

Teacher's Feedback on Students' Written Work: Teachers' and Students' Perspectives

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A thesis submitted to the Faculty of Education and Humanities
in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

in Teaching English as a Foreign Language

SDU University

Department of Language Teacher Education

June, 2025

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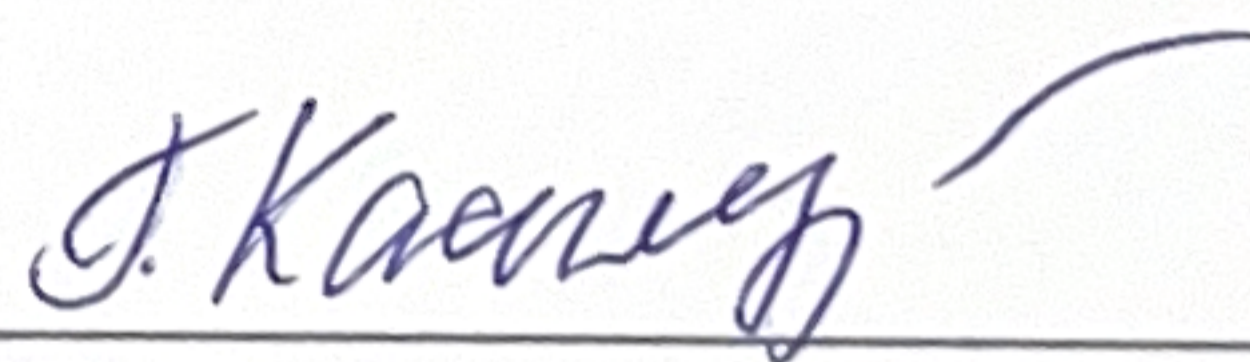
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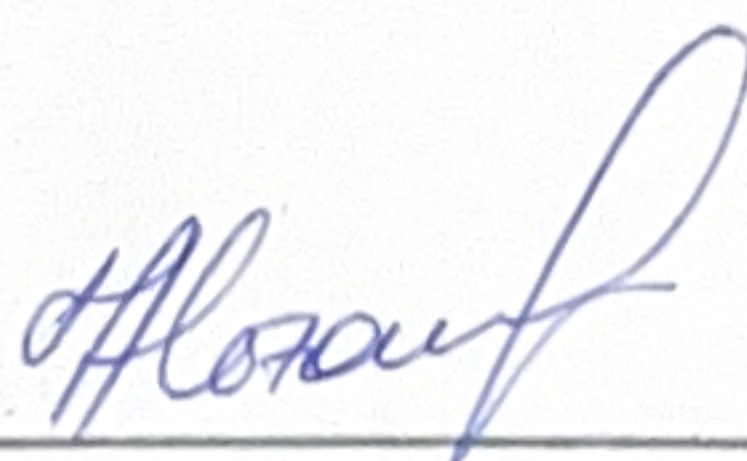
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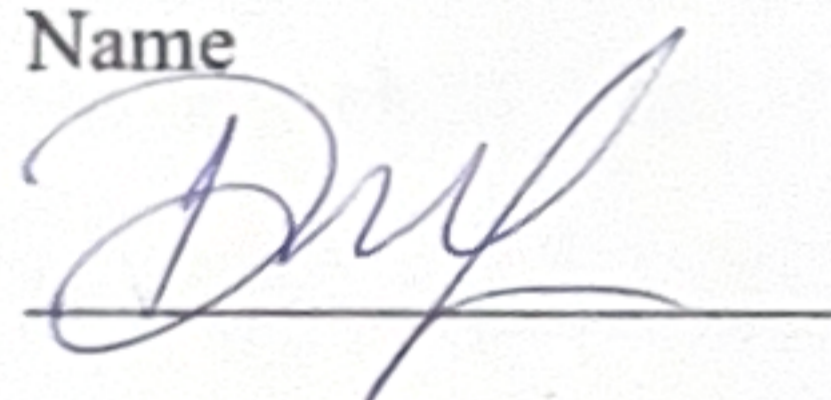
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ACKNOWLEDGEMENT

This journey was challenging at times, but I was not alone. I am deeply grateful to the people who made this achievement possible.

The first person, and the reason I am who I am today, is my mom. Mom, I want to express my immense gratitude to you for supporting me my entire life and giving me the strength to keep going. Your belief in me meant so much and has been the biggest motivation. This achievement is as much yours as it is mine.

Next in line is my little sister, who has always been by my side. Even though you are younger than me, I often felt like I could rely on you, and I did. Thank you for being a steady source of comfort, for making me laugh when I needed it, and for just being there. I am glad that I am not the only child. I love the person you are becoming, and I am truly proud of you. I hope you will keep growing into someone even more amazing.

I am also grateful to my kind and supportive relatives for the comforting and delicious meals when I showed up at your door, escaping work and reality.

To the few friends I have, thanks for sticking around. Some of you were dealing with your own thesis and other nightmares, yet you still managed to keep going, and honestly, that peer pressure kind of worked. The suffering was oddly inspiring.

Also, I want to thank God from the bottom of my heart. During my toughest moments, when I could not bring myself to talk to anyone, you were the only one I could ask for help.

Lastly, thanks to the students and teachers who participated in my research and did not ghost me.

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Teacher's Feedback on Students' Written Work: Teachers' and Students' Perspectives

Abstract

This qualitative study aimed to explore Kazakhstani EFL teachers' and students' perspectives on feedback in writing instruction. Data was collected using semi-structured interviews with 5 EFL teachers and 15 11th grade students in schools of Almaty, Kazakhstan. Thematic inductive analysis used to analyze the collected data. The study's findings indicate that teachers and students held both similar and differing views on feedback strategies and focus. Both groups acknowledged that feedback is essential for improving writing skills. Teachers preferred feedback that was selective and direct. Conversely, detailed and indirect feedback was preferred by the majority of the students, since they believed that it helps them to learn at a deeper level. Teachers preferred selective and direct feedback due to the challenges, such as limited time, a huge workload, student plagiarism, and overreliance on AI. Moreover, findings revealed that positive feedback that points out the strengths and that values the students' work made them feel more motivated and engaged in writing. Finally, recommendations based on participants' responses, limitations of the study, and directions for future research are also included in the study.

Keywords: teachers' perspectives, students' perspectives, written works, written feedback, error correction, feedback provision strategy, feedback focus, writing skill

**Студенттердің жазба жұмыстарына оқытушының кері байланысы:
оқытушылар мен студенттердің көзқарасы**

Аңдатпа

Бұл сапалық зерттеудің мақсаты - Қазақстандағы ағылшын тілін шет тілі ретінде оқытатын мұғалімдер мен 11-сынып оқушыларының жазбаша жұмыстарға берілетін кері байланысқа қатысты көзқарастарын зерттеу. Деректер Алматы қаласындағы мектептерде жұмыс істейтін 5 мұғалім мен бір мектепте оқитын 15 оқушымен жүргізілген жартылай құрылымдалған сұхбаттар арқылы жиналды. Жиналған деректер индуктивті тақырыптық талдау әдісі арқылы сарапталды. Зерттеу нәтижелері мұғалімдер мен оқушылардың кері байланыстың стратегиясы мен фокусына қатысты ұқсас әрі айырмашылығы бар көзқарастарын көрсетті. Қатысушылардың екі тобы да жазу дағдыларын жетілдіруде кері байланыстың маңыздылығын атап өтті. Мұғалімдер көбінесе нақты және таңдамалы кері байланысты тиімді деп тауып, оқыту процесінде қолданады. Алайда, оқушылардың басым бөлігі жазу дағдыларын тереңірек меңгеру үшін жан-жақты және жанама кері байланысты алғысы келетіндерін айтты. Мұғалімдер уақыттың тапшылығы, жұмыс көлемінің көптігі, оқушылар тарапынан плагиат және жасанды интеллектке шамадан тыс тәуелділік сияқты қиындықтарды атап өтті. Сонымен қатар, студенттердің жазба жұмыстарына ынта салуын қолдайтын және бағалайтын жағымды кері байланыстың олардың мотивациясы мен жазу процесіне қатысуына оң әсер ететіні анықталды. Сонымен қатар, осы зерттеуге қатысушылардың жауаптарына сүйене отырып, тиімді кері байланыс беру бойынша ұсыныстар берілді. Зерттеудің шектеулері мен болашақ зерттеулерге арналған бағыттар да талқыланды.

Кілт сөздер: мұғалімдердің көзқарасы, оқушылардың көзқарасы, жазбаша жұмыстар, жазбаша кері байланыс, қате түзету, кері байланыс беру стратегиясы, кері байланыс бағыты, жазу дағдысы

Обратная связь учителя на письменные работы студентов: взгляд преподавателей и студентов

Аннотация

Целью данного качественного исследования было изучить взгляды казахстанских преподавателей английского языка как иностранного и учащихся, на обратную связь в процессе обучения письму. Данные были собраны с помощью полуструктурированных интервью с 5 преподавателями и 15 учениками 11-х классов школ города Алматы, Казахстан. Анализ данных проводился с использованием индуктивного тематического подхода. Результаты показали сходства и различия во мнениях учителей и учеников относительно стратегий обратной связи и её направленности. Обе группы признали важность обратной связи для улучшения навыков письма. Учителя чаще отдавали предпочтение выборочной и прямой обратной связи, в то время как большинство учащихся предпочитали подробную и косвенную обратную связь, способствующую более глубокому обучению. Учителя также указали на трудности, как нехватка времени, большая нагрузка, случаи плагиата среди учеников и чрезмерная зависимость от ИИ. Исследование также показало, что положительная обратная связь, выражающая поддержку и признание усилий учащихся, повышает их мотивацию и вовлеченность в процесс письма. На основе ответов участников были предложены рекомендации для повышения эффективности обратной связи. Также были обсуждены ограничения исследования и направления для будущих исследований.

Ключевые слова: взгляды учителей, взгляды учеников, письменные работы, письменная обратная связь, исправление ошибок, стратегия предоставления обратной связи, направленность обратной связи, навык письма

CHAPTER 1

Introduction

Writing is considered to be the most challenging skill to master out of the four skills in English language education, as students are expected to maintain correct grammar, spelling, vocabulary, organization, and content in order to deliver their message correctly to the reader. As a result, teaching writing can also be quite difficult for teachers since they focus not only on the final product but also on every step followed in the writing process (Muliyah, Rekha, & Aminatun, 2020).

In the writing instruction process, responding to students' writing as well as the effective use of the teacher's feedback by students plays a crucial role in improving writing skills (Agbayahoun, 2016). Teacher feedback is a vital component in education as it assists learners in identifying their strengths and shortcomings, as well as keeps them engaged and motivated in the writing process (Silver & Lee, 2007). Peterson (2010) points out that teacher's feedback on writing informs students of the quality and impact of their written works on the readers. Feedback is used as a supporting tool for students to shift from their current level of writing to a higher level.

Additionally, previously conducted studies demonstrate that feedback by teachers had a positive impact on writing enhancement of the students. For example, Ferris and Roberts (2001) studied two groups to find out if feedback affects students' writing ability. He discovered that those who received feedback outperformed groups that did not. Similarly, Chandler (2003) evaluated the impact of several forms of error corrections on students' writing. As a result, the findings showed a significant improvement in the treatment group that received feedback, while the control group did not make any improvements.

1.1 Problem Statement

However, achieving writing proficiency is nearly impossible if feedback is not included in the teaching process, or students do not fully comprehend the feedback they receive (Agbayahoun, 2016). ESL and EFL teachers often have controversial perspectives on the scope of the feedback and what kind of feedback works best for students' writing. This topic is complex, and people have different opinions. Students have varying perceptions of feedback and have distinct preferences for different types of feedback (Seker & Dincer, 2014). Some students focus more on grammar (Ashwell, 2000; Lee, 2005; Leki, 1999), and some on content (Abayahoun, 2016; Chang & Wei Wei, 2022; Seker & Dincer, 2014, Zhan, 2016). Moreover, there are a number of students who focus on almost every aspect of their writing and prefer unfocused feedback (Cai, 2024). Teachers also own different views regarding the type and the feedback delivery method they think is effective. For instance, teachers vary their feedback focus depending on the writing assignment genre (Zhan, 2016), and some focus on content and organization, while others prioritize grammar and structural errors (Abayahoun, 2016; Chang & Wei Wei, 2022).

Any research focusing on written teacher feedback should take into account the relationships and interactions between instructors, students, texts, and writing purposes since written feedback serves to reinforce the ideas conveyed through teaching (Goldstein, 2006; Hyland & Hyland, 2006). Therefore, students' views on feedback should not be considered in isolation from their teachers' perspectives and beliefs about feedback. According to Samuel and Akther (2021), previously carried out studies on students' opinions and preferences, in particular, were mostly undertaken in the context of ESL learning in English-speaking countries. The EFL learning environment in developing countries is clearly a missed and neglected area, as its

culture and classroom setting differ significantly from the learning context in English-speaking countries.

There is a noticeable lack of research on teacher feedback on students' writing tasks in the context of Kazakhstan. The only study identified was an experimental research conducted by Naghdipour (2023) from Nazarbayev University. The study compared two groups of first-year students from different degree programs and had 63 participants. These students were taking a compulsory essay writing course at a university in Oman. One group received traditional teacher-written corrective feedback, while the other group of students tried to get feedback using different sources on their own. The study lasted for 16 weeks. The results show that both groups improved their writing, and there was not a big difference between the two groups in terms of scores. Nevertheless, the study demonstrated that although students in the second group did not receive feedback from their teacher, they managed to improve and reduce their mistakes in writing. However, this study was not conducted in the context of Kazakhstani educational institutions and did not consider teachers' and students' perspectives. Instead, it compared the effects of student-initiated and teacher-initiated feedback in EFL writing. Therefore, this research gap requires investigation within the context of Kazakhstan.

1.2 Purpose of the Study

The purpose of the study is to explore Kazakhstani EFL teachers' and students' perspectives on written feedback in writing instruction, as well as consider their practices with feedback on written works, and provide recommendations for effective feedback provision practices.

1.3 Research Questions

According to the study's purpose, the following two research questions will be considered:

1. What are teachers' perspectives on feedback on students' written works?
2. What are the students' perspectives on teacher feedback on their writings?

1.4 Significance of the study

This study on the perspectives of teachers and students on written feedback holds significance for three main reasons. Firstly, this research fills the existing gap in the literature by focusing on the Kazakhstani EFL context and examining both teachers' and students' perspectives on written feedback. The findings can be used to provide recommendations that can be used in teacher training and professional development programs.

Secondly, the research can help teachers better understand students' views, interpretations, preferences and response to their feedback, leading them to effectively tailor their feedback strategies to the needs and expectations of the students. Furthermore, the improved alignment and understanding of each other's perspectives may lead to increased motivation, confidence and improvement of writing abilities of the students.

CHAPTER 2

Literature Review

This chapter presents information about the theoretical background of the study along with feedback provision strategies, focus of feedback, teachers' and students' perspectives. Vygotsky's (1978) Zone of Proximal Development (ZDP) theory assists in understanding what students can achieve in writing with the help of teacher feedback. Furthermore, this chapter defines and categorizes different types of feedback provided for various purposes: feedback on content, form-focused feedback (grammar, spelling, structure, punctuation, etc.), and feedback on organization. Feedback provision strategies such as direct and indirect, positive and negative, summative and formative are also included. Finally, students' and teachers' perspectives are discussed with examples from previous studies, including student and teacher views, preferences, and challenges in providing feedback (teachers) and reviewing feedback (students). Analysis of the existing research in this chapter is expected to guide and assist in gaining a better understanding of feedback on written works, provision, and implementation practices.

2.1 Zone of Proximal Development

Acquisition of writing skills in ESL and EFL has remained a challenge for many years. Since writing is a cognitively demanding and abstract task, the teaching of writing needs more than traditional pedagogical approaches that treat writing as a final product. In this case, Vygotsky's concept of Zone of Proximal Development (ZPD) offers transformative insights into teaching and learning writing. The use of scaffolding within the ZPD might be seen as a useful approach that could help improve how EFL writing is taught and learned, both in terms of the writing process and the final written product (Azi, 2020). Vygotsky (1978) defined ZPD as "the distance between the actual developmental level as determined by independent problem solving

and the level of potential development as determined problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

2.1.1 Social Interaction

Social interaction within ZPD leads to the production of higher psychological processes when children build their knowledge together with peers. These social connections and intellectual imitation are key parts in teaching and learning. While teacher feedback includes instructors offering comments or changes on students' writing drafts to enhance their writing quality and demonstrate the essential thinking, peer feedback in writing courses involves students collaborating with peers to give comments or critiques on each other's drafts (Fithriani, 2017). Everson (2013) noted that small group discussions before actual writing help learners develop fluency and coherent thought, helping them write better. It was also found that the incorporation of collaborative activities within ZPD enhanced the writing process. For instance, study findings conducted by Mirzaei and Eslami (2013) showed that "collaborative dialogue" within ZPD promoted microgenetic learning, which occurs in immediate social interaction. They compared traditional writing classes and ZPD-activated ones among Iranian university students. The study found that ZPD-activated students improved cognitive control, used cohesive devices, and transformed their self and activity. Thus, peer support and working together to understand meaning is believed to help improve writing. In contrast, teacher-led classes focused mostly on correct grammar, suggesting that ZPD-based activities may better support real learning and skill growth.

2.1.2 Scaffolding through Written Feedback

Scaffolding is regarded to be a fundamental concept of ZPD. However, as a term scaffolding was not established or introduced by Vygotsky. The term scaffolding first appeared

in an article by Wood, Bruner, and Ross (1976). The term was defined as structured, responsive support that educators provide to help students operate within their ZPD (Wood et al., 1976). Similarly, Nguyen (2024) states that in language and writing instruction, scaffolding is defined as a pedagogical strategy that constitutes temporary assistance of students in achieving tasks they have difficulty completing on their own. This support is gradually withdrawn as the learner gets more capable, making it a dynamic and flexible process. Scaffolding is crucial in language learning and teaching, to overcome problems with different linguistic elements such as vocabulary building, forming sentences correctly, using language appropriately in different situations (Gibbons, 2015).

In language education commonly used scaffolding techniques include modeling, interactive dialogue and formative feedback. In the modeling type of scaffolding, a teacher demonstrates the correct use of language to learners (Lantolf & Thorne, 2006). Another important technique is interactive dialogue or guided conversation, where the teacher asks students open-ended questions giving them prompts and directions to use new vocabulary in various contexts as well as giving corrections and suggestions (Mercer, 2000). Hyland (2019) proposes formative feedback as a significant scaffolding technique, which involves teachers' immediate continuous feedback and corrections during language classes. Through this repeated process, students can correct and enhance their language proficiency in response to feedback.

Writing in academic settings can be challenging due to the fact that students need to have both proper linguistic skills and the ability to clearly organize their complex thoughts and ideas in order to explain them to the reader. With the implementation of scaffolding this problem can be solved by breaking the writing process into smaller, manageable parts and while providing support at each step (Nguyen, 2024).

Teacher feedback is an indispensable important part in supporting students with their writing. Effective feedback does not only constitute criticism, but also points out what students did well in their compositions. Instead of fixing every mistake, teachers give helpful suggestions that guide students to think about their writing and make changes themselves. This helps students learn important writing skills and become more confident over time (Hyland, 2019).

As it was mentioned, the key principle of scaffolding is gradual release of responsibility once the students get more competent. In other words, although at initial stages teachers give strong support to students with certain tasks through modeling, structured activities, and feedback, but as students begin to master writing processes and language skills, this support is gradually withdrawn. Over time, learners are encouraged to apply the strategies they have acquired during guided practice, allowing them to complete tasks independently while demonstrating greater control over their writing (Gibbons, 2015).

2.2 Focus of teacher feedback

Many scholars in different learning contexts have studied teacher feedback on student writing, showing that it plays an essential role in improving students' writing and academic progress. Mack (2009) claims that written feedback plays a vital role in ESL teaching and includes corrections of mistakes, comments, and questions on students' assignments. Sukha and Listyani (2022) define good teacher feedback as feedback that gives clear details not only about students' work and grades but also about their behavior and accomplishments. When students understand exactly what to improve and how to do it, they are more likely to make progress. Thus, giving feedback and what it includes is very important (Anggaini, 2018).

There are different approaches to the feedback provision process. Teacher feedback on students' writing refers to corrections and comments on the grammar, content, organization,

vocabulary and mechanics of the students' writing (Kaya, 2023). In her earlier studies, Park (2006) categorized teacher feedback into three types, which include *form-focused feedback*, *content-based feedback*, and *integrated feedback*. In integrated feedback, the teacher provides grammar corrections and comments on the content. Form-focused feedback refers to feedback that centers on the features of language used in writing, including grammar, punctuation, spelling, sentence structure, and format. It helps students write with more precision. Content-based feedback deals with the meaning and clarity of the writing, such as ideas, arguments, and the organization of the writing. Its primary goal is to teach students to synthesize and deliver their thoughts more clearly.

2.3 Feedback Provision Strategies

Moreover, some researchers have discussed different strategies for giving feedback on students' writing. These include *focused and unfocused feedback also known as selective and detailed*. Unfocused feedback is when the teacher points out all the mistakes without focusing on any specific type. In contrast, focused feedback is when the teacher gives comments only on certain language areas, like grammar or word choice. This helps students work on one thing at a time (Ellis, 2009; Ferris, 2011).

Furthermore, feedback delivery methods can be divided into *direct and indirect types* depending on the way it is given in written works. According to Hosseiny (2014), direct feedback as its name suggests, directly indicates errors in writing and provides correct linguistic forms of the mistake in the writing. On the other hand, indirect feedback means that the teacher does not show the correct answer. Instead, they underline, circle, or use codes to show where the mistakes are. This way, students have to find and fix the errors on their own (Sukha & Listyani, 2022).

Another point that is worth mentioning regarding *positive and negative feedback* in writing. Teachers need to be aware that the way they give feedback can affect how students feel and their motivation to improve. For example, a draft marked with a lot of red ink might make students feel stressed and anxious, which is not helpful (Ravichandran, 2002). While giving praise can make students feel good and more excited about writing, it doesn't actually encourage them to make changes to their drafts (Silver & Lee, 2007). On the other hand, criticism can make students feel negative (Silver & Lee, 2007). For feedback to be effective, teachers should communicate with students about it. This helps students improve their writing and revise their drafts. Bitchener et al. (2005) suggest that students improve their writing when they receive both oral and written feedback often. Teachers should also show students how to use the feedback to make specific improvements, as combining overall feedback with clear examples of how to apply it leads to better changes in their writing (Vardi, 2009). For better understanding, look at Table 1.

2.4 Previous Studies on Students' Perspectives

Studies demonstrate that majority of the students found their teacher's feedback useful in identifying their grammar mistakes, awkward expressions, organizational issues such as paragraph transitions, prompt revisions, sparking interest in writing and improving their overall writing abilities (Abayahoun, 2016; Chang & Wei Wei, 2022; Mulyah et al, 2020; Seker & Dincer, 2014; Zhan, 2016). Students mostly received feedback on their grammatical aspects of writing. The frequency of feedback provided on organization, content, punctuation, and vocabulary usage were relatively lower compared to the frequency of feedback given on grammar (Abayahoun, 2016; Chang & Wei Wei, 2022; Seker & Dincer, 2014).

Research also highlights that students have varying reactions to feedback and have distinct preferences for different types of feedback. For example, earlier fundamental studies state that some students focus more on form than content (Ashwell, 2000; Lee, 2005; Leki, 1999), while some value content-based feedback more (Semke, 1984; Zamel, 1985), and others focus on almost every aspect of their writing (Redecki & Swales, 1988; Ferris, 1995; Lee, 2005). Truscott (1996) claims that students learning English as a second language have an unfavorable view regarding error correction feedback. Students in Leki's (1991) research claimed minimal gain from corrections in grammar and spelling, and Cohen's (1991) study's participants stated that suggestions on organisation were the most helpful to them. Based on Alamis (2010), students prefer comments on content and structure over vocabulary and grammar. Similarly, some recent studies (Abayahoun, 2016; Chang & Wei Wei, 2022; Seker & Dincer, 2014; Zhan, 2016) also state that students want to receive more content and organization-based feedback rather than feedback that focuses on correcting mistakes to improve the technical accuracy of writing.

Preferences for direct and indirect type of feedback were mixed. For example, according to Samuel and Akther (2021), indirect feedback, where teachers provide clues or simply indicate errors in writing by underlining without directly correcting them was favored by students in this research. They liked to have the chance to correct their mistakes themselves. On the other hand, the study conducted by Muliya et al. (2020) reveals that most students found direct feedback useful because of clear and precise recommendations for their mistakes in written works. This perspective was supported by Kaya's (2023) study, where students who received direct feedback showed more successful revision rates than those who received indirect feedback on their written works. According to Fitriyah et al. (2024), 26 students out of 30 preferred direct feedback as it

provided clear explanations to their mistakes in writing. It was also found that students with lower and medium proficiency levels of English in writing wanted to receive explicit corrections and suggestions for improving vocabulary and sentence structures. This preference was attributed to their weaker proficiency levels, since these students struggled to identify and correct their writing errors independently.

However, most students acknowledged indirect feedback as a tool that fosters a deeper understanding of their mistakes and a strong sense of achievement. Moreover, students stated that they preferred indirect feedback providing similar reasons. Several participants favored indirect feedback due to its ability to encourage students to actively engage in learning. In their opinion, students become passive and ineffective in improving writing skills when they do not have to reflect on their mistakes and take responsibility in their learning. Some students also highlighted the sense of achievement and satisfaction they felt when they successfully spotted and corrected errors themselves. Additionally, interviews with teachers in Muliyah et al. (2020) study show that teachers think that direct feedback impedes students' critical thinking and ability to manage their educational process as it requires them to replicate the teacher's correct answers without learning; therefore, teachers tend to avoid detailed direct corrections.

Furthermore, different responses were given when participants were asked about their emotions over the teacher's feedback on their writing. 21 students reported that they felt negative emotions, such as disappointment, shame, sadness, shock, anger and anxiety, while 13 students mentioned positive emotions including happiness, satisfaction, relief, motivation, and confidence. The most frequently experienced negative emotion was disappointment because of the unpredicted number of errors students made. This contributed to other previously listed negative emotions. On the other hand, some participants felt happy by just receiving feedback on

their written assignments since it helped them to identify and correct their mistakes, eventually improving their writing skills (Kaya, 2023). Abayahoun (2016) states that the majority of the students hold negative impressions of their teacher's feedback and describe it as discouraging, confusing, overwhelming, or useless. Therefore, they do not take it into account to improve and revise. Additionally, students in Mulyah et al. (2020) study expressed feeling embarrassed or guilty when they received publicly and challenges in understanding the feedback provided.

Another preference regarding feedback was about the way it was delivered. Students desire unfocused or detailed feedback which is comprehensive, explicit, and informative feedback that includes grades, corrections and suggestions in all aspects of writing, such as content, grammar, organization, and other aspects of writing (Abayahoun, 2016; Cai, 2024; Ferris, 2003; Hyland & Hyland, 2006). For example, in students' opinion, it is beneficial when teachers focus on correction and suggestion of all types of mistakes (grammar, content, organization, and etc.) equally, in order to help them to revise and correct as many mistakes as possible (Cai, 2024). Also, some studies indicate that students find it more useful when feedback is provided during the revising stage, while teachers predominantly provide feedback during summative assessment writing tasks. Timely feedback is considered to be important because it keeps students actively involved in enhancing their writing abilities (Mulyah et al., 2020; Seker & Dincer, 2014).

Table 1*Written Feedback Categorized by Focus and Strategy*

Category	Type of feedback	Focus	Example Response
By linguistic Focus	Form-focused feedback	Grammar, spelling, punctuation	“Use past tense here: ‘wrote’ instead of ‘write.’”
	Content-focused feedback	Ideas, relevance, argumentation, details	“You need more evidence to support this claim.”
	Organization-focused feedback	Paragraphing (structure of the text), use of connectors and transitions	“Consider using linking words for better flow.”
	Negative	Students’ mistakes	“Several grammar mistakes make your meaning unclear. ”
	Positive	Students’ strengths or what they did well	“Your argument is clearly developed and supported with strong examples.”
By strategy	Direct	Teacher provides the correct form	“He go → He goes”
	Indirect	Indicates an error without correcting	“ [Tense error here]” or underlining, circling the error
	Focused (selective)	Targets specific error types only, one or few selected areas	Only correcting the verb tense throughout the writing

Unfocused (detailed)	Corrects all or multiple error types	Corrections on tense, punctuation, spelling, and etc., throughout the writing
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Note. The table provides information on the types of written feedback strategies and focus.

2.5 Previous Studies on Teachers' Perspectives

Although teachers and students both perceive feedback as the means of improvement for writing, teachers possess quite different perspectives from their students. Zhan's (2016) study explored teachers' perspectives on feedback regarding its focus and effectiveness in improving students' abilities in EFL writing. The study results showed that the teacher did not provide feedback focused on one area but instead changed the feedback she provided depending on the genre of the writing assignments. For example, if it was a descriptive essay, she focused on grammatical accuracy, while in narrative essays, she focused more on content and organization. The teacher believed feedback would benefit students if they engaged with and felt students most valued honest feedback on the content, as it gave them a sense of personal attention. However, some teachers provided more feedback on grammar and structural errors as they perceived these specific types of feedback would lead to successful writing. The direct translation from the first language that resulted in unclear text and incorrect logical flow and sentence structure were among the main reasons for grammar mistakes (Abayahoun, 2016; Chang & Wei Wei, 2022). Furthermore, teachers disagreed with students' opinions regarding comprehensive feedback, where teachers should focus on every error equally, and instead favored selective feedback. Teachers think that detailed correction hinders students' abilities to think critically and identify their errors on their own and be aware of their mistakes. Therefore, teachers find metalinguistic feedback with error codes to be most useful and appropriate for students to manage their learning independently (Cai, 2024; Muliyah et al., 2020).

It was found that often teachers' feedback practices were influenced by several challenging factors. The commonly mentioned contextual challenge was large class size and numerous papers to grade. Teachers in Chang and Wei Wei's (2022) study reported that they spend 25-30 minutes checking and grading each essay. So, the class of 13 students would take teachers approximately 5 hours to grade all written works or essays. Bigger class size consisting of 21 students would require a teacher to spend 7 hours to check and grade essays. Earlier study conducted by Abayahoun (2016) aligned with the previously mentioned study results. Both secondary school teachers in the study reported large class size, numbers of papers to grade, and limited teaching time for EFL classes as the challenges impeding effective feedback on writing. Moreover, teachers also claimed these constraints prevent them from responding to a students' writing the way they should and want, thus leading them to focus on form rather than comprehensive written comments which they find very important. They believe written comments are useful for students in improving their writing skills by reading these comments again and again. Therefore, teachers think that there should be a limited number of students so that they could have sufficient time to provide effective feedback on all written works.

In conclusion, this chapter of the study analyzed previous research done related to teacher feedback on students' writing, trying to focus on how teachers and students view feedback practices in writing skill improvement. Analysis of the previous studies showed that Vygotsky's theory Zone of Proximal Development (ZPD) is highly relevant in writing instruction and enhancement of students' writing skills. This theory suggests, students learn and improve best when students are under the guidance of a teacher while completing tasks that are beyond their ability. In pedagogy this concept is called scaffolding. In writing instruction it often takes the form of teacher feedback on students' written works. Providing feedback, teachers inform

students about their strengths and areas for improvement. Also, they guide and motivate them to revise their mistakes concerning grammar, spelling, content, organization, and overall writing.

It was found that students and teachers had quite distinct perspectives and preferences regarding feedback on written feedback. For example, students want to get feedback that is clear, unambiguous, and detailed, with guidance for further improvement. Additionally, it was found that while the commonly provided feedback is on grammar, students expressed a wish to receive comments on the content of their writing as well. Students had varying opinions towards direct and indirect feedback. Some preferred direct feedback, claiming it is more effective, and others think indirect feedback helps them remember better, finding their mistakes themselves. Learners tend to feel more motivated when they are supplied with encouraging feedback that includes positive comments too, rather than just criticism.

On the other hand, teachers prefer to provide selective feedback on writing aspects they find necessary, as it is less time-consuming. Focused feedback is more effective considering the time constraints and large number of works to grade. However, teachers reported choosing the types of feedback to supply based on the student's level and the goal of the task. Moreover, in their opinion, students with lower linguistic proficiency levels benefit more from direct feedback, while stronger students should be encouraged to think deeply through indirect feedback.

Teachers often target one or two main areas, like grammar or content, in each piece of writing.

Although it's hard to match every student's preference, both teachers and students agree that feedback is essential for learning and helps students grow as writers. However, challenges such as large workloads, limited time, and different student needs can make it difficult for teachers to provide ideal feedback every time.

CHAPTER 3

Methodology

3.1 Research Design

The aim of this study was to explore and gain a deep understanding of how students and teachers view written feedback on writing tasks and offer recommendations based on their perspectives. Thus, this study employs a qualitative research design to explore teachers' and students' perspectives on feedback in EFL writing, because it is particularly suitable for investigating individual experiences, perceptions, and attitudes in depth (Creswell, 2014). Since feedback is a dynamic and context-dependent process, a qualitative approach helps to obtain a rich, deep understanding of how students and teachers interpret and respond to written feedback in educational settings.

3.2 Ethical Consideration

The study followed all the principles of ethics and before the commencement of data collection ethical approval was obtained from the Ethics Committee of the university (Appendix A). Each participant including teachers, students and their parents or legal guardians of students who are under eighteen received a consent letter. Information regarding the study's purpose and implementation process, as well as background information about the researcher, possible risks and benefits, and choice to refuse to participate, were included in the consent letter. During the semi-structured interviews, teachers and students participating in the study had the freedom to ask questions, clarify any unclear questions, review their responses, or end the interview at any moment if they felt any discomfort. The participation was entirely anonymous and voluntary; any information, including participants' names that were disclosed kept private during data analysis.

3.3 Participants

The study had overall 20 participants, including 5 teachers (4 females and 1 male) and 15 students (8 females and 7 males) studying in 11th grade. Teachers were from three different schools: public, specialized, and international, meanwhile, students were from a single specialized school. Convenience sampling was used to attract teachers for the interviews which refers to collecting data by convenience fast and conveniently (Patton, 1990). Thus, those who were interested in sharing their experiences joined the interview. Three of them have master's degrees from universities in China, Korea, and Kazakhstan, while two of them have bachelor's degrees from Kazakhstani institutions. Their job experience ranges from three to eighteen years, and their ages range from twenty-three to forty-four. Three teachers teach students in grades 8–11, while two educate elementary and young secondary school students (in grades 4-5). Refer to table 2 for more specific details.

On the other hand, students were selected using purposive sampling to gather thorough insights into the perspectives and experiences of students regarding feedback on writings. As Shaheen et al. (2016) state, purposeful sampling means choosing participants who are especially knowledgeable or experienced about the topic being studied, so the researcher can gain a deep and detailed understanding of it. Consequently, the focus on higher secondary grades was due to their active involvement in writing activities and sufficient experience in teacher feedback on their written works. The students were aged 16-17 with diverse backgrounds and proficiency level of English.

Table 2*Summary of Teachers' Demographic Characteristics*

Participants	Gender	Age	Level of Education	Work Experience	School
Teacher 1	Female	32	Master degree	6 years	Specialized school
Teacher 2	Female	44	Bachelor degree	18 years	Specialized school
Teacher 3	Male	23	Master degree	3 years	Public school
Teacher 4	Female	23	Bachelor degree	3 years	Public school
Teacher 5	Female	28	Master degree	8 years	International school

Note: The table presents the gender, age, education level, work experience, and current school type of the five participating EFL teachers.

3.4 Data Collection Tools

Semi-structured interviews were conducted to collect data from teachers and students about their views on feedback on written assignments. This approach allowed participants to discuss emerging themes in depth and reflect on their thoughts and experiences. Accordingly, research interviews are beneficial to learn about the viewpoints, experiences, beliefs and motivations of people on certain matters. Compared to questionnaires and other qualitative methods of data collection, interviews are believed to obtain a deeper understanding of social phenomena (Silverman, 2000). Interview questions are designed to answer research questions regarding teachers' and students' view of teachers' feedback on written works, teacher practices, student preferences, and their recommendations to enhance feedback provision process. The interview questions for teachers and students are included in Appendix B and Appendix C.

3.5 Data Collection Procedures and Analysis

Before conducting the interviews, all participants were asked to read and sign an informed consent form (see Appendix D, E). They were also informed that their answers would remain confidential and anonymous. Depending on the participants' preferences and availability, interviews were held either face-to-face or online.

Each interview lasted about 30 to 60 minutes with teachers, and 25-30 minutes with students to share their thoughts and experiences. Participants (teachers and students) talked about feedback on written work, including what kind of feedback they preferred, how they felt about receiving or giving feedback, and what they found helpful or unhelpful.

With the participants' permission, all interviews were audio recorded and later transcribed word-for-word for analysis. The interviews were transcribed both manually and using the "TurboScribe" AI. Audio transcriptions were stored in Microsoft Word documents, which were then checked and corrected manually for accuracy.

An inductive thematic analysis approach was used to examine the interview to analyze the data, which identified themes directly from the data themselves (Braun & Clarke, 2006). The analysis followed a six-phase process such as familiarization, coding, searching for themes, reviewing themes, defining and naming the themes, and finally writing the report. The transcription of interviews with each participant was carefully read with special focus to key phrases and ideas relevant to research questions. The initial codes were grouped into possible themes before being reviewed for clarity and accuracy. Next, clear definitions were assigned to each theme and supported by participants' responses.

CHAPTER 4

Findings

4.1 Teacher's Perspectives

Table 3

Themes and Subthemes of Teachers' Perspectives

Main Theme	Subtheme	Participants	Key Points	Responses
1. Perceived role of feedback provision	1.1 Feedback as a tool for error correction	Teachers (n=3)	Helps correct mistakes and improve accuracy in writing.	<i>"I think the main goal of feedback is to identify weaknesses and strengths of the students."</i>
	1.2 Feedback as a tool for encouraging self-correction and independent learning	Teachers (n=2)	Feedback supports student independence and self-learning.	<i>".... it (feedback) is also used to guide them (students) to correct their mistakes on their own and improve self learning."</i>
	1.3 Feedback as a source of motivation	Teachers (n=2)	Use praise, stickers, and positive reinforcement to increase motivation and confidence.	<i>"I always try to point out what students did well in their writing and praise to motivate them to keep writing more. If you point out their mistakes and scold them all the time instead of praising them enough, they may lose their wish to write more."</i>
2: Teacher's preference for feedback delivery strategies and focus	2.1 Selective vs. Detailed feedback	Teachers (n=4)	Selective feedback saves time and avoids overwhelming students.	<i>" I prefer selective feedback as it takes less time and detailed feedback on all aspects seems unnecessary when you point out their every error. [...] so, I choose the main focus of my feedback taking into account the requirement of the</i>

				<i>written task.</i>
	2.2 Direct vs. Indirect Feedback	Mixed n=3 n=2	Direct feedback offers clarity; indirect feedback promotes deeper learning.	<i>I can not sit here and tell students “try to guess what is your problem?” You know, we have some type students who can never guess. “[] if they have to find their mistakes themselves, they will do more self-study and remember their mistakes longer.”</i>
	2.3 Task and student dependent feedback	Teachers (n=4)	Feedback is tailored to task goals and student needs.	<i>“The feedback I provide depends on the writing task’s purpose. For example, when students analyze a novel, I focus on content and ideas. Feedback also varies based on students’ needs. Some struggle more with grammar, while others need help with content or vocabulary.”</i>
	2.4 Integrated feedback (content and grammar)	Teachers (n=2)	Considers both content and grammar of the writing.	<i>“I also pay attention to the uniqueness of students’ ideas. But this does not mean I ignore grammar or other aspects of writing.”</i>
Theme 3. Feedback implementation by students	3.1 Student interest in learning English	Teachers (n=4)	Students with clear language learning goals tend to act on feedback.	<i>“Those students who have a determined goal connected with English tend to revise and keep in mind the feedback they received with the thought in mind that they must not repeat the same mistakes during their exams.”</i>
	3.2 Feedback clarity	Teachers (n=2)	Feedback clarity affect the implementation of the received feedback.	<i>“.... sometimes some students don’t understand the feedback they receive. Probably, when I give some general feedback without</i>

	3.3 Gap between assignments	Teachers (n=3)	Large gapes between writing assignments impedes feedback implementation.	<i>specifying.”</i> “ <i>Since we do not have frequent full-scale writing tasks, only once per module, students often forget the feedback they received.</i> ”
4. Challenges in providing feedback	4.1 Time constraints and huge number of works to check	All teachers	Large numbers of works and time constraints affect feedback consistency and quality.	“ <i>Sometimes, I sit until dawn checking students’ written works.</i> ”
	4.2 Teacher’s limited writing skill	Teacher 2	Lack of writing skills affects teacher’s ability to provide feedback.	“ <i>To give good essay feedback, a teacher needs strong writing skills. I sometimes struggle because my own writing is not very strong.</i> ”
	4.3 Handwriting issues	Teacher 4	Messy handwriting consumes time to figure out what is written and delays feedback.	“ <i>It also takes time to figure out what is written and what they tried to say.</i> ”
	4.4 Cheating and overreliance on AI	Teachers (n=2)	Detecting plagiarism or AI use complicates fair assessment and feedback provision.	“ <i>I have to compare their works so as not to miss the works that were copied from someone or completed using AI.</i> ”

Note: The table summarizes the main themes and subthemes derived from teachers’ perspectives on written feedback.

Theme 1: Perceived role of feedback provision

All (N=5) teachers reported that their students are quite actively engaged with writing tasks. The types of writing teachers taught and students engaged in varied based on the grade levels. Teachers (n=2) who taught younger learners or primary school children often taught writing through simple dialogues and ready text prompts. On the other hand, secondary education teachers (n=3) reported teaching a wide range of writing genres that includes different types of essays (opinion essay, discuss both views, agree or disagree, advantages and disadvantages, etc.), short articles, movie and film reviews, formal emails and so on.

Teachers agreed that feedback plays a crucial role in improving students' writing. Although all (N=5) teachers perceived feedback as a pedagogical tool that is useful for students' writing skill enhancement, they had different views on the purpose of feedback provision when sharing their experience. Some teachers (Teacher 2, Teacher 4) provided feedback with an aim to correct students' mistakes, identify their weaknesses and strengths, but others saw it as a means of guiding students toward self-improvement (Teacher 3, 5). Moreover, Teacher 1 reported using feedback as a motivation that pushes students to write more.

Subtheme 1.1: Feedback as a tool for error correction

According to several teachers (n=3) feedback given on written works helps teachers and students to identify students' strengths and weaknesses, as well as correct their mistakes, ultimately improving their writing skills. Teacher 2 stated,

“I think the main goal of feedback is to identify weaknesses and strengths of the students.” (Teacher 3)

“In my opinion, the main goal of feedback in writing is to improve students' writing skills.”
(Teacher 4)

Subtheme 1.2: Feedback as a tool for encouraging self-correction and independent learning

Some teachers preferred indirect feedback instead of explicit correction and perceived feedback as something that could guide and support students to learn independently. For example, Teacher 3 noted,

".... it (feedback) is also used to guide them (students) to correct their mistakes on their own and improve self- learning. I think it is not correct to give explicit feedback directly showing the right answer. In my opinion, indirect feedback allows further improvement of students."

Teacher 5 also added:

"Feedback on writing gives more, not the motivation, but the support... It helps students recognize and be aware of their mistakes and make improvements". As a result, this highlights the importance of feedback in fostering self-awareness and gradual writing development.

Subtheme 1.3: Feedback as a source of motivation

On the other hand, Teacher 1 regarded written feedback as a source of motivation to keep students engaged in the writing process. She explained,

"I always try to point out what students did well in their writing and praise to motivate them to keep writing more. If you point out their mistakes and scold them all the time instead of praising them enough, they may lose their wish to write more."

Teacher 5 also touched on motivation, but in a different way, she used stickers and positive reinforcement to engage students in writing. She shared,

"I have a sticker that says "awesome job" and students know if they receive it, it means they did well. If they get a "nice job" sticker, they know they need to work harder."

This approach suggests that younger students, in particular, respond better to visual and gamified feedback methods.

In conclusion, teachers recognize and acknowledge the important role of feedback in improving writing skills. Nevertheless, their perspectives regarding its primary purpose were quite distinct. Some teachers used feedback to fix students' errors in writing as well as informing about their strengths and weaknesses. Several other teachers viewed feedback more as a tool to direct students towards self-correction and independent learning. Additionally, some teachers try to motivate their students by not only pointing out errors and showing them where to practice more, but also mainly using praise and positive comments in their writing to maintain their will to write.

Theme 2: Teacher's preference for feedback delivery strategies and focus

Interviews with teachers revealed insights into their feedback practices. Particularly, the teachers' preferences on certain feedback types, and whether students successfully implement the feedback they receive on their written works. It was found that teachers try to provide constructive, regular feedback even though they may not manage to do so all the time. Feedback provision frequency mostly depended on factors such as their students' proficiency levels, curriculum requirements, and personal teaching styles. Almost all teachers (n=4) said that they try to provide regular constructive feedback as much as possible.

On the contrary, Teacher 5 admitted not providing regular feedback:

"To be honest, I do not provide written feedback on writing tasks. I ask them questions like, "Why did you use this sentence instead of another?" and give verbal feedback on how they can improve their writing. Another method I use is peer checking. I pair students up and have them review each other's writing to identify mistakes."

Interestingly, teachers also tend to replace written feedback with oral feedback since it was more quick and convenient.

Subtheme 2.1: Selective vs. Detailed feedback

The majority (n=4) of the teachers prefer to provide selective feedback that focuses on specific areas of writing. Different factors influenced teachers to choose to provide selective feedback including their preference to check the words based on writing task goal and criteria, students needs, and due to other convenient factors selective feedback offers. For instance, Teacher 1 stated,

“ I prefer selective feedback as it takes less time and detailed feedback on all aspects seems unnecessary when you point out their every error.

[.....] so, I choose the main focus of my feedback taking into account the requirement of the written task. However, it doesn't mean I completely forget other feedback types, even if they are not my main focus in giving feedback, I try to include other types of feedback if there are common or blundering mistakes. However, it is better to be selective than considering all aspects.”

Both teachers who teach younger learners noted that students do not like it when their written works full of corrections as it may be overwhelming to them:

Teacher 3: *“Students do not like when you overwhelm and fill up their copybooks with your corrections making their writing messy with red or green coloured teacher pencils. Sometimes, my students ask me not to correct their sentences completely but just show it so that they could fix it themselves.”*

Teacher 5: *“Feedback should be appropriate to the age of the students. For example, detailed feedback can be overwhelming to primary school kids if there's too much. If they see many corrections they may start to panic, and get upset quickly or be in disbelief saying “no, I couldn't make so many mistakes.” On the contrary, secondary school kids may like detailed*

feedback, and they accept it very well, like “yeah, okay, I get it.” Secondary and Middle school kids even like it and prefer it.”

Conversely, Teacher 2 thinks providing detailed feedback on all aspects of writing helps students to improve their writing skill better:

“Feedback should not be limited to just one aspect. To improve writing skills, feedback should be comprehensive. If we only focus on grammar, students may fail to develop other necessary skills. Therefore, detailed feedback is the best approach.”

Subtheme 2.2: Direct vs. Indirect Feedback

Teachers had different preferences regarding direct and indirect feedback due to different reasons. Some teachers (n=3) believe direct feedback is more effective, while others argue that indirect feedback (n=2) encourages self-correction and deeper learning.

Teachers who provide direct feedback showing mistakes clearly and offering correct versions of mistakes state that students may struggle to identify their mistakes on their own. Additionally, according to Teacher 1 students are reluctant to work with indirect feedback if it is not shown explicitly:

“I can not sit here and tell students “try to guess what is your problem?” You know, we have some type students who can never guess. Maybe some of them will try to find it, but most of them will just close their copybooks after reading feedback and never work on their indirect feedback. I can not wait until students figure out their mistakes.”

Teacher 4 also supports direct feedback, saying that students are more likely to revise when mistakes are clearly indicated:

“I believe students remember clear direct feedback rather than indirect feedback.”

Similarly, Teacher 5 prefers direct feedback as she believes that it leads to better progress: *“[...] if the student writes one l instead of two ‘l’s I add one more l directly showing the correct version and mistake of the student. Moreover, I think direct feedback can give you progress than indirect feedback. They will remember it better.”*

However, Teacher 2 and Teacher 3 found indirect feedback to be more effective than direct feedback. In their opinion, indirect feedback encourages students to be more engaged in deeper learning as they try to find out their writing errors themselves and promote self-reflection.

Teacher 2 highlights its time efficiency and effectiveness on student writing improvement:

“I just underline mistakes without providing the correct answer. Since teachers do not have enough time to correct every mistake in writing, indirect feedback helps save time and be more effective. If teachers provide fully corrected work, students will not improve much because they won’t engage in self-study. However, if they have to find their mistakes themselves, they will do more self-study and remember their mistakes longer.”

Teacher 3 agrees, emphasizing that indirect feedback protects students' self-esteem and motivates them to take responsibility for their learning:

“Indirect feedback prevents teachers from hurting student’s self-esteem and encourages self-correction. Unlike direct feedback, it motivates students to research, fix mistakes, and in the next lesson they try to show the teacher what they worked on and how they corrected themselves.”

However, Teacher 3 also acknowledges using direct feedback for summative assessments while reserving indirect feedback for formative assessments.

Overall, teachers' choices between direct and indirect feedback depend on their teaching goals, students' needs, and the assessment type.

Subtheme 2.3: Task and student dependent feedback

It was found that teachers (n=4) mainly considered the nature and goal of the writing task when deciding what type of feedback to provide on students' written works. Alongside the task's purpose, students' needs were also considered. For example:

“The feedback I provide depends on the writing task's purpose. For example, when students analyze a novel, I focus on content and ideas. Feedback also varies based on students' needs. Some struggle more with grammar, while others need help with content or vocabulary.”

(Teacher 1)

Additionally, Teacher 2 and Teacher 4 pointed out the importance of having task criteria while assessing and providing feedback on students' written works:

“Personally, if the writing task has specific criteria, I try to provide feedback based on those criteria.” (Teacher 2)

Teacher 4 also adds that she needs to consider some other factors as well, so even though she wants to stick to the criteria when assessing, it is not always possible: *“I try to give feedback according to the criteria of the task, but not always. It depends on the purpose of the lesson and task. For example, sometimes the writing is given where students need to use a certain type of grammar or tense (grammar and writing lesson together), or it might be writing where you need to clearly state your position, or free writing. So, I choose the main focus of my feedback, taking into account the requirement of the written task.”*

Subtheme 2.4: Integrated feedback (content and grammar)

The interview with teachers suggests some teachers pay more attention to the content of the writing but do not neglect feedback on mechanics too. Teacher 2 prefers to focus more on content as she thinks the main goal of writing is to convey meaning but also considers other aspects of writing like grammar:

“I also pay attention to the uniqueness of students’ ideas. Even if their grammar has mistakes, if their writing content and ideas are unique, I tend to focus more on that. But this does not mean I ignore grammar or other aspects of writing.”

Similarly, Teacher 3 sees content as the most important element but also considers grammar and spelling:

“The most important thing in writing is the meaning, in other words the content of the written composition. Because student’s ability to think and process information and come up with some creative ideas are the main things in writing. Along with content I try to give some attention to other aspects of writing such as grammar and spelling.”

Theme 3. Feedback implementation by students

All (N=5) teachers reported that whether students review and act on their feedback depends on students themselves and some other additional factors such as feedback clarity and follow-up activities.

As it was mentioned, student engagement with feedback is largely dependent on individual motivation and aim of studying the English language. To illustrate, Teacher 2 shares her experience that students with a strong interest in English or a sense of responsibility actively review and apply feedback, but those with lower proficiency or less interest in writing often overlook it:

“My students who have a strong interest in English and are responsible tend to use my feedback, whereas students with a lower language proficiency often do not pay much attention to it.”

Teacher 4 also adds that students who have a clear academic goal related to English are more likely to consider and implement feedback, especially to avoid repeating mistakes in exams:

“Whether students review and act on feedback or not depends on them, and how they regard my subject. Those students who have a determined goal connected with English tend to revise and keep in mind the feedback they received with the thought in mind that they must not repeat the same mistakes during their exams. On the other hand, some students study only to pass this subject.”

One of the factors that affected feedback implementation was its *clarity*. For instance, Teacher 1 states:

“I try to provide feedback in their language, in a way they would understand it. I don't use some kind of academic words as it may be hard for them to understand.”

Furthermore, Teacher 3 mentioned,

“... sometimes some students don't understand the feedback they receive. Probably, when I give some general feedback without specifying.”

Another factor that influenced feedback application was the large gap between writing assignments:

“Since we do not have frequent full-scale writing tasks, only once per module, students often forget the feedback they received. As a result, they tend to make the same mistakes again in their next writing assignment.” (Teacher 2)

To address this, Teacher 4 employs a strategy of assigning the same writing topic again after providing feedback, allowing students to compare their previous and revised work:

“For example, they wrote an essay on the topic “computer science” and they get this topic again after they receive feedback from me. Then we compare two writings to find out if students worked with mistakes.”

A similar experience was shared by Teacher 5:

“Since I teach students in 3rd and 4th grade their writing and fixing writing errors do not really take much time, so I ask them to rewrite the sentence or some parts of writing fixing their errors as I showed when giving feedback. Then during the lesson they show it to me again.”

These strategies suggest that structured follow-up activities enhance students’ ability to process and apply feedback effectively.

Theme 4: Challenges in providing feedback

The responses from five teachers illustrate distinct yet interrelated challenges, leading to the identification of several factors that cause these challenges. These challenges include: time constraints and large number of works to check, teacher’s limited writing skill, student competition and comparison, handwriting issues, cheating and inability to provide feedback regularly.

4.1: Time constraints and huge number of works to check

A dominant challenge reported by teachers is the issue of time constraints and large number of written works to check. Teacher 1 noted,

“Time constraints are always an issue when it is to check, grade and give feedback on students’ writing”.

This statement was confirmed by Teacher 4, who highlighted the extensive hours spent checking student compositions:

“Sometimes, I sit until dawn checking students’ written works.”

Furthermore, due to insufficient time and loads of work to check it is hard to provide feedback regularly:

“You need to check their work on time and do it regularly. If you don’t make it part of the routine of your teaching it is really hard to make progress in students’ writing. So providing feedback regularly is challenging for me. Because sometimes you do not have time to complete proper feedback. I don’t like checking written works, it takes so much time.”

Subtheme 4.2: Teacher’s limited writing skill

Another challenge is teachers’ confidence in their own writing skills. Teacher 2 admits that her writing skills are not at a high level, which makes it difficult to provide comprehensive good feedback, particularly on essays.

“To provide good feedback on an essay, a teacher must be skilled in writing essays themselves. Personally, I wouldn’t say my writing skills are at a very high level. That is why sometimes it is challenging for me to give feedback on essays. Another challenge is that sometimes I am unsure about the correct usage of certain English words in different contexts. This makes giving feedback more difficult at times.” (Teacher 2)

This indicates that teachers may need further training or resources to enhance their ability to provide high-quality feedback.

Subtheme 4.3: Handwriting issues

Another significant challenge mentioned by the teachers is difficulty in reading and comprehending students' handwriting. Teacher 4 specifically mentioned the complexity of student handwriting and how it affects the clarity of their writing, stating:

"It also takes time to figure out what is written and what they tried to say."

Consequently, confusing handwriting can extend the time required for carefully reading a student's work and provide effective feedback, further complicating the already time-intensive process.

Subtheme 4.4: Overreliance on AI

Furthermore, the issue of students often copying each other's work or purely using AI to complete their writings requires additional effort to compare written pieces and detect plagiarism:

"Also, often students cheat, and I have to compare their works so as not to miss the works that were copied from someone or completed using AI." (Teacher 4)

"My students may copy each other's work. But I can notice it easily as they often make the same mistake in terms of grammar and spelling." (Teacher 3).

As a result, besides properly checking and grading students' written works, teachers must verify the authenticity of student submissions too, in order to give feedback that is constructive and fair.

In conclusion, teachers face various challenges in the feedback provision process. The main issue is time constraints and numerous works to check which hinders quality and frequency of feedback on written assignments. Another common issue is cheating from peers or relying on AI. These challenges followed by other issues such as student competitiveness, feedback comparison, and confusing handwriting.

4.2 Students' Perspectives

Table 4

Themes and Subthemes of Students' Perspectives

Main theme	Subtheme	Partici pants	Key points	Example responses
5. Perceived role of feedback on writing	5.1: Feedback as a tool for writing improvement	All students	Helps to identify various writing mistakes and improve them.	<i>"Every time I get feedback from my teacher, I can fix at least one mistake. So it really helps to identify and fix the mistakes."</i>
	5.2: Feedback as a source of motivation	Students (n=7)	Positive feedback increases engagement; negative can discourage.	<i>"Teachers should encourage students by praising their content if the grammar is bad. It is incorrect to give feedback only critiquing or saying "write again" or something like that. Students will lose interest in writing."</i>
	5.3: Feedback as medium of communication	Students (n=3)	Feedback strengthens teacher-student connection.	<i>"Feedback can connect students and teachers. While engaging in feedback discussions of the written works, students can get proper guidance on how to work on mistakes."</i>
6. Students' Preferences for Feedback focus and delivery strategies	6.1: Form-focused feedback	Students (n=9)	Grammar and sentence structure are top priorities.	<i>"The most useful type of feedback is grammar and structure. If those two things are considered carefully, your writing will make sense."</i>
	6.2: Feedback on organization	Students (n=5)	Prefer advice on logical flow and paragraphing.	<i>"Writing is like building a house. It is very important to organize your thoughts in order to write well and be clear."</i>

6.3: Content-based feedback	Students (n=4)	Want feedback on clarity, relevance of ideas.	<i>"If you write about something else, your whole writing will be ruined because the story will not be logically connected and off topic."</i>
6.4: Balanced Feedback (negative and positive)	Students (n=8)	Appreciate if teacher points out what they did well in their writings.	<i>"When my teacher points out what I did well, it makes me feel proud and motivates me to write more."</i>
6.5: Selective vs. Detailed Feedback	Mixed n=6 n=9	9 prefer detailed, 6 prefer selective for simplicity.	<i>"I like detailed feedback. You will not be confused why you got a certain grade." "I prefer selective feedback on the most important aspects of my writing."</i>
6.6: Direct vs. Indirect Feedback	Mixed n=5 n=10	Direct feedback is clear, indirect leads to deeper learning.	<i>"Finding and fixing my mistakes on my own, helps me to analyze and better learn. For example, while trying to figure out what is wrong I can learn some other things too." "I don't really want to search and figure out mistakes."</i>

Note: The table summarizes the main themes and subthemes derived from students' perspectives on written feedback.

Theme 5: Perceived role of feedback on writing

Interviews with students revealed that all of them think that feedback is crucial in identifying their strengths and weaknesses, as well as fixing these mistakes based on the feedback they receive. Additionally, findings demonstrate that some students perceive feedback as a motivational tool, while others think of it as a bridge between learners and instructors that initiates communication.

Subtheme 5.1: Feedback as a tool for writing improvement

All (N=15) students expressed the opinion that feedback is crucial in their writing improvement. Feedback on writing helps students to identify their strengths and areas that need further improvement in different writing aspects, including grammar, organization, structure and punctuation. Feedback helped them to reflect on their writing and make improvements. For example, participants gave following responses:

Student 1: *“I find teacher’s feedback very useful. Because teachers know better than you and can help you. We need feedback from teachers to improve writing skills.”*

Student 9: *“Every time I get feedback from my teacher, I can fix at least one mistake. So it really helps to identify and fix the mistakes.”*

Student 15: *“Sometimes I think my writing is fine, but then feedback shows me problems with how I organized my ideas.”*

In addition, three (n=4) students reported that along with identifying errors, feedback guides them to be aware and how to fix certain writing errors they previously ignored. Student 5 stated:

“Before, I didn’t know how to use linking words correctly. My teacher commented on my writing and showed how linking words would connect my ideas. After that, I started paying more attention.”

Similarly, Student 2 and 11 explained:

“In addition to writing mistakes, feedback can tell you how to fix them.” (Student 2)

“Through feedback teachers can guide us on how to improve and avoid the same mistakes in the future writing tasks.” (Student 11)

Subtheme 5.2: Feedback as a source of motivation

Seven (n=7) participants perceived feedback as a motivational tool that makes them revise and write more. Interestingly, some students view positive feedback as motivation to fix and practice more writing, while few other students report negative feedback being more effective when it comes to immediate motivation on doing revisions based on the feedback. According to four students (n=4), positive feedback from teachers that contains what they did well in their writing keeps them engaged and increases their motivation to complete more writing tasks. They also pointed out that negative feedback is one of the reasons that held back them to act on feedback and review their writing. Student 1 said:

“Teachers should encourage students by praising their content if the grammar is bad. It is incorrect to give feedback only critiquing or saying “write again” or something like that. Students will lose interest in writing.”

Student 10 supported the view, sharing:

“Feedback that is positive helps me keep writing and review my mistakes. When I see only my mistakes in feedback, it makes me think my whole writing is nothing. I lose motivation and will not try to write again.”

Moreover, it was found that when teachers only provide feedback that contains corrections or critiques, it decreases students' self-esteem. Consequently, they lose further motivation to write and enhance their motivation. This view was expressed by student 13, who noted:

“If I receive only feedback that talks about only the bad sides of my writing, I will feel bad and have low self-esteem. But it doesn't mean I only want positive feedback.”

However, two (n=2) students shared opposing opinions stating feedback that is harsh and full of corrections and negative comments makes them take immediate action and improve their writing.

“I want teachers to be more strict and not hold back when it comes to students’ mistakes. If students make mistakes, they need to point it out clearly. Then it will make us improve.”

(Student 2)

Similar response was shared by Student 12:

“Teachers should be honest and never raise the mark in order to motivate them. If my writing is full of corrections, I immediately try to work on my mistakes.”

Subtheme 5.3: Feedback as a medium of communication

Feedback was also viewed as a form of communication between teacher and students. Three (n=4) students think that feedback serves as a connection between teacher and student allowing them to understand each other’s perspectives better regarding students’ written works. In their perception, feedback initiates dialogue about their written works where students ask questions and clarify feedback given on their mistakes and discuss how to tackle their problems.

“I think of feedback as a tool that helps teacher and students to better communicate and inform the teacher about students’ knowledge and progress. I would really appreciate if teachers called each student individually and explain the feedback on written work.” (Student 14)

“Feedback can connect students and teachers. While engaging in feedback discussions of the written works, students can get proper guidance on how to work on mistakes.” (Student 9)

Also, Student 4 believes that feedback reflects whether the teacher understood or misunderstood students’ ideas in writing. For instance, Student 4 stated:

“Every person has different perceptions... it is wrong to think that students are not correct if their opinion doesn't match with their teachers. So, depending on the feedback you get, you can guess if the teacher understood the content of my writing or not”.

In summary, students valued feedback and viewed feedback as something vital for the writing improvement. Besides helping them write better, it also motivated them. Some students felt motivated by positive comments, while others were pushed to improve by strict or critical feedback. Furthermore, feedback also helped students feel connected to their teachers so they could easily understand each other and discuss their writing.

Theme 6: Students' Preferences for Feedback focus and delivery strategies

Findings demonstrated that students had different preferences. These differences included focus of feedback, amount of feedback, and the way it is supplied and the balance between praise and critique. The following subthemes will be discussed in more detail.

Subtheme 6.1: Form-focused feedback

The results show that most students (n=9) prefer form-focused feedback that covers punctuation, grammar, and sentence structure. They believe that the most crucial aspect of their language is accuracy. They reported that making corrections to their writing that addressed verb tenses, spelling, and sentence structure improved their accuracy and prevented them from making the same errors in subsequent assignments. For example, Student 4 noted,

"I would like to receive more feedback on my grammar because I have difficulties in making complex sentences."

Similarly, Student 11, who described grammar and structure as the foundation of effective writing, stated,

"The most useful type of feedback is grammar and structure. If those two things are considered carefully, your writing will make sense."

Subtheme 6.2: Feedback on organization

Five (n=5) students expressed their desire for feedback on organization. They want to learn how to logically arrange their ideas and make sure that the writing is correctly structured, with each paragraph (introduction, main body, conclusion) containing the appropriate information. Student 3 shared,

"Writing is like building a house. It is very important to organize your thoughts in order to write well and be clear."

Student 7 added,

"I would like to get feedback on the structure of my writing and whether the information I wrote in each part is correct. For example, if the things written in particular parts like body and conclusion are correct."

Subtheme 6.3: Content-based feedback

Furthermore, four (n=4) students valued content-based feedback, which includes comments on the clarity, ideas and relevance of ideas. In their opinion, this type of feedback helped them improve the meaning of their writing and stay on topic. Student 8 explained,

"The most important thing in writing is its meaning. Therefore, feedback on content is necessary."

Likewise, Student 14 noted the understanding the task and writing information that is required :

"If you write about something else, your whole writing will be ruined because the story will not be logically connected and off topic."

However, Student 3 shared an interesting point stating that the way teachers think about something differs from how students view it. Therefore, teachers should not focus on content of the writing:

“... Teachers should focus less on content, and I believe teachers and students have different opinions about different things. For instance, the opinion of a 30 years old teacher and a 15 year old student will not be the same. So, they should remember that students can think differently. They should not be disappointed if students’ ideas do not match with theirs. In this case, instead of critiquing, they should make suggestions.”

Subtheme 6.4: Balanced feedback (negative and positive)

Eight students (n=8) emphasized the importance of balanced feedback which contains praise and criticism. They think that teachers should not only focus on what they did wrong but also on what they did well in their writing. For instance, Student 1 expressed that feedback full of only criticism makes lose his interest in writing:

“It is incorrect to give feedback only critiquing or saying write again or something like that. Students will lose interest in writing. For example, teachers should encourage students to praise their content if the grammar is bad.”

Student 15 added that they feel like their writing is appreciated and confidence increased when teacher gives positive feedback:

“When my teacher points out what I did well, it makes me feel proud and motivates me to write more.”

Student: 10: *“If I only see my mistakes, I will think that my whole writing is nothing. I will lose motivation and won’t try to improve and write again.”*

Subtheme 6.5: Selective vs. Detailed feedback

Students had varying preferences regarding selective and detailed feedback. Nine students (n=9) wanted to receive comprehensive feedback, while six students (n=6) showed appreciation for feedback that is concise.

Based on the responses of nine (n=9) students, detailed feedback is preferred because it helps them to understand their mistakes, be aware of strengths and weaknesses in all aspects of writing. In addition to thorough revision, detailed feedback supports motivation and deeper learning.

Student 4 expressed that detailed feedback prevents repeated mistakes and helps to be informed about strength and weaknesses:

“I prefer detailed feedback on both weaknesses and strengths... so I could reuse strengths in the next writing and fix mistakes until the next writing.”

Student 7 wanted feedback across all writing components:

“I prefer detailed feedback where every mistake is explained carefully... It helps a lot to improve your writing skills.”

Student 10 said it reduces confusion about grades:

“I like detailed feedback. You will not be confused about why you got a certain mark.”

Student 13 appreciated feedback that allows for reflection and learning:

“I would like to get detailed feedback on all aspects... I like to analyze my writing.”

Conversely, six (n=6) students valued selective feedback emphasizing its effectiveness which concentrates on key issues of their writing without overwhelming them by excessive details.

“When the teacher points out a lot of details, it’s complex to understand, your mind ends up in disaster.” (Student 1)

“I prefer selective feedback on the most important aspects of writing.” (Student 8)

Students' more proficient level of English is another reason for their selective feedback preference. For instance, Student 14 stated feeling more comfortable with selective feedback as detailed feedback often seems redundant not important:

“Pointing out necessary things will be enough for me. Sometimes detailed feedback can be redundant including things that I already know.”

Subtheme 6.6: Direct vs. Indirect feedback

Ten (n=10) students from a total number of 15 students favored indirect feedback. It is perceived as being effective in fostering active learning, deeper understanding and better remembering of the mistakes. For example, following students shared their positive experiences with indirect feedback:

Student 1: *..[] you ask questions yourself like “why it is underlined” and you start googling. This way you remember it for a long time and don't make the same mistake next time.”*

Student 7: *“Finding and fixing my mistakes on my own, helps me to analyze and better learn. For example, while trying to figure out what is wrong I can learn some other things too.”*

Three (n=3) students added that they would not pay much attention or tend to forget if it was direct feedback with errors clearly corrected:

Student 2: *“If my mistake was just corrected, I would only see the correct version and forget about it.”*

Student 12: *“I would just look at it and close my copybook and completely forget about that. I have nothing to do because the teacher did all the things for me.”*

On the other hand, five (n=5) students preferred direct feedback claiming that direct feedback helps to avoid confusion, saves time and offers clear explanations.

Student 5: *“When the teacher writes the correct form, it’s easier for me to understand and remember.”*

Students 9 and 11 preferred direct feedback because they did not want to spend time searching for their mistakes or felt too lazy to figure them out on their own:

“I don’t really want to search and figure out mistakes.” (Student 9)

“I prefer direct feedback as it is easier for me, because I do not want to search for it myself and I would not even work on my mistakes on my own.” (Student 11)

4.3 Participants’ Recommendations for Effective Feedback Practices

Table 5

Themes and Subthemes of Effective Feedback Recommendations Derived from Participants’ Responses

Main Theme	Subtheme	Participants	Key Points	Example Response
7: Recommendation for effective feedback based on the teachers’ perspectives	7.1 Clear and specific feedback	All teachers	Clarity and conciseness improve feedback usefulness.	<i>“[...] directly indicate what is wrong with their writing and tell them how to fix it. Provide clear feedback with examples.”</i>
	7.2: Motivational and balanced feedback	Teachers (n=3)	Raises student engagement and confidence in writing.	<i>“Motivate your students to write mentioning their strengths too instead of only pointing out errors.”</i>
	7.3: Age-appropriate feedback	Teachers (n=2)	Avoid detailed correction	<i>“Feedback should be appropriate to the age of the students. [..], they may start to panic or lose their</i>

			for younger students; simplify the feedback.	<i>self-esteem to continue writing.</i>
	7.4: Feedback Based on Criteria	Teachers (n=2)	Use criteria and rubrics for fairness, clarity, and consistency.	<i>" [...] This (criteria) is beneficial for both evaluation and helping students express their thoughts in an organized manner. If there is no clear criteria, the teacher will not know what they are evaluating."</i>
	7.5: Integration of Technology	Teacher 3	AI tools save time and offer independent learning.	<i>"I recommend using AI tools like Quillbot to save time and provide personalized feedback, helping students improve their writing independently."</i>
8. Recommendation for effective feedback based on the students' perspectives	8.1: Personalized Feedback	Students (n=5)	Effective feedback meets students' individual needs.	<i>"Since every student makes different mistakes, I cannot identify a particular kind of feedback that I consider most useful."</i>
	8.2: Balanced feedback (negative and positive)	Students (n=8)	Only negative feedback harms engagement and self-esteem.	<i>"If I receive only feedback that talks about only the bad sides of writing, I will feel bad and my self-esteem decreases. But it doesn't mean I only want positive feedback."</i>
	8.3: Comprehensive feedback (detailed/ unfocused)	Students (n=9)	Want feedback on grammar, content, structure, and vocabulary.	<i>"I want to know about my grammar, structure, and also content. Not just grammar. If I only get grammar corrections, I won't know if my ideas are good or not."</i>

8.4: Follow-up tasks	Students (n=4)	Students need revision opportunities after receiving feedback.	<i>“It would be good if teachers give another chance to write about the same topic again or improve the same writing. Then we can really learn from the feedback.”</i>
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Note: The table summarizes teachers’ and students’ recommendations for effective written feedback.

Theme 7: Recommendation for effective feedback based on the teachers’ perspectives

Based on teachers' perspectives of what effective feedback is, some key recommendations were identified that are expected to aid in providing meaningful, actionable, and supportive feedback. These recommendations include the importance of clear and specific feedback, motivational and balanced feedback of positive and negative comments, age-appropriate feedback, structured feedback based on criteria, and the use of technology.

Subtheme 7.1: Clear and specific feedback

Written feedback that is provided with concise and clear explanations was viewed as effective feedback by all five teachers (N=5). According to some of them, specific feedback with clear explanations helps students to act and review their works:

“[...] directly indicate what is wrong with their writing and tell them how to fix it. If the word is not used correctly, indicate synonyms, or if the sentence is not correct, show what tense it should be. Provide clear feedback with examples.” (Teacher 1)

Another point made was that feedback that targets specific areas for improvement rather than overwhelming students with excessive corrections is more effective than unfocused detailed feedback:

“The best feedback constitutes clear selective feedback that is directed to their lacking aspects of their writing. On the other hand, detailed feedback that considers all aspects of writing can be overwhelming for students. Thus, neither they read nor reviewed it.” (Teacher 4)

Subtheme 7.2: Motivational and balanced feedback

Another significant recommendation mentioned by several (n=3) teachers was feedback's role in encouraging students. Teachers advised their colleagues to balance encouraging (positive) feedback with criticism (negative). For example, Teacher 1 suggested acknowledging students' strengths rather than focusing only on their errors or weaknesses in writing:

“Motivate your students to write mentioning their strengths too instead of only pointing out errors.”

Other teachers had the same opinion and added:

“Try to provide motivational feedback too. Don't be too harsh on students.” Teacher 3

“First, focus on what the student did well, like “I like your story or idea” or something like this, and then “You need to work on” Positive first and then negative comments.”

(Teacher 5)

Subtheme 7.3: Age-appropriate feedback

The alignment of age appropriateness in feedback was mentioned as well, particularly by lower grade teachers. Teacher 5 noted the difference in how primary and secondary students respond to feedback:

“Feedback should be appropriate to the age of the students. For example, detailed feedback can be overwhelming to primary school kids if there's too much. Like I said before, they may start to panic or lose their self-esteem to continue writing. So try to provide feedback that is suitable for their ages.”

Similarly, Teacher 3 supported this idea stating:

“Make your feedback suitable to the ages to the students. Do not make many corrections that might seem too much for them.”

Subtheme 7.4: Feedback based on criteria

Two teachers (n=2) suggested structuring feedback on written works based on predetermined criteria. They claim that having specific criteria ensures objectivity and consistency of the feedback. Moreover, teachers shared that criteria helps them to be aware of exactly how to and what to assess students' written works:

“ [...] This (criteria) is beneficial for both evaluation and helping students express their thoughts in an organized manner. If there is no clear criteria, the teacher will not know what they are evaluating.” (Teacher 2)

Furthermore, it was also highlighted that sorting out written works before checking based on your criteria ensures that teacher's assessment and feedback is objective and promotes academic integrity, as well as simplifying teachers' grading process. To illustrate, Teacher 4 explained:

“The best advice that I would give to a teacher is they need to sort out the written works first to make their task easier. For example, it is better not to check at all the works that are cheated from other students or copied using AI. It is a waste of time. I think this helps to explain to other students that academic integrity is valued and what will happen if they do the same thing.

Secondly, have specific criteria for grading. This way you will check what you intend to check and all works will be checked in the same way. It is frustrating and unfair towards students if you indicate one students' mistake but don't indicate the second student's mistake

even if they both have these mistakes in their writing. For example, they may say “you commented that my introduction part is not correct, but Duren has the same mistake but you only pointed out mine.”

Subtheme 7.5: Integration of technology

Teacher 3 adds a modern perspective by suggesting teachers to use AI tools (like Quillbot) to make the feedback on written works more efficient. He explains his recommendation by stating that it assists teachers in saving time and delivering personalized feedback that satisfies students' individual needs. He also thinks that it might help students to continue practicing their writing independently:

“ I recommend teachers to use AI tools to save time and raise the effectiveness of their feedback [...] and I think AI tools such as Quillbot can help students receive personalized feedback without the intervention of a teacher and improve their writing skills independently.”

In summary, teachers believe that effective feedback should be clear, focused, and suited to students' needs and age levels. Providing specific feedback helps students understand what to improve without feeling overwhelmed. Encouraging and balanced feedback increases their confidence and motivates them to keep writing and improving it acting on feedback they receive. It's also important to match feedback to students' developmental stages. To ensure fairness and consistency, teachers suggest using set criteria when grading writing tasks. Lastly, the integration of modern AI tools can help educators to make their feedback more personalized and also help students learn independently. These recommendations come from teachers' real experiences, so following them can help make feedback more effective for students.

Theme 8: Recommendation for effective feedback based on the students' perspectives

This theme presents recommendations based on students' perspectives on how teacher feedback on written work can be improved to better support students' writing improvement and motivation. Based on their experiences, students identified key features of effective feedback that contribute to both their academic progress and emotional engagement. Their suggestions emphasize the importance of individualized attention, balanced comments, comprehensive feedback, and follow-up opportunities to apply what they have learned.

Subtheme 8.1: Personalized feedback

Feedback that is tailored to each students' need was mentioned by five (n=5) students as most effective feedback. In their opinion, good feedback should take into account each student's unique personal and academic needs. Students believe that each student may need different types of feedback according to writing difficulties they face. Following responses were shared:

"All teachers should consider each student individually and give feedback." (Student 1)

"Since every student makes different mistakes, I cannot identify a particular kind of feedback that I consider most useful." (Student 2)

"If I want feedback that considers my grammar, it does not mean other students also want feedback on grammar. Some students may have problems with organization, content or other aspects of writing. So, it is best when teachers adapt their feedback on writing." (Student 5)

Subtheme 8.2: Balanced feedback (negative and positive)

As it was mentioned earlier, when students' preferences were discussed, many students (n=8) emphasized the crucial role of feedback that includes both positive and critical remarks. They claimed that only criticism discouraged them and made them less inclined to write. So, we can conclude that balanced feedback helps teachers to create a supportive learning environment that enhances students' motivation and confidence in writing.

“If I receive only feedback that talks about only the bad sides of writing, I will feel bad and my self-esteem decreases. But it doesn’t mean I only want positive feedback.” (Student 13)

Subtheme 8.3: Comprehensive Feedback (detailed/ unfocused)

Many (n=9) students preferred feedback that addressed all aspects of their writing, which include grammar, content, organization, vocabulary, punctuation and more other possible aspects of their writing. They found it wrong not letting students know about their errors in writing even after noticing. Students think that to reach complete successful writing skill, everything in their writing should be correct.

“I prefer detailed feedback where every mistake is explained carefully... It helps a lot to improve your writing skills.” (Student 7)

“I want to know about my grammar, structure, and also content. Not just grammar. If I only get grammar corrections, I won’t know if my ideas are good or not.” (Student 3)

Subtheme 8.4: Indirect Feedback

Since the majority (n=10) of students preferred indirect feedback exemplifying different reasons, teachers are recommended to consider providing indirect feedback too. The listed reasons from students for the choice of indirect feedback were: opportunity to investigate more in depth, spot and fix errors independently, analyzing written works deeply which results in better remembrance and comprehension.

Student 7: *“Finding and fixing my mistakes on my own helps me to analyze and better learn. For example, while trying to figure out what is wrong, I can learn some other things too.”*

Student 10: *“When everything is ready and explicitly corrected in my copybook, I feel like I will not pay much attention and just read. But if I receive indirect feedback I search and try to find out my mistakes. This way I remember it better.”*

Subtheme 8.5: Follow-up tasks

Several (n=4) students showed their wish to be assigned with similar tasks after getting feedback from teachers on their writing. They want to revise their writing based on the feedback they received and share that feedback alone was not enough unless it was followed by exercises or revision tasks that required them to apply the corrections and suggestions given by their teachers. Therefore, it is recommended to assign similar writing follow-up tasks to reinforce learning and reduce the chance of repeating the same mistakes.

“After getting feedback, teachers should give time to fix mistakes and check again. If we just read the feedback and move on, we forget.” (Student 11)

“Sometimes I forget what was in the feedback if I don’t do anything with it. But when we rewrite the essay or fix the mistakes, it helps a lot.” (Student 6)

“It would be good if teachers give another chance to write about the same topic again or improve the same writing. Then we can really learn from the feedback.” (Student 14)

In summary, students value feedback that is personalized, encouraging, and thorough. They want feedback that not only highlights their errors but also recognizes their strengths, addresses multiple aspects of writing, and provides clear steps for improvement. Additionally, students stressed the need for follow-up tasks to put feedback into practice. These insights highlight the need for a learner-centered feedback approach that is supportive, actionable, and developmentally appropriate.

CHAPTER 5

Discussion

This chapter presents a discussion of the main findings with the previous studies reviewed earlier in Chapter Two. It attempts to interpret the findings and explain areas of alignment, differences, and new insights on feedback perspectives and feedback practices in Kazakhstani EFL classes.

5. 1 Perception of feedback on writings

The results of this study confirm what has been stated in previous research (Abayahoun, 2016; Chang & Wei Wei, 2022; Mulyah et al., 2020; Seker & Dincer, 2014; Zhan, 2016); students perceive feedback as a teaching tool for improving writing, correcting errors, helping students learn on their own, and encouraging them to write. Teachers also have the same opinion, viewing feedback as a tool for error correction, motivation, and guidance, which aligns with the findings of Silver and Lee (2007).

Teachers and students both see connection between feedback and emotions related to writing. As described in the findings, many students reported the connection between positive feedback and their confidence and emotional engagement. Teachers also tend to balance their feedback in order to keep students' writing engagement and positive attitude towards writing. This view reflects Hyland and Hyland's (2006) findings, which suggest that there are affective factors that need consideration in written feedback. To illustrate, harsh or overly critical comments can lower student motivation. Some teachers acknowledge this, stating that by praising their good writing, pointing out strengths, and using simplified language, they maintain student motivation and engagement.

5. 2 Preference for feedback strategies

Findings show that teachers and students have opposing preferences for feedback provision strategies. This difference did not only stem from personal views but also were largely attributed to practical challenges teachers face in real classroom settings. Although some teachers are eager to provide comprehensive feedback or the feedback they find ideal, practical challenges in teaching EFL classes such as large number of written assignments to grade and check often lead them to choose selective feedback (Chang & Wei Wei, 2022). All five teachers in this study stated these challenges as a dominant issue that often affect the way they give feedback to students' writing. Checking and grading written works require teachers to spend extensive hours outside their work hours. Also, since checking written compositions takes much time, it is difficult for teachers to provide feedback regularly. Therefore, the majority of the teachers (n=4) in the study preferred to provide feedback on a few selected areas of the writing, without necessarily correcting and indicating every mistake. Additionally, teachers think detailed feedback can be overwhelming for students, since too much feedback can be difficult to process and act on, especially for younger learners (primary school students).

However, the majority of students (9 students out of 15) preferred detailed comprehensive feedback that takes into account all of their writing dimensions, which includes grammar, punctuation, spelling, content, organization, and vocabulary. The same preference by students was reported in Abayahoun's (2016), Cai's (2024), Ferris' (2003), and Hyland & Hyland's (2006) studies. According to students, this type of feedback was desired not only for correction and comprehensive explanation of the different writing errors, but also for giving students a sense of clear guidance, better understanding of their performance and areas for improvement.

Teachers had mixed preferences for direct and indirect strategies of feedback delivery. Three teachers favored direct feedback for clarity, efficiency, and student engagement. Especially for students with lower proficiency who may be unable to identify and correct their mistakes independently. The same study results demonstrated by Fitriyah et al. (2024), Kaya and Muliya et al. (2020), where students with weaker English abilities gained more help from direct feedback.

On the contrary, the other two teachers viewed indirect feedback as a means to promote student autonomy, in-depth, and self-learning. They observed that when students are given indirect feedback, students frequently become more active and engaged with their writing corrections. Moreover, according to Teacher 3 indirect feedback prevents teachers from hurting their students' self-esteem, improves motivation and encourages self-correction. This ties back to Vygotsky's ZPD and the notion of scaffolding described by the transition from dependent learning with teacher's help to independent performance.

Interestingly, in this study, the number of students who preferred indirect feedback outnumbered those who preferred direct feedback. Indirect feedback is perceived as being effective in fostering active learning, deeper understanding and better remembering of the mistakes. Meanwhile, five (n=5) students preferred direct feedback, claiming that direct feedback helps to avoid confusion, saves time and offers clear explanations; one student also added that he does not want to spend time searching for his mistake himself. In other words, teachers and students think that indirect feedback aims to guide students toward independent problem-solving and deeper learning, reflecting the Vygotskian view of feedback as a support mechanism within the learner's proximal development zone (Nguyen, 2024; Gibbons, 2015).

5.3 Preference for feedback focus

The preferences for feedback focus differed depending on teachers' instructional goals and learners' expectations. The most preferred feedback by teachers (n=4) was feedback that is dependent on the goals of writing and the learners' specific needs. For example, if the writing task is intended to analyze literary stories, the priority in feedback was given to the content of the writing. Likewise, feedback on grammar, spelling, punctuation, and organization got more attention in writing assignments which centered aforementioned aspects of writing. This process of adapting and changing feedback types to the goals and students' needs is consistent with Zhan's (2016) study findings where teachers shifted their feedback focus to suit genre and goal of the writing task, along with students' particular needs. Another, notable common feedback focus was both on content and grammar, also known as integrated feedback in Park's (2006) study. This means that teachers viewed content as one of the central goals of writing instruction; however, they did not neglect the crucial role of grammar and other errors, which could interfere in poor communication of the ideas. Integrated feedback promotes a more holistic development of writing skills by addressing multiple aspects of writing errors.

On the other hand, students paid more attention to form-focused feedback (grammar, sentence structure, punctuation) and this type of feedback was preferred by nine students. They believe that having proper grammar accuracy is fundamental in order to reach clear and correct writing. Students' this preference is supported by Kaya (2023) and Chang & Wei Wei (2022), which found that students often use grammar feedback as more concrete and actionable.

Following form-focused feedback, feedback on organization which constitutes structure, paragraphing, transitions was the second most preferred feedback focus in writing. This preference is explained by students' recognition that guidance on how to structure their writing

helps them better explain ideas logically in written form. Some students had difficulty distinguishing between information that should be included in introduction, main body and conclusion. Also, students noted the importance of using transitional words to make their writing more coherent.

In addition, a smaller group (n=4) of students preferred content-based feedback. They wanted to know whether the ideas and arguments were clear, relevant, and well developed. These preferences are similar to some studies (Abayahoun, 2016; Chang & Wei Wei, 2022; Seker & Dincer, 2014, Zhan, 2016) where participants preferred to receive more content and organization-based feedback rather than feedback that focuses on correcting mistakes to improve technical accuracy of writing. It was also noted by students that content shouldn't be the main thing that teachers focus on when grading and providing feedback. They think every person has different opinions about certain things, so they often differ. They showed their dissatisfaction when teachers lowered their marks because the arguments they presented contradicted the teachers' own views on the topic. They felt this was unfair, which is why they preferred teachers to focus on other aspects of their writing rather than content.

To sum up, almost all students preferred to receive a mix of different types of feedback rather than a certain kind of feedback. As it was mentioned, form-focused, content-based, and feedback organisation of the writing were more requested compared to others. Although it poses difficulties for teachers, this preference illustrates why students favour comprehensive or detailed feedback (Abayahoun, 2016; Cai, 2024; Ferris, 2003; Hyland & Hyland, 2006).

Conclusion

The aim of the study was to explore Kazakhstani EFL teachers' and students' perspectives on feedback provided on written works. Particularly, the research tried to examine how students perceive written feedback, their preferences regarding its focus, how teachers view written feedback, and the ways in which they implement feedback in their teaching practices. The analysis of interviews with five teachers and fifteen students showed similarities and notable differences in their perspectives on written feedback.

All five teachers agreed that feedback is crucial for improving students' writing skills. Nevertheless, they had different views on its purpose. Feedback on writings was viewed as a tool for error correction, guidance for self-correction and independent learning, and motivation.

The teachers' preference for feedback strategies and focus varied due to different factors. The majority of teachers preferred selective feedback to avoid overwhelming students, especially younger ones, and also due to contextual challenges which include time constraints and large number of works to check. On the contrary, one teacher was fond of detailed feedback as she believed it offered students holistic improvement encompassing different areas of writing skills.

Three teachers preferred giving direct feedback. They believed that it was clear, time-saving, and helpful for students to stay involved. Especially for students with lower proficiency who may be unable to identify and correct their mistakes independently. Other two teachers viewed indirect feedback as a means to promote student autonomy, in-depth, and self-learning. Feedback was often adjusted based on the writing task and individual student levels. They mostly supplied integrated feedback where content, grammar and other writing aspects were taken into account.

Analysis of teachers' interviews demonstrated several challenges arose when giving feedback on student writing. The most common issues as we mentioned were time constraints and a large number of works to check, followed by teacher's limited confidence in their own writing skills. Unreadable students' handwriting slowed down the review process of compositions. In addition, plagiarism and overreliance on AI made teachers spend extra time verifying the originality of students' work. Consequently, all these constraints influenced the consistency and quality of feedback.

Students shared the same opinion as teachers, and believed that feedback is crucial in improving their writing skills. Students viewed feedback as a pedagogical tool that helped them to identify and fix their writing errors. Many students also perceived it as a source of motivation, when feedback included positive encouragement, or even several students responding better to critical comments. Finally, some students described feedback as a way to communicate with teachers, that allows them to discuss and clarify the feedback supplied.

Form-focused which constitutes punctuation, grammar, and sentence structure was most preferred among students. The next feedback focus that is valued by smaller numbers of students were feedback on content and organization. Due to motivational nature, students showed a desire for balanced feedback which contains praise and critique. When it came to feedback provision strategy, the majority of students preferred detailed feedback considering all of their writing aspects, but some students liked selective feedback for its conciseness. Interestingly, indirect feedback was favored by most (9 students) for encouraging self-correction, though some preferred direct feedback for clarity and ease.

Practical Implications

Overall, the findings of the perspectives of teachers and students sometimes aligned and mismatched at the same time. Therefore, for effective feedback practices, the implications are offered based on the balance of both groups' insights.

1. Use different feedback strategies. Although most students preferred indirect feedback, some students, especially those with lower proficiency, benefited from clear corrections. Selective feedback is practical for teachers, but students in this study often desired more comprehensive, detailed input. Therefore, to keep feedback effective without overwhelming students and teachers, a balance can be found between summarising minor issues and offering in-depth comments on important areas.

2. Determine the feedback focus based on writing task goals. Before completing writing tasks teachers should explain what aspects of their writing will be assessed depending on the writing tasks' goal. Whether the content will be given priority or other aspects such as grammar. When students are aware of what they need to achieve, they do not feel confused or upset, and they are likely to accept feedback better. This also helps them focus their efforts during revision and develop specific writing skills over time.

3. Assign follow-up tasks after feedback is given. Students reported not having a chance to revise and act on feedback after receiving it, since they do not have similar tasks. Therefore, it is recommended for teachers to incorporate short revision tasks that give students opportunities to implement the feedback they received.

4. Maintain balance between corrective and positive feedback. It is better to avoid overly critical comments that only inform students' mistakes. Students are more engaged, less anxious and more confident, when feedback contains both praise (what they managed to do well) and

suggestions on further improvement. Participants' responses show that emotional tone plays a key role in how feedback is received and used.

5. Use criteria and rubrics for transparency and fair evaluation. Teachers think that having specific criteria helps them to stay objective and provide consistent feedback. Also, if students get confused over their grade why their scores are lowered, criteria and rubrics can help clarify misunderstandings and make grading appear objective and fair.

6. Encourage feedback dialogue. Students mentioned that they appreciated if teachers could call them individually and orally explain the feedback they provided on their writings. They also indicated a need for clarification sometimes but lacked opportunities to ask questions. Having short discussions of feedback may foster a more interactive and supportive environment.

7. Supporting teachers for effective feedback practices. Findings revealed challenges faced by teachers such as time constraints, large number works to check, teacher's limited writing skill, handwriting issues, academic misconduct described by students' overreliance on AI. All these challenges negatively affect teachers' feedback provision practices. Institutions can help teachers by developing and offering teacher training programs increasing feedback provision literacy, and teach how to incorporate manageable feedback systems such as peer review, digital tools and so on.

Strengths and limitations of the study

The study fills the existing research gap providing comprehensive insights into teachers' and students' perspectives on written feedback. Also, the research findings are comprehensive and offer in-depth understanding of written feedback in Kazakhstani EFL classrooms. Through qualitative thematic analysis of the interviews with participants, the study provides detailed insights into teachers' and students' perceptions, preferences, feedback practices, challenges, and

recommendations based on complex and diverse experiences. Moreover, consideration of both perspectives allows the study to identify possible alignment and misalignment between teachers' and students' perspectives, which leads to offer more practical and grounded recommendations for improving feedback practices.

Despite the strengths stated above, there are some limitations and recommendations for future research. Firstly, the study involved a small number of participants: 5 teachers and 15 students; teachers were from different schools from a single region, while students were from the same school. As a result, the findings of the study cannot be generalized. Secondly, since the data was collected from participants' self-reported answers, there is a high chance of bias in how accurately their practices and perspectives were represented. Additionally, data was obtained only using semi-structured interviews, thus it would be better to include other data collection tools as classroom observation and document analysis of students' checked written compositions.

Therefore, future research should take into account aforementioned limitations and address them. A larger and more diverse sample of participants from different regions across the country, school types (private, public, international, and etc.), and educational levels should be involved. In addition, combining different data collection methods such as interviews with classroom observations, analysis of students' written work with feedback would validate and enrich self-reported data. Finally, experimental quantitative longitudinal studies could be conducted to examine how students respond and benefit from different types of feedback over time.

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Appendix A

SDU University Ethics Committee's Approval



Research Ethics Committee <rethics@sdu.edu.kz>
to me ▾

Fri, Feb 28, 9:16 AM ☆ ↶ ⋮

Dear Madina Kazbay,
Please review the feedback provided by REC:

DISCUSSION:

8. The research conducted by Madina Kazybay, a master's student in the Two Foreign Languages program at the Faculty of Education and Humanities, was reviewed. The following points were noted for clarification and improvement:

- to increase the sample size, as the current number of 22 participants (12 students and 7 teachers) may not be sufficient;
- there is also a risk of obtaining similar responses, which could limit the study's depth and generalizability.

DECISION:

8. The research work of Madina Kazbay, «Teacher's Feedback on Students' Written Work: Teachers' and Students' Perspectives» is conditionally approved but based on addressing those comments;

Kind regards,

...

Appendix B

Interview questions for teachers

1. Can you tell me about yourself, your background, and your teaching experience?
(How long have you been teaching, and what age and grade are your students?)
2. What kinds of writing assignments do your students usually do?
3. Do you provide feedback on your students' written works? How often?
4. How do you usually teach writing to your students? What do you think is the most important in writing?
5. What do you think is the main goal of providing feedback? What do you hope to achieve when you provide written comments on your students' writing? For example, do you want to help them improve their writing skills, correct their certain mistakes, motivate them, or guide their learning?
6. How do you choose what kind of feedback to give? (Grammar, content, structure, etc.)
Do you provide selective or detailed feedback?
7. Do you provide direct or indirect feedback on students' written works? Why? Can you give an example?
8. Do you think your feedback aligns with your students' preferences and needs? In other words, do you think your feedback matches what your students want and need? How do you find out?
9. Can you describe the students' reactions to your feedback? Do they understand and agree with it? Why or why not?
10. Do students act on your feedback and try to improve their writing skills? Or do they struggle with applying it? What do they do after receiving your feedback?
11. Do you take any actions to make sure students consider and use your feedback?

12. What challenges do you face when providing feedback to students?
13. What makes feedback helpful for improving students' writing? For example, is it about being clear, detailed, encouraging, or focused on specific areas like grammar or ideas?
What kind of feedback helps students learn and improve the most?
14. What advice and recommendations would you give to other teachers to make their feedback more helpful and effective for students?

Appendix C

Interview questions for students

1. Can you tell me about yourself? (Your name, grade, and how long you've been studying English, your level)
2. How often do you write in English? At school or outside of school?
3. Do you find writing challenging? Why? Why not?
4. What helps you improve your writing skills?
5. Have you received teacher feedback on your written work before? If so, how often do you usually receive feedback?
6. Do you find your teacher's feedback useful and helpful to get better at writing?
7. Have you ever received feedback that was unclear or difficult to understand? Can you give an example?
8. What type of feedback do you usually receive on grammar, content, or structure?
9. What type of feedback do you find most useful (e.g., corrections, feedback on content, suggestions, explanations)? In your opinion, what is the most important thing a teacher should focus on when giving feedback on writing? (Grammar, structure, ideas, vocabulary, etc.)
10. Do you prefer feedback on all errors (detailed) or only on certain types of mistakes (concise)? Why? Any examples from your experience?
11. Do you prefer direct (indicates mistake and gives correct answer) or indirect (only indicates mistake without providing correct answer) feedback?
12. What do you do after receiving the feedback? (act on it and correct my mistakes, just read, discard the paper after reading feedback and grade, etc.)

13. What would you suggest for teachers to improve their feedback to better meet your needs and make their feedback more useful for students?

Appendix D



Consent form for English Teachers' participation in a research study

Title of the research: “Teacher’s Feedback on Students’ Written Work: Teachers’ and Students’ Perspectives”

Dear Participant,

You are invited to contribute to this interview and take participation in the research. Thank you in advance for taking the time to read this information leaflet. Please take a few moments to fill it in and send it back to my [email 231323004@sdu.edu.kz](mailto:231323004@sdu.edu.kz).

Purpose: The study aims to explore Kazakhstani EFL teachers' and students' perspectives on written feedback in writing instruction, as well as consider their practices with feedback on written works, and provide recommendations for effective feedback provision practices.

Participant Selection: You were selected as a potential participant in this study due to your experience teaching secondary school students.

Please note that there are no right or wrong answers. I am interested in your personal opinion and would like to request that you answer honestly.

Time involvement: The interview is expected to last around 30-40 minutes; however, you are welcome to extend the discussion if you would like.

Confidentiality: Any data collected for this study that might require your identification will be strictly private and used only with your consent. Your answers will be anonymized in the reporting of the results. No identifying information will be used in the final dissertation or any follow-up publications, and raw data will be kept in a secure place. My supervisor alone will be the only person with access to the raw data. After finishing the data analysis, audio or any other records will be deleted.

Refusal/Withdrawal: Participation in this study is entirely voluntary. Your decision, whether or not you decide to participate, will not affect your future relations with SDU University. Furthermore, you are free to withdraw from the study at any time without any further commitments.

Contact: If you have any questions about this study, you can contact me, Madina Kazybay at 231323004@sdu.edu.kz (email)

Consent: I have read and understood the information provided above regarding the study. I have had an opportunity to ask questions and have received satisfactory answers. By signing below, I indicate a voluntary agreement to participate.

Signature of the participant: _____ Date: _____

Signature of the investigator: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

Appendix E



Кәмелетке толмаған оқушының ата-анасына/қамқоршысына арналған ақпараттық келісім хаты

Құрметті [Оқушының толық аты-жөні] ата-анасы немесе қамқоршысы,
 Мен сізден балаңыздың, [Оқушының толық аты-жөні], [мектеп атауы] мектебінің оқушысы ретінде «Оқушылардың жазбаша жұмысына мұғалімнің кері байланысы: мұғалімдер мен оқушылардың көзқарасы» атты зерттеуге қатысуына рұқсат сұраймын.

Бұл зерттеу менің магистрлік диссертациямның маңызды бөлігі болып табылады. Балаңыздың осы зерттеуге қатысуы толығымен ерікті негізде жүргізіледі.

Зерттеудің мақсаты: Бұл зерттеу оқушылардың кері байланыс туралы көзқарастары мен қалаулары мен қажеттіліктері, сондай-ақ мұғалімдердің кері байланыс беру тәжірибесін зерттеу арқылы жазу дағдысын жақсарту мақсатында тиімді кері байланыс беру тәжірибесіне ұсыныстар әзірлеуге бағытталған.

Зерттеу сипаттамасы: Егер сіз балаңыздың зерттеуге қатысуына рұқсат берсеңіз, зерттеуші баламен сұхбат жүргізеді. Сұхбат мектеп ішінде өтеді және шамамен **30–40 минут** уақыт алады. Бұл зерттеу балаңыздың оқу процесіне кері әсер етпеуін, бос уақытта жүргізілуін қамтамасыз етесіз. Жиналған деректер мұғалімдердің жазбаша жұмыстарға берген кері байланысына қатысты оқушылардың көзқарастарын, қалауын және қажеттіліктерін зерттеу үшін пайдаланылады.

Зерттеуге қатысудың пайдасы: Балаңыздың зерттеуге қатысуы тікелей жеке пайда әкелмеуі мүмкін, бірақ бұл зерттеу нәтижелері шетел тілін оқыту әдістемесін жақсартуға және мектеп оқушыларына арналған жазба жұмысқа берілген кері байланыстың тиімділігін арттыруға көмектеседі.

Құпиялылық: Балаңыз туралы барлық ақпарат қатаң құпия сақталады.

Оның есімі және кез келген жеке дерегі зерттеу есептерінде немесе жарияланымдарда көрсетілмейді.

Деректерге тек рұқсат етілген зерттеушілер ғана қол жеткізе алады.

Барлық алынған мәліметтер қауіпсіз сақталады және зерттеу аяқталғаннан кейін жойылады.

Қатысудан бас тарту немесе зерттеуден шығу құқығы: Балаңыз зерттеуге қатысудан кез-келген уақытта бас тарта алады немесе зерттеу барысында кез келген уақытта қатысудан шыға алады. Бұл оның оқу үлгеріміне немесе мектептегі жағдайына ешқандай теріс әсерін тигізбейді.

БАЙЛАНЫС ДЕРЕКТЕРІ ЖӘНЕ СҰРАҚТАР:

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