ExELL Explorations in English Language and Linguistics

ISSN 2303-4858

CC BY

14.1 (2026): 46–74
https://doi.org/10.51558/2303-4858.2026.14.1.46
Original scientific article

EFL writing feedback in the digital era: Investigating Algerian university students' and teachers' perspectives

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ABSTRACT

In English as a Foreign Language (EFL) writing, feedback practices are evolving beyond traditional methods towards digital feedback. This study examines Algerian university students' experiences, perceptions, and preferences, alongside teachers' beliefs and practices regarding EFL writing feedback in the digital era. Data were collected through online questionnaires from 156 students and 16 teachers. Despite increasing digitalization, findings show that face-to-face feedback remains the most prevalent and preferred approach in the study's context. Discrepancies also emerged between student and teacher perceptions of feedback frequency, depth, type, tone, and effectiveness. The findings thus imply the need to better align feedback practices, strengthen feedback literacy, and complement traditional methods with e-feedback and AI-assisted feedback, while fostering motivation and autonomy for sustained writing development.

ARTICLE HISTORY

Received
12 April 2026
Accepted
30 June 2026

KEYWORDS

Algerian higher education; EFL writing; e-feedback; AI-generated feedback; face-to-face feedback; student and teacher perceptions.

1. Introduction

Amid ongoing digitalization, feedback provision in English as a Foreign Language (EFL) writing classes is no longer limited to traditional feedback. The latter refers to non-digital, teacher-centered methods that have been used by teachers in delivering feedback on students' compositions, such as pen-and-paper feedback and face-to-face oral

feedback. However, digital tools now enable teachers to provide electronic feedback (e-feedback), which is deemed a flexible, timely, and interactive method. E-feedback can be delivered synchronously or asynchronously depending on which medium is used (e.g., email, Google Docs, video conferencing platforms, instant messaging, etc.). Lately, advances in Artificial Intelligence (AI) have led to the emergence of AI-generated feedback, a form of automated feedback produced by AI-driven software, providing students with accessible, immediate, and personalized responses to their writing.

These digital feedback methods hold promise for the Algerian EFL context, particularly in light of contextual constraints such as large class sizes and limited instructional time. In the Department of English at Blida 2 University, for example, License classes typically consist of 30 to 50 students, while Master's classes may enroll as many as 80 to 90 students and are therefore often conducted in lecture halls. Writing instruction is typically allocated three hours per week and is delivered through the Reading and Writing module in the License program and the Academic Writing module at the Master's level. In addition, writing often serves as a means of learning rather than the primary learning objective in content-based modules such as Civilization and Literature. However, between the demands of an extensive syllabus and the large number of students, teachers usually have limited opportunities to assign writing tasks and provide feedback during class time. Ultimately, such conditions considerably restrict teachers' ability to provide timely, detailed, and individualized feedback on students' writing.

Based on these theoretical and contextual considerations, investigating students' and teachers' perspectives on EFL writing feedback is necessary to determine whether their expectations align, assess the effectiveness of current feedback practices, and inform feedback strategies that better address students' needs. In this regard, the Algerian tertiary EFL context remains largely underexplored. Furthermore, only a limited number of studies have compared perceptions of traditional feedback with those of digital feedback approaches (e.g., Chong, 2019; Acar & Külekçi, 2022; Salami & Khadawardi, 2022; Daşer, 2024). Additionally, existing research has predominantly focused on students' perspectives, with comparatively little attention devoted to teachers' practices and beliefs regarding writing feedback. Hence, to address these gaps, the present study seeks to investigate Algerian university students' experiences, perceptions, and preferences regarding EFL writing feedback, together with teachers' feedback practices and beliefs, with particular attention to the comparison between traditional feedback and digital feedback. Such an investigation is important for understanding current feedback practices as well as the potential role of e-feedback and AI-generated feedback, specifically in the Algerian context, which is actively trying to keep up with innovative educational technologies. By investigating both student and teacher perspectives, the study aims to provide a description of current feedback practices and their pedagogical implications in the Algerian EFL tertiary context. Accordingly, this study is descriptive in nature, and it seeks to address two main research questions:

1) What are Algerian university students' experiences, perceptions, and preferences regarding EFL writing feedback in the digital era?

2) What are Algerian university teachers' beliefs and practices regarding EFL writing feedback in the digital era?

2. Literature review

This section provides a concise synthesis of the literature related to the topic under investigation. It begins with an overview of feedback, including its definition, types, and role in EFL writing, followed by a discussion of e-feedback and AI-generated feedback as emerging digital feedback methods. It then examines previous research investigating students' and teachers' perspectives on these approaches compared to traditional feedback, highlighting the gaps that motivate the present study.

2.1. *Feedback in EFL writing*

Ur (1991) defines feedback as information supplied to learners regarding their performance on a learning task, typically with the purpose of enhancing that performance. Within the domain of second language (L2) writing, feedback encompasses various types. Ellis (2008), for instance, distinguishes between direct feedback, in which the teacher explicitly provides the correct linguistic form, and indirect feedback, in which the teacher merely indicates the presence of an error without offering the correction. Feedback may also be comprehensive (unfocused) by addressing multiple types of language errors, or selected (focused) by targeting specific error categories (Nguyen et al., 2021). In addition, feedback varies according to its source (e.g., teacher, peer, self-generated, or automated), as well as the method of delivery (e.g., oral, handwritten, or e-feedback). Ellis (2009) further differentiates between positive feedback, which confirms the accuracy of learners' responses, and negative feedback, which signals linguistic inaccuracies. Consequently, depending on how it is communicated and interpreted, feedback may either motivate or discourage learners, which underscores the importance of providing feedback that is clear, constructive, and responsive to learners' needs.

In EFL writing, feedback is widely recognized as a central component. This is largely due to the complex nature of writing, which makes it one of the most difficult language skills to develop. Unlike spoken communication, where speakers can negotiate meaning in real time, readers typically cannot return to the writer to request clarification or ask about the way a sentence should be interpreted (Harmer, 2004). Consequently, students are expected to produce texts that are meaningful, legible, and comprehensible, while teachers play a pivotal role in guiding students and supporting their L2 writing development (Saragih et al., 2021). This role is primarily fulfilled by ensuring that students engage in sufficient writing practice and receive frequent, personalized feedback to sharpen their writing performance, including their linguistic and rhetorical skills. Özkanal and Gezen (2023) maintain that feedback is crucial for promoting student

engagement and improving writing proficiency, as it not only helps learners identify and address errors but also motivates them to refine their composition skills. In other words, teacher feedback serves as both an assessment tool and a pedagogical strategy to enhance the success of the writing, teaching, and learning processes (Majid et al., 2022).

In this respect, findings from empirical research emphasize the positive effects of feedback in developing EFL writing proficiency (e.g., Rastgou et al., 2020; Wahyuningsih, 2020; Saragih et al., 2021; Jiao, 2022; Thi & Nikolov, 2023; Wondim et al., 2023). For example, findings indicate that written corrective feedback improves writing accuracy, whereas feedback targeting higher-order concerns, such as content and organization, promotes gains in these broader aspects (Rastgou et al., 2020). Correspondingly, multilateral feedback has been shown to produce gains across all writing dimensions, highlighting the usefulness of comprehensive feedback (Rastgou et al., 2020; Jiao, 2022). Research findings also suggest that feedback types differ in effectiveness, with direct feedback usually leading to greater improvement and being preferred by learners due to its explicit guidance for error correction (Saragih et al., 2021; Wondim et al., 2023). On a related note, evidence indicates that corrective feedback does not reduce students' syntactic complexity. Rather, variations in complexity are shaped by multiple factors including, but not limited to, genre differences, as certain essay types require more complex structures than other genres (Thi & Nikolov, 2023). In addition to teacher feedback, feedback from alternative sources, such as peer feedback, self-assessment, and writing center support, has been recognized as valuable in supporting EFL writing (Ahmad et al., 2025; Al-Nafjan et al., 2025; Belkhir, 2025). Beyond its role in improving writing quality, feedback serves as a scaffolding tool that supports learners emotionally, especially in terms of enhancing learners' motivation and confidence to engage in writing tasks (Wahyuningsih, 2020).

In sum, feedback is seen as a key pedagogical tool that guides learners to notice weaknesses related to lower-order concerns (language and mechanics) and higher-order concerns (content and organization), and subsequently refine their writing performance across these areas, while also increasing their engagement and confidence in EFL writing classes.

2.2. *E-feedback and AI-generated feedback in EFL writing*

Alongside traditional teacher feedback methods, such as face-to-face oral feedback and handwritten feedback, the rapid growth of digital technologies has transformed feedback practices, with digital tools increasingly incorporated as either a medium or a source of EFL writing feedback. In this sense, based on the role of technology in the feedback process, it is possible to distinguish between two key digital feedback methods, namely e-feedback and automated feedback. The former is computer-mediated, whereby digital tools serve as a medium for delivering feedback produced by the teacher or peers electronically (e.g., via email), whereas the latter is generated by a computer system itself (Stevenson & Phakiti, 2019).

Although the present study uses the term e-feedback, it is also referred to in the literature as technology-supported feedback (Chen, 2016), online feedback (Lv et al., 2021), technology-mediated feedback (Loncar et al, 2021), computer-mediated feedback (Stevenson & Phakiti, 2019), and so on. Chong (2019) differentiates between two modalities of e-feedback, including synchronous feedback (when the teacher is monitoring or commenting on students' writing in real-time) and asynchronous feedback (when the feedback is delivered after students have already submitted their work). In this regard, Loncar et al. (2021) report the dominance of cloud-based word processing software such as Google Docs and MS Word used in providing e-feedback.

Yet, Hyland and Hyland (2019) point out the growing influence of automated feedback, which has evolved beyond early grammar checkers to include a wide range of automated writing evaluation (AWE) systems capable of assigning scores and comments on multiple writing aspects, such as Criterion and Writing Assistant. With recent advances in AI, AWE systems now encompass large language models (LLMs), such as ChatGPT, Gemini, and Claude, which can serve as sources of AI-generated feedback, also referred to as AI-assisted feedback (Liu & Liang, 2026). In this study, AI-generated feedback is conceptualized as a form of automated feedback generated by LLMs or AI-powered tools. Through a prompt–response mechanism, these tools can be used to evaluate students' writing and generate personalized, detailed feedback almost instantaneously. As such, both e-feedback and AI-generated feedback have the potential to complement traditional feedback practices in EFL writing by enhancing feedback's accessibility, timeliness, personalization, depth, and overall effectiveness.

Previous research on e-feedback highlights numerous affordances of its use in EFL writing (e.g., Tuzi, 2004; Seiffedin & El-Sakka, 2017; Mohamed, 2018; Erkan, 2022; Hojeij & Ayber, 2022; Nusrat et al., 2022; Al Ghaıthı & Behforouz, 2023; Sadiq, 2023; Alam et al., 2025; Savaşçı & Akçor, 2026). Compared to traditional teacher feedback, e-feedback could allow enhanced accessibility, clarity, and flexibility, as it enables interaction beyond time and location restraints (Al-Maroof et al., 2022; Savaşçı & Akçor, 2026). Findings from experimental studies indicate that students who received e-feedback achieved substantial gains in EFL writing, outperforming control groups (e.g., Seiffedin & El-Sakka, 2017; Mohamed, 2018; Nusrat et al., 2022; Al Ghaıthı & Behforouz, 2023). In particular, e-feedback was found to encourage more essay revisions, especially macro-level changes focused on clarity and content, compared to oral feedback or writing center support (Tuzi, 2004). E-feedback has also been reported to promote learner autonomy and self-regulation (Hojeij & Ayber, 2022; Alam et al., 2025), with stronger effects observed among students with moderate to low proficiency (Alam et al., 2025). As for the effectiveness of e-feedback modalities, although Shintani and Aubrey (2016) report that synchronous feedback was more effective for improving grammatical accuracy, Ene and Upton's (2018) findings indicate that asynchronous feedback was both greater in amount and associated with higher uptake levels compared to synchronous feedback. This suggests that the relative effectiveness of e-feedback modalities may depend on the instructional context and the learning outcomes being targeted. Overall, e-feedback is recognized for its usefulness in facilitating revision,

organization, structural development, as well as arguments and elaboration (Savaşçı & Akçor, 2026).

Although research on AI-generated feedback is still in its early stages, an increasing number of studies have begun to examine its role in supporting EFL writing. Zohali et al. (2026) examined the use of Criterion, an AWE system that combines AI and language processing in the production of automated scores and feedback on both surface-level and text-level areas. Their findings highlight the effectiveness of Criterion in directing learners' attention to errors, promoting self-regulation, and enhancing feedback comprehension and learner engagement. Nevertheless, the researchers reported more engagement with teacher text-level feedback, which they attributed to learners' higher level of trust in teacher feedback. Findings on the use of Criterion also indicate occasional inaccuracy in identifying errors (Lavolette et al., 2015; Ranalli et al., 2017; Zohali et al., 2026). In the same vein, Shi and Aryadoust (2024) conducted a systematic review of 83 articles on AI-based automated written feedback published between 1993 and 2022. They uncovered that, in the majority of the studies, the feedback delivered was mostly form-focused, with minimal provision of meaning-related feedback, which the researchers attributed to the limited affordances of the AWE systems used in these studies. Consequently, Shi and Aryadoust (2024) suggested that integrating generative AI, such as ChatGPT and GPT-4, has the potential to enhance automated feedback by providing feedback that goes beyond surface-level error correction to address higher-order writing skills. Correspondingly, Boudouaia et al. (2024) discovered salient progress in the experimental group's writing performance after the integration of ChatGPT-4 and dominance over the control group in various areas (e.g., coherence and cohesion, grammatical and lexical range, accuracy, etc.). In addition, ChatGPT-generated feedback shows potential to support EFL learners, including those enrolled in Master's and PhD programs, by providing timely, personalized assistance with various aspects of academic writing (Belkhir, 2024; Sardi et al., 2026). Moreover, findings underline that AI-assisted feedback not only improves learners' writing, but also increases revision frequency, provides detailed actionable recommendations, and promotes engagement and confidence (Boudouaia et al., 2024; Tran, 2025; Mekheimer, 2025). Overall, the integration of AI-generated feedback could facilitate more personalized feedback experiences by catering to students' specific learning styles, pace, and needs (Hadj Ameur & Belkhir, 2024; Dekhakhena, 2025).

All in all, the literature highlights the opportunities that e-feedback and AI-generated feedback have in enhancing the effectiveness of feedback in EFL writing.

2.3. *Previous studies on students' and teachers' perspectives*

According to Hyland and Hyland (2019), feedback should not be viewed as an individual act but rather as a socially situated practice shaped by multiple contextual factors, whereby teachers' choices and learners' responses are influenced by previous experiences, institutional and cultural factors, the feedback mode employed, and participants' beliefs about writing, learning, and the needs of individual writers.

McBride and Garcés-Manzanera (2022) maintain that the choice of which feedback method to use in the EFL classroom largely depends on students' preferences and the ways teachers can capitalize on these preferences to boost language learning. Fithriani (2019) further suggests that, if students do not perceive feedback as essential to their learning, they are likely to ignore it. Thus, teachers must account for students' perceptions of feedback in L2 writing pedagogy, as these perceptions strongly influence how effectively feedback is used (Fithriani, 2019). In this sense, despite the ongoing digitalization of educational practices, students' feedback experiences and preferences, together with teachers' practices and beliefs, may vary across different contexts. Such contextual differences may also influence how digital feedback methods are perceived and the extent to which they are utilized.

A qualitative study by Chong (2019) explored perceptions of teacher e-feedback among 93 lower-ability English as a Second Language (ESL) college students in Hong Kong. Chong's study revealed that students preferred e-feedback on Google Docs to traditional handwritten feedback. In particular, students preferred the timeliness, thoroughness, and efficacy of Google Docs' features (comments, replies, and email notifications) in enhancing feedback clarity and improving student engagement and student-teacher interactions.

In a cross-sectional survey study by Acar and Külekçi (2022) on 190 Turkish EFL students' perceptions, beliefs, and preferences of e-feedback and paper-based feedback, students recognized the value of feedback. However, most of them favored traditional paper-based feedback and reported that they find it more accessible and of higher quality than e-feedback.

Meanwhile, Salami and Khadawardi's (2022) survey study investigated the perceptions of 50 Saudi EFL students regarding written corrective feedback in an online writing course. The findings indicated that most students reported feeling proud, more confident, and more competent in their writing after receiving feedback, although some experienced feelings of hopelessness and frustration. Furthermore, students expressed a preference for comprehensive over focused feedback and indirect over direct feedback. Students also perceived e-feedback positively and reported it as their preferred feedback strategy, viewing it as more effective and more enjoyable than traditional handwritten feedback.

Daşer (2024) conducted a systematic review of research published between 2013 and 2023 on EFL/ESL learners' perceptions of writing feedback. The review revealed that the majority of the studies focused on learners' perspectives, while a subset of studies investigated students' perceptions in relation to teachers' practices. The review further found a mismatch between students' expectations and teachers' feedback practices, with teachers generally favoring indirect, focused, and content-oriented feedback, whereas students preferred direct, comprehensive, and form-focused feedback.

In a systematic review of eight studies involving 461 students, Guardia-Paniura et al. (2026) examined students' perceptions of teacher-provided feedback in comparison with ChatGPT-generated feedback. Students valued ChatGPT's feedback for its immediacy and detailed responses but perceived it as lacking emotional sensitivity and context-

specific guidance, and preferred human feedback for its ability to address individual learning needs and provide affective support. Consequently, the researchers recommended a hybrid approach combining feedback from both sources to optimize learning experiences.

Kaliisa et al. (2026) reported similar findings in their meta-analysis on AI-assisted feedback versus traditional human-provided feedback. Their findings, which took into account learners' performance, perceptions, and dispositions (e.g., motivation, attitudes), highlighted the potential of integrating AI-generated feedback in writing instruction. Yet, they also indicated that human feedback provides distinctive advantages, including interpersonal support, mentorship, and ethical guidance, which extend beyond the capabilities of AI. For this reason, the researchers in turn recommended a hybrid approach.

Overall, previous research on students' and teachers' perspectives highlights the potential of e-feedback and AI-generated feedback to support EFL writing. It also suggests that feedback practices, perceptions, and preferences vary across educational contexts, thereby underscoring the need for further research in diverse settings. Moreover, existing research has predominantly focused on students' perspectives, with comparatively limited attention given to teachers' beliefs and practices. In this regard, Nguyen et al. (2021) argue that "research on TWF [Teacher Written Feedback] should take into account both sides of the coin, one being teachers' stances and feedback practices and the other being students' perceptions and use of the feedback they receive." Accordingly, the present study examines Algerian university students' experiences, perceptions, and preferences, along with teachers' beliefs and practices regarding EFL writing feedback in the digital era. The Algerian tertiary EFL context represents an underexplored setting and offers a valuable perspective in light of the country's ongoing efforts to modernize higher education and adapt to an increasingly digitalized and automated educational landscape. Furthermore, by situating the study within the digital era, the research investigates students' and teachers' perceptions of traditional feedback in comparison with emerging digital feedback methods, including e-feedback and AI-generated feedback. In doing so, the present study seeks to contribute context-specific insights into current feedback practices and inform feedback strategies that support students' writing development more effectively.

3. Methodology

This study has a descriptive nature as it aims to describe students' experiences, perceptions, and preferences, together with teachers' practices and beliefs regarding EFL writing feedback in the digital era. Therefore, a cross-sectional survey design was employed using two questionnaires, one for students and one for teachers. The primary component of the study is quantitative, based on closed-ended questionnaire items. In addition, a few open-ended items were included to allow participants to elaborate on their responses and gather complementary qualitative insights.

3.1. *Participants*

The study was conducted in the Department of English at Blida 2 University, Algeria. A convenience sampling approach was employed whereby the student and teacher questionnaires were administered online to students and teachers from the department to complete voluntarily. A total of 156 EFL undergraduate students completed the student questionnaire, including 126 female students (80.8%) and 30 male students (19.2%), with 11 students (7.1%) enrolled in first-year, 79 students (50.6%) enrolled in second-year, 19 students (12.2%) enrolled in third-year, 26 students (16.7%) enrolled in their first year of Master's, and 21 students (13.5%) enrolled in their second year of Master's degree. Additionally, 16 EFL teachers completed the teacher questionnaire. The first item of the teacher questionnaire asked teachers what best describes their involvement with students' writing production in English. Their responses were as follows: one teacher (6.3%) selected "I teach writing," ten teachers (62.5%) selected "I supervise or assess students' writing, such as essays, assignments, projects or Master's theses," and five teachers (31.3%) selected "I both teach and supervise/assess students' writing production."

It should be clarified herein that the data do not represent linked teacher-student relationships but rather two distinct participant groups drawn from the same department. That is to say, the researchers did not verify which participating teachers had taught which students; yet the participating students and teachers were both recruited from the same department, making it likely that many students had been taught by one or more of the participating teachers at some point during their studies. In addition, the two groups were not intended to be statistically comparable in size, particularly given the larger size of the student population compared to the relatively smaller teaching staff available within the department. Besides, the study does not aim to conduct inferential group equivalence testing. Instead, the comparison is analytical and interpretive, aimed at describing convergences and divergences between students' experiences and teachers' reported practices regarding EFL writing feedback.

3.2. *Research instruments*

A student questionnaire and a teacher questionnaire were used to collect data. Students were surveyed about their own experiences, perceptions, and preferences regarding feedback, while the teacher questionnaire examined teachers' reported practices and beliefs to compare responses and corroborate results. The final version of the student questionnaire consisted of 22 closed-ended items (12 Likert-scale items and 10 multiple-choice items), in addition to one open-ended item. The first two items elicited demographic information about the participants (gender and year of study). The teacher questionnaire comprised 17 closed-ended items (9 multiple-choice items and 8 Likert-scale items), along with two open-ended items. The questionnaire was preferred over the interview for data collection owing to its efficiency, accessibility, and user-friendly format.

3.3. *Procedures of data collection and analysis*

First, the student questionnaire was designed according to the study's objective of examining their experiences, perceptions, and preferences regarding EFL writing feedback in the digital era. Prior to its administration, the questionnaire was piloted with five EFL students from the Department of English, leading to the rephrasing of some items to enhance clarity and conciseness. The final version of the questionnaire was then shared as a Google Form link via the department's official Facebook page upon request from the page's admin.

The teacher questionnaire, which sought to corroborate the student results, was developed after the administration of the student questionnaire and contained similar items to facilitate comparison between the two perspectives. The questionnaire was sent to teachers through their email addresses as a Google Form link.

As both questionnaires comprised closed-ended and open-ended items, the data were analyzed using both quantitative and qualitative methods. Quantitative data from the closed-ended items were tabulated and analyzed in Excel, namely by calculating percentages, while qualitative data from the open-ended items were thematically coded based on semantic congruence across responses.

4. Results

This section presents the results of the study in relation to the first research question (RQ1) and the second research question (RQ2). Sub-section 4.1. reports the results on students' profiles in EFL writing to provide contextual background for interpreting the main results. Sub-section 4.2. presents a comparative analysis of students' reported experiences and perceptions, and teachers' reported practices and beliefs, across key dimensions of feedback, including method, frequency, depth, type, tone, affective reactions, and perceived effectiveness. Sub-section 4.3. then focuses specifically on students' preferences for feedback. Throughout, the section presents the results across these dimensions, while highlighting similarities and discrepancies between student and teacher responses.

4.1. *Students' profiles in EFL writing*

Before examining the main results for RQ1 and RQ2, the results presented in this subsection describe students' profiles in EFL writing based on students' self-reported perceptions, alongside teachers' beliefs regarding students' writing proficiency, motivation, autonomy, and the perceived importance of feedback. Accordingly, the characteristics described in this subsection reflect participants' perceptions rather than objectively measured learner attributes.

Table 1 presents the results about two key aspects of students' profiles, including writing proficiency and motivation, from students' and teachers' perspectives.

Table 1: Students' writing ability and motivation

Item	Response Options	Students n (%)	Teachers n (%)
Writing ability	Poor/very poor	11 (7.1%)	5 (31.3%)
	Fair	60 (38.5%)	11 (68.8%)
	Good/excellent	85 (54.5%)	0 (0%)
Motivation	Slightly motivated/not at all motivated	14 (9%)	10 (62.5%)
	Motivated	52 (33.3%)	4 (25%)
	Well-motivated/ highly motivated	90 (57.7%)	2 (12.6%)

With regard to writing proficiency, more than half of the students (54.5%) perceived they had good/excellent writing skills, as shown in Table 1. Nevertheless, most teachers (68.8%) assessed students' writing as fair (average), a view shared by 38.5% of the students. Participants' responses also demonstrated contrasting views regarding students' motivation, with 57.7% of the students reporting they were well-motivated/highly motivated, while 62.5% of the teachers rated students as slightly motivated/not at all motivated. Together, these results suggest notable discrepancies between students' self-perceptions and teachers' reported evaluations of students' writing ability and motivation in EFL writing.

On a related note, the teachers were asked about how accurately students self-assess their writing performance; their responses are demonstrated in Figure 1 below. It demonstrates that half of the surveyed teachers believed that students tend to overestimate their English writing skills.

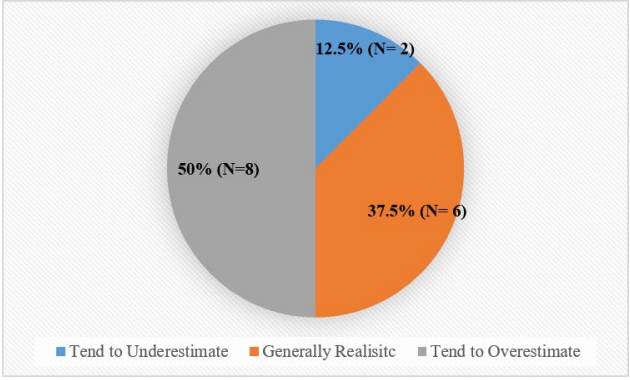


Figure 1: Teachers' views on the accuracy of students' self-assessment in writing.

A third component of EFL students' profiles that is closely linked to their motivation and writing achievement is their learner autonomy behavior. The corresponding results are presented in Tables 2a and 2b that follow.

Table 2a: Students' self-reported learner autonomy behavior

Item	Rarely/ Never	Sometimes	Often/ Daily
How often do you practice writing on your own?	42 (26.9%)	74 (47.4%)	40 (25.7%)

As shown in Table 2a, nearly half of the students (47.4%) stated they sometimes practice writing independently.

Table 2b: Students' learner autonomy from teachers' perspectives

Item	Rarely/ Never	Sometimes	Often/ Daily
How often do your students do writing assignments given by you to complete at home?	5 (31.3%)	7 (43.8%)	4 (25.1%)
How frequently do your students seek and engage with feedback on their writing?	4 (25%)	4 (25%)	8 (50%)

In the same vein, many teachers (43.8%) reported that students sometimes complete assigned writing tasks, while half reported that students often/daily seek and engage with feedback on their writing, as illustrated in Table 2b.

Before delving into students' experiences, another key element for describing students' profiles is their perceptions of the importance of feedback. Along with students' perceptions of feedback importance, teachers' perceptions were also investigated; the results are presented in Tables 3a and 3b, respectively.

Table 3a: Students' perceptions of feedback importance

Item	*Disagree /Strongly Disagree*	*Neutral*	*Agree/ Strongly Agree*
Feedback is important for improving my writing skills and helping me understand my strengths and weaknesses.	31 (19.9%)	10 (6.4%)	115 (73.7%)

As displayed in Table 3a, students' responses indicated substantial agreement regarding the role of feedback in improving their writing skills.

Yet, as Table 3b shows, most teachers believed that students recognized the importance of feedback only to some extent. Nonetheless, there was a clear consensus among teachers regarding the importance of regular, comprehensive feedback.

Table 3b. Teachers' perceptions of feedback importance

Item	*Very little extent/Not at all*	*Some extent*	*High extent/ Very high extent*
To what extent do you think your students recognize the importance of feedback in improving their English writing skills?	1 (6.3%)	11 (68.8%)	4 (25.1%)
In your opinion, to what extent is regular, comprehensive feedback important for students' writing improvement in English?	1 (6.3%)	0	15 (93.8%)

Overall, these learner-related characteristics provide important context when it comes to interpreting the perspectives of students and teachers regarding EFL writing feedback in the digital era.

4.2. *Students' experiences and perceptions and teachers' practices and beliefs regarding EFL writing feedback (RQ1 and RQ2)*

To facilitate comparisons between student and teacher responses, this sub-section presents the results of RQ1 on students' experiences and perceptions together with the results of RQ2 on teachers' practices and beliefs regarding feedback in EFL writing. The results are analyzed in relation to key dimensions of feedback, including its method, frequency, depth, type, and tone, as well as students' affective reactions and the perceived effectiveness of feedback.

Table 4 presents the results on students' perceived experiences and teachers' reported practices concerning key characteristics of feedback in EFL writing, including the most commonly used method, as well as the frequency, depth, type, and tone of feedback.

Table 4: Teacher feedback characteristics from students' and teachers' perspectives

Item	Response Options	Students n (%)	Teachers n (%)
Most common feedback method	Face-to-face oral	89 (57.1%)	8 (50%)
	Handwritten	54 (34.6%)	5 (31.3%)
	Electronic (e-feedback)	11 (7.1%)	4 (25%)
	Other	4 (2.6%)	1 (6.3%)
Feedback frequency	Often/Daily	61 (39.1%)	14 (87.6%)
	Sometimes	44 (28.2%)	2 (12.5%)
	Rarely/Never	51 (32.7%)	0 (0%)
Feedback depth	A general score	25 (16%)	0

	A general score with underlined/highlighted language errors	69 (44.2%)	0
	A general score with corrections, comments, and suggestions for improvement, addressing both language and content	62 (39.7%)	16 (100%)
Feedback type	Direct	66 (42.3%)	1 (6.3%)
	Indirect	19 (12.2%)	2 (12.5%)
	Combination	71 (45.5%)	13 (81.3%)
Feedback tone	Mostly positive	94 (60.3%)	0 (0%)
	Mostly negative	62 (39.7%)	1 (6.3%)
	Balanced mix	–	15 (93.8%)

As Table 4 illustrates, face-to-face oral feedback emerged as the most commonly used method, as reported by both groups, followed by handwritten feedback, while e-feedback was the least common. Students' responses concerning teacher feedback frequency were similarly split, with over 30% reporting receiving feedback either frequently (often/daily) or infrequently (rarely/never), indicating no clearly dominant pattern. In contrast, most teachers reported delivering feedback to students often/daily. Although all the surveyed teachers stated that they provided comprehensive feedback, including a general score and comments on language and content-related areas, many students (44.2%) reported receiving a general score with highlighted language errors only. In addition, over 40% of the students either reported receiving a combination of direct and indirect feedback or direct feedback alone, whereas most teachers (81.3%) reported providing a combination of both feedback types. In the same way, almost all teachers reported providing a balanced mix of positive and negative feedback, whereas students described teacher feedback as mostly positive. Overall, students' and teachers' responses indicate differences in perception in terms of feedback frequency, depth, type, and tone, which suggests possible gaps between teachers' intended practices and students' perceived experiences.

The results on students' affective reactions to feedback are presented in the following tables: Table 5a (students' perspectives) and Table 5b (teachers' perspectives).

Table 5a: Students' accounts of their affective responses to feedback

Item	*Disagree /Strongly Disagree*	*Neutral*	*Agree/ Strongly Agree*
When I receive feedback on my writing, I feel encouraged and motivated to become a better writer.	31 (19.9%)	27 (17.3%)	98 (62.8%)

When I receive feedback on my writing, I feel frustrated and anxious.	96 (61.1%)	35 (22.4%)	25 (16%)

As shown in Table 5a, students' responses indicate their positive reactions, as most of them (62.8%) agreed/strongly agreed that feedback encouraged and motivated them to improve. Additionally, most students (61.1%) disagreed/strongly disagreed that feedback made them frustrated and anxious.

Table 5b: Teachers' accounts of students' affective responses to feedback

Based on your observation, how do your students generally respond to corrective feedback (feedback focused on errors or weaknesses)?	Teachers' Responses N (%)
They perceive it as constructive/helpful for improvement and feel encouraged/motivated to improve.	6 (37.5%)
They perceive it as criticism and may feel frustrated or anxious	0
They perceive it as helpful, but may feel overwhelmed or unsure of how to implement it	9 (56.3%)
Other	1 (6.3%)

Consistent with students' reported affective reactions to feedback, teachers' perspectives indicated that more than half (56.3%) believed that students tend to view corrective feedback as helpful, although they may feel overwhelmed or uncertain about how to apply it, as shown in Table 5b.

Another key issue in examining students' experiences and teachers' practices involves understanding how each group perceives the effectiveness of teacher feedback. Table 6a summarizes students' evaluations of the effectiveness of teacher feedback and the qualitative themes identified from the open-ended responses they provided when explaining their judgments. Table 6b then presents teachers' perceptions of feedback effectiveness.

Table 6a: students' perceived experiences regarding the effectiveness of teacher feedback

How much do you think the teacher feedback you received has helped improve your writing skills?	Students' Responses n (%)	Themes Extracted from Students' Responses to the Follow-Up Question: "Please Explain Why…"

It significantly improved my writing skills.	75 (48.1%)	Theme 1: It helps me recognize and fix my mistakes (mentioned 25 times by students) Theme 2: It helps me improve my writing ability (mentioned 15 times) Theme 3: Feedback is important (mentioned 8 times) Theme 4: Feedback offers me guidance to improve my writing (mentioned 7 times) Theme 5: Feedback motivates and encourages me to improve my writing (mentioned 6 times) Theme 6: Expressing trust in teachers' expertise (mentioned 5 times)
It somewhat improved my writing skills.	61 (39.1%)	Theme 1: Feedback helps me spot and correct my mistakes (mentioned 27 times) Theme 2: It makes me feel motivated and encouraged to improve (mentioned 11 times) Theme 3: Reported shortcomings of feedback (mentioned 7 times) Theme 4: Expressing trust in teachers' expertise (mentioned 4 times) Theme 5: Student irresponsiveness to feedback (mentioned 4 times)
It had little impact on my writing skills.	20 (12.8%)	Theme 1: Perception of Feedback as unclear, not detailed enough, and unhelpful (mentioned 7 times) Theme 2: Preference for other feedback methods than the adopted ones (mentioned twice) Theme 3: Belief in self-reliance and effort for writing improvement rather than feedback (mentioned twice) Theme 4: Limited teacher engagement with students' writing or infrequent feedback (mentioned twice) Theme 5: Difficulty in improving writing despite feedback (mentioned twice)

As shown in Table 6a, nearly half of the students reported that feedback significantly improved their writing, primarily because it helped them recognize and correct errors. Many other students reported partial improvement, citing the usefulness of feedback in

motivating them and guiding them, while a smaller group perceived limited impact, mainly due to unclear and insufficient feedback.

Table 6b: Teachers' perceptions of feedback's effectiveness

Item	***To a very little extent /Not at all***	***To some extent***	***To a high extent/ To a very high extent***
In your experience, to what extent do students actually improve their writing after receiving feedback?	2 (12.6%)	12 (75%)	2 (12.5%)

Compared to students' perceptions, most teachers reported that students' writing improved only to some extent after receiving feedback, as illustrated in Table 6b. Collectively, these results indicate differing perceptions regarding the impact of feedback on writing development.

The teacher questionnaire contained a follow-up multiple-choice item about the main barrier that renders feedback less effective. The results are as follows: 31.3% of the surveyed teachers (n= 5 out of 16) chose "students' lack of understanding of the feedback provided or lack of knowledge on how to apply it" as the main challenge. Two other limitations that were selected three times each by teachers (18.8%) included "infrequent provision of feedback (due to lack of time, etc.)", as well as "students' lack of motivation to improve writing". The provision of "superficial feedback that does not address all issues" and "limited time or opportunity for students to revise their writing after receiving feedback" were selected twice each (12.5%). One teacher (6.3%) responded with "the difficulty of tracking each student's improvement individually".

Another follow-up item probed teachers' views on the most effective feedback method. Teachers' corresponding opinions and the qualitative themes extracted from their open-ended responses, where they justified their choices, are presented in Table 7 below.

Table 7: Teachers' opinions about the most effective feedback method

Which form of feedback do you think is most effective for the improvement of students' writing?	Teachers' Responses n (%)	Themes Extracted from Teachers' Responses to the Follow-Up Question: "Please explain why…"
Teacher feedback in the form of face-to-face oral comments on students' writing during class.	8 (50%)	Theme: Due to its engaging nature and its immediacy (mentioned five times by teachers). Theme: It enables students to understand their writing

		struggles better (mentioned twice). Theme: It allows the teacher to respond to students' needs better (mentioned once).
Teacher feedback in the form of handwritten feedback on paper.	1 (6.3%)	Two off-topic responses.
Teacher e-feedback (electronic feedback such as on Google Docs, Google Meet, etc.).	3 (18.8%)	Theme: It directly/explicitly highlights the writing issues (mentioned once). Theme: It is more engaging and flexible (mentioned twice). Theme: It creates a permanent record for students to revisit (mentioned once)
Peer feedback from classmates.	1 (6.3%)	Theme: It is effective (mentioned once).
AI-generated feedback (such as feedback generated by ChatGPT).	0	No response.
Other:	3 (18.6%)	Theme: A combination of methods because each has its strengths and challenges. Theme: Nearly all, except ChatGPT, as they have been used and proven to be effective. Theme: Class indirect + handwritten + peer (no justification provided).

Table 7 demonstrates that half of the surveyed teachers identified face-to-face feedback as the most effective method, attributing their choice primarily to its interactive and immediate nature. Other methods (e-feedback, blended approaches, peer feedback) were mentioned less frequently.

Furthermore, the surveyed teachers were asked to share what they considered the best feedback practices. The qualitative themes extracted from their open-ended responses are summarized in Table 8 that follows.

Table 8. Teachers' perceived best feedback practices

Themes	Number of times mentioned by teachers
Balancing feedback strategies	5
Encouraging self and peer assessment	3
Blending traditional and digital feedback	3
Encouraging reflection and engagement with feedback	3
Promoting social and interactive feedback approaches	2
Providing timely feedback	1
Providing clear and specific feedback	1
Creating a non-judgmental environment	1
No response	2

As outlined in Table 8, teachers recommended several strategies, with the most commonly cited being balancing feedback strategies, in addition to encouraging self- and peer-assessment and blending traditional feedback and digital feedback. In general, teachers' recommendations reflect their awareness of the need to combine and balance feedback methods to maximize its effectiveness.

4.3. *Students' preferences for feedback in EFL writing (RQ1)*

In addition to examining students' experiences and teachers' practices of feedback, students were asked about their preferences for receiving feedback on their writing. Accordingly, Table 9 presents students' attitudes towards feedback frequency, feedback depth, and automated feedback, while Table 10 summarizes their preferred feedback source, method, e-feedback mode, and feedback type.

Table 9: Students' attitudes towards feedback frequency, depth, and automated feedback

Item	*Disagree/ Strongly Disagree*	*Neutral*	*Agree/ Strongly Agree*
I want to receive feedback on my writing consistently/regularly.	32 (20.5%)	35 (22.4%)	89 (57.1%)
I want to receive comprehensive feedback on my writing that addresses several areas like grammar, vocabulary, organization, and content all at once.	37 (23.7%)	27 (17.3%)	92 (59%)
I prefer feedback that addresses one specific area at a time, such as the correct use of tenses or prepositions.	59 (37.8%)	37 (23.7%)	60 (38.5%)

I believe that AI tools, such as ChatGPT, are effective for obtaining automated feedback on various writing aspects and enhancing my writing skills.	50 (30.8%)	40 (25.6%)	68 (43.6%)

As illustrated in Table 9, students' attitudes indicate that more than half prefer to receive feedback on a regular basis, and that more students favor comprehensive feedback over focused feedback. Additionally, a notable proportion of students (43.6%) agreed/strongly agreed on the effectiveness of AI-assisted feedback (such as ChatGPT-generated feedback) in enhancing their writing skills.

Table 10: Students' preferred feedback source, method, e-feedback mode and feedback type

Item	Response Options	Students n (%)
Preferred feedback source	Teacher	112 (71.8%)
	Peer	12 (7.7%)
	Automated (AI)	17 (10.9%)
	Self-assessment	15 (9.6%)
Preferred method	Face-to-face	85 (54.5%)
	Handwritten	54 (34.6%)
	E-feedback	16 (10.3%)
	Other	2 (1.3%)
Preferred e-feedback mode	Asynchronous	52 (33.3%)
	Synchronous	39 (25%)
	Combination	65 (41.7%)
Preferred type	Direct	71 (45.5%)
	Indirect	18 (11.5%)
	Combination	67 (42.9%)

As demonstrated in Table 10, the majority of students selected the teacher as their preferred source of feedback. Over half of them selected face-to-face oral feedback as their preferred method, followed by some students who selected handwritten feedback, while e-feedback was the least preferred approach. Concerning e-feedback, many students (41.7%) reported a preference for receiving a mix of synchronous and asynchronous feedback. Yet, students were divided between a preference for direct feedback (45.5%) and a mix of direct and indirect feedback (42.9%).

5. Discussion and implications

The findings on students' profiles provide important context for interpreting the main results related to their perspectives as well as teachers' perspectives regarding EFL writing feedback in the digital era. Students perceived both their writing skills and

motivation as above average, whereas teachers generally viewed them as average and below average, respectively, indicating a mismatch in perceptions. One possible explanation for this difference is that students may hold lower expectations concerning their writing proficiency and motivation. Supporting this, half of the teachers reported that students tend to overestimate their writing abilities. The results also revealed students' limited engagement in two key autonomous learning activities: completing assigned writing homework and practicing writing independently, aligning with teachers' concerns about students' motivation and proficiency. For instance, teachers reported "students' lack of motivation to improve their writing" as one of the barriers obstructing the effectiveness of teacher feedback. Despite this, both groups acknowledged the importance of feedback, although teachers believed students recognized its value only to some extent. Considering that most teachers reported that students had low motivation, this result is perhaps unsurprising, as teachers might consequently believe that students did not fully appreciate or act on the feedback received. These results thus suggest that less motivated students may still recognize the importance of feedback; yet this does not necessarily mean that they will apply it effectively. In this regard, integrating e-feedback may be helpful for encouraging students to engage more actively with teacher feedback, particularly given its accessible and personalized nature. Teachers could also incorporate self-assessment activities and guide students towards effective use of AI-generated feedback to strengthen their ability to evaluate their writing autonomously. Yet, teachers should communicate the assessment criteria clearly so that students understand the teacher's expectations and develop a more realistic and accurate appraisal of their writing proficiency and weaknesses.

Nevertheless, e-feedback was both the least utilized by teachers and the least preferred by students, whereas face-to-face oral feedback emerged as the most commonly used and preferred method. Considering the study's context, typically characterized by large classes and limited instructional time, teachers may regard face-to-face feedback as convenient, as it enables immediate and interactive responses, which they cited as reasons for considering this method the most effective. At the same time, students preferred face-to-face feedback to other feedback methods, which may reflect their familiarity with this approach. These findings align with Tuzi's (2004) and Acar and Külekçi's (2022) studies, in which students preferred oral feedback and handwritten feedback to e-feedback, respectively. However, they contrast with Chong's (2019) and Salami and Khadawardi's (2022) studies, wherein students favored e-feedback. Students also preferred teacher-generated feedback to other feedback sources, including automated (or AI-generated) feedback. This preference possibly reflects their trust in the teacher as the primary source of guidance, a finding that is consistent with the results reported by Guardia-Paniura et al. (2026) and Zohali et al. (2026). Together, these findings seem to indicate that feedback practices remain largely dependent on traditional non-digital, teacher-provided feedback. Consistent with Hyland and Hyland's (2019) view of feedback as a social act, these findings suggest that teachers' pedagogical choices might be influenced by their teaching context, while students'

preferences may reflect their prior learning experiences and familiarity with conventional classroom practices, at least in part. Notably, over 40% of students perceived AI-generated feedback as effective for enhancing their writing skills, which suggests openness to this newer approach, thus creating an opportunity to integrate AI tools to support feedback practices.

When it comes to feedback frequency, teachers reported providing feedback regularly, whereas students reported mixed experiences, indicating perceptual differences, which might be due to differing expectations between students and teachers. One possible explanation is that teachers' delivery of regular feedback may involve providing oral comments addressed to all students collectively, particularly when classes are crowded and class time is limited. Yet, while teachers might perceive this as regular feedback, some students may only count instances where the teacher addresses them personally, hence perceiving less feedback frequency. Nevertheless, students reported a preference for consistent/regular feedback, which again reflects their awareness of the importance of feedback. In this respect, traditional methods may be insufficient in view of constraints such as large classes and limited class time, which supports the adoption of blended approaches for enhancing feedback's accessibility and personalization. E-feedback can serve as a practical and potentially less stressful and more encouraging choice, especially to engage less proficient students and help them understand the feedback better via its synchronous and asynchronous features (Chong, 2019). Moreover, AI-generated feedback represents an easily accessible feedback source that could support and complement teacher-provided feedback, particularly when the latter is difficult to attain.

Concerning feedback depth, teachers reported providing comprehensive feedback, while many students indicated receiving only scores and marked errors. This perceptual mismatch may indicate gaps in how feedback is communicated or interpreted. In other words, despite teachers' efforts to offer comprehensive feedback, it may not always be fully recognized or processed by students during the feedback exchange. To this effect, the surveyed teachers noted "students' lack of understanding of the feedback provided or lack of knowledge on how to apply it" among the key barriers to effective feedback. In addition, more than half of them believed students view corrective feedback as helpful but may feel overwhelmed or unsure about how to implement it. Accordingly, pinpointing an error does not necessarily mean that the teacher's role in the feedback delivery process is complete or that student uptake will automatically follow. Instead, optimizing the efficacy of feedback requires elevating the feedback literacy of students and teachers alike. When it comes to students' preferences, the findings revealed a significant inclination towards comprehensive feedback over focused feedback, which is consistent with the findings of Salami and Khadawardi's (2022) and Daşer's (2024) studies. E-feedback and AI-generated feedback may offer enhanced comprehensiveness, particularly due to the editing and commenting features of word-processing software like Google Docs, as well as AI tools' ability to generate detailed comments on both form- and content-related aspects of writing. In contrast, the comprehensiveness of teacher feedback delivered through pen-and-paper and face-to-face feedback may be

constrained by the limited space available on paper and the instructional time available for individual feedback, respectively. However, as Guardia-Paniura et al. (2026) and Kaliisa et al. (2026) emphasize, AI-generated feedback lacks the emotional sensitivity, mentorship, interpersonal support, and context-specific and ethical guidance that human feedback provides. Therefore, a hybrid approach combining feedback from both sources (human and AI) may be more effective to enhance its comprehensiveness and overall effectiveness.

In terms of feedback type, most teachers reported using a combination of direct and indirect feedback, which many students also recognized. However, a significant group of students reported receiving direct feedback only. This slight divergence in perceptions may again suggest a potential weakness in feedback delivery or reception. That is, students may fail to identify the teacher's indirect feedback, especially if the latter does not align with students' feedback literacy. These findings highlight the importance of aligning feedback practices with students' feedback literacy levels. Students' possible struggle in interpreting indirect feedback might explain their inclination towards direct feedback or a mix of both types rather than indirect feedback alone. These findings are consistent with Daşer's (2024) study, where students preferred direct feedback, but are inconsistent with Salami and Khadawardi's (2022) study, in which students preferred indirect feedback. Yet, they support Fitriyah et al. (2024) in terms of the need to align teacher practices and student expectations for successful feedback, especially by encouraging students to share their feedback experiences, whether positive or negative.

Similarly, perceptions of feedback tone differed, with students reporting mostly positive feedback and teachers reporting a balanced approach. These perceptions nonetheless appear consistent with earlier patterns observed in student and teacher responses. Specifically, students perceived their writing proficiency more positively than teachers did, while many teachers also reported that students tend to overestimate their writing abilities, which might help explain the differing perceptions of feedback tone.

These patterns might in turn explain why nearly half of the students reported improving significantly after receiving feedback, even though most teachers and many other students deemed the feedback effective only to some extent. These findings indicate perceptual differences regarding the effectiveness of feedback. Additionally, they suggest that current feedback practices may not fully support students' writing development, aligning with teachers' perceptions that indicate challenges in students' writing proficiency, motivation, and autonomy. At the same time, they coincide with the recurring mismatches between students' perceived experiences and teachers' reported practices, which collectively could imply gaps in how feedback is communicated or interpreted. Given that the study recruited students and teachers from the same department, but did not employ matched teacher-student pairs, these findings should be interpreted as reflecting differences in perceptions at the group level, rather than direct discrepancies between individual teachers and the students they taught. Nevertheless, the consistency of these findings with previous research, including the

studies reviewed by Daşer (2024), seems to suggest that differences between student and teacher perceptions may reflect a recurring pattern across EFL writing feedback research. Overall, the study's findings underscore the need for more aligned, learner-centered, and accessible feedback strategies that address classroom constraints and make feedback more accessible and actionable, particularly through more integration of e-feedback and AI-generated feedback in EFL writing classes. Moreover, they imply a necessity for strengthening feedback literacy to enhance uptake. Such improvements may help better support students' writing development while fostering greater motivation and learner autonomy in EFL writing classrooms.

Finally, it should be noted that the generalizability of the findings remains limited due to the study's contextual specificity, as well as the relatively small sample size of students and teachers. Consequently, future research is encouraged to employ larger samples and examine perspectives from diverse contexts to deepen our understanding of feedback perceptions and practices, as well as the evolving role of e-feedback and AI-generated feedback in EFL writing pedagogy.

6. Conclusion

The study investigated Algerian university students' experiences, perceptions, and preferences, alongside teachers' beliefs and practices regarding EFL writing feedback in the digital era. Despite the literature on the effectiveness of digital feedback methods, including e-feedback and AI-assisted feedback, the findings indicate that feedback practices still rely on traditional, non-digital, teacher-provided feedback. Specifically, face-to-face oral feedback was reported as the dominant and most preferred method among students and teachers. Accordingly, the study highlights the influence of context-specific factors in shaping students' experiences and teachers' practices. In this regard, the study revealed a number of discrepancies between students' and teachers' perceptions across several dimensions of feedback, including frequency, depth, type, tone, and effectiveness. These perceptual divergences point to possible mismatches between student and teacher expectations. They also suggest that feedback may not always be delivered or interpreted as intended, implying potential weaknesses in feedback literacy. Moreover, the findings about learners' profiles, including their writing proficiency, motivation, and autonomy, indicate challenges in these areas. They further imply the influence of these learner-related factors on students' perception of and engagement with feedback in EFL writing.

In summary, the study contributes insights into the contextual realities shaping feedback experiences and practices from Algerian students' and teachers' perspectives amid digitalization and the rise of AI in EFL writing. In particular, the findings underscore the need for feedback strategies that fulfil greater alignment between student and teacher expectations and perceptions, while also accounting for contextual constraints and learner characteristics. In practice, this could involve complementing traditional methods, such as face-to-face feedback, with e-feedback and AI-assisted feedback for more accessible, regular, and personalized feedback experiences. It also

requires strengthening feedback literacy through targeted professional development aimed at improving teachers' feedback communication strategies, alongside guided support for students' engagement with feedback to encourage more meaningful uptake. In addition, to maximize feedback's effectiveness, it is important to foster a process-oriented, learner-centered environment where learners view errors as part of the developmental process and see corrective feedback as an opportunity for growth, enabling them to respond to feedback more constructively.

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