this investigation has several limitations that should be acknowledged.

First, the study was conducted with a relatively small sample consisting of 59 students and 9 teachers from one university only. Therefore, the findings cannot be generalized to all EFL contexts.

Second, the research relied mainly on questionnaires as the primary data collection instrument. Although questionnaires provided useful quantitative and qualitative data, additional methods such as interviews, classroom observation, or essay analysis could have provided deeper insights into feedback practices and students' writing development.

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Third, the study focused specifically on written feedback without examining other forms of feedback such as oral feedback or peer feedback. Comparing different feedback types may provide a broader understanding of their effectiveness.

Another limitation is that the study investigated participants' perceptions rather than directly measuring long-term improvement in writing performance. Students' and teachers' opinions may sometimes be subjective.

2.10. Recommendations

Based on the findings of this study, several recommendations can be proposed to improve the effectiveness of written feedback in EFL essay writing classes.

2.10.1. For Teachers

Teachers should provide clear, specific, and understandable written feedback that helps students recognize their mistakes and learn how to improve them. Feedback should not focus only on grammar correction, but also address vocabulary use, organization of ideas, coherence, and content development. In addition, teachers are encouraged to include explanations and examples when correcting students' errors in order to make feedback easier to understand and apply. It is also recommended that teachers avoid excessive correction because too many comments may discourage students and reduce their motivation to revise their essays. Instead, teachers should focus on the most important mistakes and balance corrective comments with positive and encouraging feedback. Using a variety of feedback strategies, such as direct correction, guiding questions, and metalinguistic explanations, may also help students benefit more effectively from written feedback.

2.10.2. For Students

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They should take teacher feedback seriously by carefully reading comments and applying them in future writing tasks. They should actively revise their essays after receiving feedback and seek clarification from teachers whenever comments are unclear. Regular writing practice and self-correction strategies can also help learners improve their writing abilities and become more autonomous writers.

2.10.3. For Future Researchers

it is recommended to conduct similar studies with larger samples and in different educational contexts in order to obtain more reliable and generalizable findings. Researchers may also compare the effectiveness of different types of feedback, such as oral feedback, peer feedback, and digital feedback tools, to better understand their role in improving EFL students' writing skills. In addition, future studies could adopt longitudinal approaches to examine the long-term impact of written feedback on students' writing development.

General Conclusion

General Conclusion

The present study aimed at investigating the impact of teacher-written feedback on enhancing EFL students' essay writing skills at Ahmed Zabana University of Relizane. More specifically, the research attempted to examine how written feedback helps students improve their grammatical accuracy, vocabulary use, organization of ideas, and overall writing performance. It also explored both students' and teachers' perceptions toward the effectiveness of teacher-written feedback in essay writing classes.

In order to achieve the objectives of this study, the researcher adopted a descriptive method combining both quantitative and qualitative approaches. Two questionnaires were used as data collection tools: one administered to third-year EFL students and another addressed to teachers of written expression at the Department of English. The analysis of both questionnaires provided valuable information concerning the role of written feedback in the development of students' writing abilities.

The findings of the study revealed that teacher-written feedback plays a significant role in improving students' essay writing skills. Most students confirmed that written feedback helped them identify and correct their grammatical mistakes, improve their vocabulary, organize their essays more effectively, and become more aware of their writing weaknesses. In addition, the majority of students showed positive attitudes toward teacher-written feedback and considered it an important part of the learning process.

The results also demonstrated that teachers view written feedback as an effective pedagogical strategy that supports students throughout the writing process. According to the teachers' responses, feedback encourages learners to revise their work, improve their language accuracy, and develop their academic writing performance. However, the study also highlighted certain challenges such as

unclear comments, excessive correction, and students' difficulty in understanding some correction symbols.

General Conclusion

Based on the obtained results, it can be concluded that teacher-written feedback remains an essential instructional practice in EFL writing classes. When feedback is clear, constructive, and supportive, it can positively influence students' motivation and help them improve their essay writing skills more effectively. Therefore, teachers should adopt appropriate feedback techniques that encourage students to participate actively in revising and developing their written productions.

Finally, this study may contribute to raising teachers' awareness about the importance of effective written feedback in enhancing students' academic writing skills. It may also provide useful recommendations for future researchers who are interested in investigating feedback practices in EFL contexts.

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Appendices

Appendix A Students' Questionnaire

Dear Participant,

You are kindly asked to complete this questionnaire which aims to explore the impact (effect) of teachers' feedback on 3rd year EFL students' writing skills at Ahmed Zabana University of Relizane. Your participation is voluntary, and all responses will remain confidential.

Thank you in advance for your time and valuable insights.

(Teacher' feedback means the teacher comments)

Section 1: Demographic Information

- Age : ☐ 20–22
 - a. ☐ 23–25
 - b. ☐ 26+
- Gender :
 - a. ☐ Male
 - b. ☐ Female
- How would you rate your English writing level?

Beginner (A1–A2)

Intermediate (B1–B2)

Advanced (C1+)

Section 2: Impact of Written Feedback on Vocabulary and Grammar

(Please indicate your level of agreement)

[Strongly disagree, disagree, neutral, agree and strongly agree]

4. Written feedback has improved my grammatical accuracy (e.g., verb tense, prepositions).

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

5. Teacher feedback helps me use a wider range of vocabulary in my essays.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

6. My essay grades have improved after receiving written feedback.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

Section 3 :Feedback Practices and Their Effectiveness

7. Which type of written feedback helps you the most?*(You can choose more than one choice)*

a. Direct error correction (e.g., changing « goed » to « went »)

b. Correction codes (e.g., VT = verb tense, WW = wrong word, SP = spelling)

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c. Suggestions for improvement (e.g., « Add more examples »)

d. Comments on content and organization

e. Positive feedback (e.g., « Good thesis statement »)

8. How detailed do you prefer written feedback to be?

a. Very brief

b. Moderately detailed

c. Very detailed

Section 4: Student Receptivity and Application

Please indicate your level of agreement :

[Strongly disagree, disagree, neutral, agree and strongly agree]

9. I can easily understand my teacher's written feedback.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

10. I regularly apply the feedback in my subsequent drafts.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

11. Written feedback motivates me to revise and improve my writing.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

12. I tend to ignore feedback when there are too many corrections.

a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

Section 5: Open-Ended Questions

, organization) ?

13. What is the most significant improvement you have noticed in your essay writing as a result of teacher feedback (e.g., grammar, vocabulary

.....

14. Which type of feedback is most effective for you ? Provide a specific example from your experience.

.....

15. What challenges do you face when trying to understand or apply your teacher's written feedback ?

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16. What is one suggestion you would give to make written feedback more effective for L3 EFL students?

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Thank you for your collaboration.

Appendices

Appendix B

Teachers' Questionnaire

Dear Teacher,

This questionnaire is designed as part of a Master's dissertation in Language and Communication at the University of Relizane. It aims to investigate teachers' practices and perceptions regarding written feedback and its impact on EFL students' essay writing. Your responses will remain anonymous and will be used only for research purposes.

Thank you for your collaboration.

Section One: Background Information

- Do you hold a:

a. Master degree

b. Magister degree

c. Doctorat degree

- Teaching experience:

Less than 5 years

From 5 to 10 years

More than 10 years

- Do you teach essay writing to EFL students?

c. Yes

d. No

Section Two: Teachers' Views about Essay Writing

- How important do you think essay writing is for EFL students?

c. Very important

d. Important

e. Less important

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- Do your students face difficulties when writing essays?
- a. Yes
- b. No

If yes, what are the most common difficulties? (You may choose more than one)

- a. Grammaraccuracy
- b. Lack of vocabulary
- c. Organization of ideas
- d. Cohesion and coherence
- e. Developing arguments
- f. Other: _____

Section Three: Teachers' Written Feedback Practices

- How often do you provide written feedback on students' essays?
- a. Always
- b. Sometimes
- c. Rarely
- What type of written feedback do you usually provide? (You may choose more than one)
- a. Grammar correction
- b. Vocabulary correction
- c. Content comments
- d. Organization of ideas
- e. Cohesion and coherence correction
- How do you usually provide written feedback?
- a. Writingcomments on the margin
- b. Underliningmistakes
- c. Using correction symbols
- d. Writing general comments at the end
- e. Other: _____
- Do you think students pay attention to your written feedback?

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- a. Yes
- b. Sometimes
- c. No

Section Four: The Impact of Written Feedback on Essay Writing

- In your opinion, written feedback helps students improve their essay writing.

Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree

- Written feedback mainly helps students improve:

- a. Grammar accuracy
- b. Vocabulary use
- c. Organization of ideas
- d. Cohesion and coherence
- e. Content development
- f. All of the above

- Do students revise their essays after receiving your written feedback?

- a. Always
- b. Sometimes
- c. Rarely

• Do you think written feedback increases students' motivation to improve their writing?

- a. Yes
- b. No
- c. Not sure

Section Five: Teachers' Suggestions

• In your opinion, what are the most effective ways to improve students' essay writing through written feedback?

.....

• Please add any suggestions or comments related to written feedback and essay writing.

Appendices

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