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**The Effects of Written Corrective Feedback on Students’
Academic Writing Performance and Motivation: A
Longitudinal Study of Master One Literature and
Civilization Students**

*A Dissertation Submitted in Partial Fulfillment of the Requirement for a
Master’s Degree in Didactics and Applied Languages*

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Dedications

I give this dedication with the utmost respect to

My dear self, for the significant efforts and countless hours to the completion of this project.

*My cherished parents, whose endless love, sacrifices, and encouragement have been the
foundation of my journey,*

My husband, for the financial and emotional support and encouragement through this journey.

My close friends for motivating me to strive for excellence.

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Abstract

Written corrective feedback (WCF) has essential contributions in a language learning context, particularly in improving students' writing skills. Written performance and motivation are key aspects influenced by pedagogical techniques over an extended period of time. Comprehending the WCF consequences will guide the efficient language teaching and learning process.

The present longitudinal study examines the impact of written corrective feedback (WCF) on students' written academic performance and motivation over a one-semester period. This study focuses on Master 1 students in the field of literature and civilisation at Belhadj Bouchaib University in Ain Temouchent, Algeria. In settings where English is taught as a foreign language. Despite the frequent use of written feedback in university writing instruction, a large number of learners still struggle with academic writing. This research aims to examine how written corrective feedback (WCF) contributes to improving writing quality and motivation, investigate learners' responses to this type of feedback, and identify the types of errors students tend to correct or repeat over time. The present work employs a longitudinal mixed-methods approach, incorporating corpus analysis of student writing, as well as interviews and questionnaires. It seeks to answer three main questions : how WCF influences changes in student writing and motivation, how students engage with feedback throughout the semester, and which errors persist or improve the most. The outcomes of this examination suggested that direct, clear, and consistent feedback results in remarkable developments in students' performance and motivation levels, particularly if students actively revise their work and apply the provided feedback. Thus, specific errors, such as punctuation, remain more resistant to correction. This research shed light

on the significance of feedback, ensuring that feedback is not just a mere correction but also a means to facilitate lasting learning outcomes and student engagement.

Keywords: academic writing, EFL students, error analysis, longitudinal study, learner motivation, written corrective feedback.

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List of acronyms

AI: artificial intelligence

CF: corrective feedback

EFL: English as a Foreign Language

ESL: English as a second language

LMD: licence, master, doctorate

NF: negative feedback

SDT: self-determination theory

SCT: sociocultural theory

WCF: written corrective feedback

ZPD: zone of proximal development

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General introduction

General Introduction

In the realm of Second language acquisition, writing is one of the four fundamental skills in English as a foreign language (EFL) context, which must be cultivated to achieve expertise. It enables EFL learners to express their thoughts clearly, coherently, and accurately in communication.

In educational settings, feedback— particularly in the form of written corrective feedback, is a paramount component in the learning process; it serves as a bridge between instruction and students' performance; it aims to address students' strengths and weaknesses, allowing them to determine areas for further progress, shaping their competence and fostering their writing abilities. However, Despite its widespread use, the subject remains a topic of debate, raising concerns and questions about the role of written corrective feedback in shaping students' written academic performance and motivation over time.

The issue became more evident in the context of English as a foreign language, a notable challenge has been observed among students in the English Department of the University of Belhadj Bouhchaib. Specifically, students struggle with writing abilities and proficiency. Moreover, despite the significance of providing written corrective feedback for enhancing writing skills, it has been found that this type of feedback is often neglected among classes, with exception of the class of Master One Students of Literature and Civilisation. This limited use of this form of feedback raises concerns, given the proven potential to improve EFL learners' language proficiency. Consequently, this discrepancy prompts an examination of the existence of written corrective feedback practices within this class, their role in addressing writing difficulties and their impact on student's motivation through a longitudinal study, aiming to obtain concrete and valid data over one semester.

This research work is an attempt to answer the following research questions:

1. How does written corrective feedback influence the changes in Master One Literature and Civilization students' written academic performance and motivation during one semester?
2. How do students' engagement patterns with written corrective feedback change over the semester?
3. - Which errors persist despite of receiving written corrective feedback, and which show the most lasting improvement?

The research questions mentioned above lead to the formulation of the following research hypotheses:

1. Written corrective feedback can lead to significant improvements in students' written academic performance and motivation over one semester.
2. Master one student may show greater progress due to higher proficiency levels. Students who consistently engage with written corrective feedback may demonstrate greater improvements in their academic writing performance compared to those who slightly or minimally revise or ignore feedback.
3. Grammatical and structural errors are expected to show the most significant improvements; punctuation may be a persistent challenge over time.

The following longitudinal investigation is conducted to achieve three primary objectives. First, to investigate the written progress of Master One students in the Literature and Civilization field over one semester, with a particular focus on the influence of written corrective feedback, as well as to assess the students' responses to this type of feedback, including the extent to which they incorporate revisions and address errors. Second, to

categorize persistent and corrected errors committed by the students over time. Finally, to figure out the relationship between written corrective feedback and students' motivation.

This investigation was completed in the English department at BELHADJBOUCHAIB University, AIN TEMOUCHENT. The sample of the following study includes master one students enrolled in the Literature and Civilization program. This sample was specifically chosen due to their unique exposure to written corrective feedback, allowing for the examination of the influence of this pedagogical approach. In addition, this category of students often struggles with writing technique, which paves the way for investigating the efficacy of WCF in enhancing their written quality.

To ensure the reliability of the research hypotheses, this study implemented a multi-methodological approach, including three distinct research instruments: corpus analysis, semi-structured interviews, and online questionnaires.

Regarding the corpus analysis, a longitudinal examination was conducted on the writings of 28 participants, specifically analysing four written assignments over one semester to track students' written academic progress. Complementing this, a semi-structured interview was conducted with a professor teaching the written techniques module to gain insight into the teacher's perspective and confirm the findings of the analysis. moreover, an online questionnaire was submitted to this population to explore students' perspectives and attitudes towards the written corrective feedback.

This extended essay is organized into three chapters. The first chapter is devoted to a literature review that provides a conceptual foundation for research on writing and written corrective feedback. The second chapter will include the practical side of the research. It outlines

the research methodology adopted by the investigators. The final chapter will cover data analysis and interpretation. It explores strategies for implementing WCF and offers suggestions for further study. Collectively, These chapters present both a theoretical and empirical exploration of the current study, assessing the influence of WCF on students' written academic performance and motivation over an extended period.

Chapter One

literature review

1.1. Introduction

Writing skill is a crucial element for effective communication and demonstrating knowledge. Written corrective feedback is considered an effective educational strategy that helps learners improve their writing by highlighting problems and suggesting solutions. When implemented correctly, written corrective feedback can lead to significant long-term improvements in students' writing abilities.

This chapter aims to provide a comprehensive understanding of the relationship between writing and written corrective feedback by presenting a structured analysis of three sections. The first section focuses on writing, examining its definition, importance, and the role it plays in English as a Foreign Language (EFL) contexts. The second section discusses feedback in general, including its definition, types, and theoretical foundation. Finally, the third segment focuses on written corrective feedback (WCF) by examining its relationship with writing, its impact on learner motivation, and its longitudinal effects on academic performance.

1.2. Writing Definition

Writing skills refer to the ability that allows an individual to communicate ideas and emotions and convey information through written language, or in other words, through a system of graphic symbols.

Writing skill is an active process that requires attentive efforts to choose words, organise ideas, and enhance clarity carefully, all to communicate effectively with the reader (Byrne, 1988, p. 1). Furthermore, writing is recognized as an intellectual effort, with claims stating that "Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process on its own. It demands conscious intellectual effort, which usually is sustained

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through time”(White & Arndt, 1991, p. 3). It highlights that writing is more than just an extension of spoken language; it is a cognitive process that requires planning, organising, reflecting, and reviewing ideas.

The writing process typically involves several stages, including drafting, reviewing, and editing, to ensure thoughts are conveyed to the reader. These stages are essential for generating ideas and improving content. Writing is a creative skill that requires considerable attention and structured planning to convey ideas and produce a polished written product effectively.

1. 2. 1. Importance of writing

Writing plays a vital role in communicating and learning, making it an essential tool in both personal and academic contexts. It not only enables individuals to express and organise their thoughts clearly but also fosters a deeper understanding and engagement. This section aims to explore the importance of writing for social inclusion, academic development, and cognitive growth.

Writing enables clear and effective communication in both personal and academic settings. As Tribble (1996) emphasized "To be deprived of the opportunity to write is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies with power." this quote illustrates that writing is more than just a skill; it is a means of social inclusion and active involvement in modern society. It serves as a powerful tool for expressing ideas and conveying information, particularly in careers that require strong writing skills.

In academic contexts, Rames (1983) suggested that writing is an important tool for enhancing student performance, as it reinforces understanding and fosters active engagement,

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ultimately improving learning outcomes. Rivers (1968) stated that writing solidifies information. For instance, when students are required to write about a concept, they must recollect, organize, and apply the material they have learned, making writing an important instrument in assessing “students’ comprehension”.students ‘comprehension. Furthermore, it facilitates the production and exchange of ideas, as well as effective communication.

Moreover, writing is vital for everyone, as it helps in the development, exchange, and transfer of ideas. It is a tool for memory retention and a necessary component for language acquisition. Its importance cannot be underestimated.

1. 2. 2. Writing in EFL Context

Writing in EFL is crucial yet demanding skill that requires careful attention and support. It challenges learners to develop both language accuracy and ideas, thus making it a complex process. This section discusses the importance of writing in EFL settings, the challenges students encounter, and the necessity of effective instruction to foster their development.

Writing in English as a foreign language (EFL) context is a fundamental skill that presents numerous challenges to learners. It requires a high level of language proficiency, cognitive processing, and linguistic knowledge. Although students perceive writing as a difficult task, it remains a beneficial component of language learning. Therefore, modern teaching methods should align with students’ needs in writing, with tailored instructions designed to equip them with the necessary skills to meet their demands (Kroll, 2003).

Language teachers frequently ask their students to write. Because it allows them to demonstrate their understanding of the subject matter, organize their thoughts, and connect those ideas to the language, thereby extending their knowledge (Alfki, 2015). Writing in English,

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however, is not an easy endeavour. It is influenced not only by language issues but also by how successfully students generate ideas, making the process complex and frequently overwhelming.

Writing remains one of the most difficult yet essential skills for learners in both EFL and ESL contexts. Common issues include grammatical errors, limited vocabulary, inappropriate language choices, and problems with organization and coherence. These challenges may occur, highlighting the complexity of learning a second language. Therefore, understanding the roots of these problems is critical to address them.

1. 2. 3. Writing as a challenging academic task

Students often struggle with several issues in their writing performance, which hinders their academic achievements. One of the most common problems among learners are:

1. 2. 3. 1 A Lack of a learners' motivation

Learners' motivation is a key factor in developing writing skills, especially in EFL and ESL contexts. Without interest or encouragement, students often struggle to stay engaged. This section aims to explore the effect of a lack of motivation on students' writing performance. Highlighting strategies to foster their motivation.

Motivation plays a crucial role in students' capacity to develop their writing in both ESL and EFL contexts, as it requires consistent effort and confidence. However, a lack of interest often causes students to lose motivation, which negatively impacts their writing proficiency. This decline may result from uninteresting tasks, excessive feedback, or unclear instructions. According to Thomson (2003), it is sometimes preferable to allow students to choose the topic

they want to write about. This strategy prevents students from losing enthusiasm and promotes creativity in their writing.

1. 2. 3. 2 Lack of practice

Regular practice is crucial in developing strong writing skills, particularly in second language learning. As writing proficiency is not acquired overnight, it is achieved through effort and dedication. This section emphasises the importance of consistent practice in improving EFL learners' writing skills.

Second-language learners need strong writing skills, which can only be developed and maintained through consistent practice. As Grabe and Kaplan (1996) mentioned, writing is not an abrupt process; instead, it is developed through continuous efforts made by students. Writers can communicate their ideas effectively because they have mastered the skill of writing through extensive practice. Therefore, EFL students must recognize that without regular practice in writing, their performance will be hindered and limited.

1. 2. 3. 3 Teachers' feedback

Teachers' feedback plays a vital role in enhancing students' writing skills and maintaining their motivation in English as a Foreign Language (EFL) contexts. When feedback is supportive, balanced, and focused on both content and language, it becomes a powerful tool for learning and growth. This section examines how constructive and engaging feedback can promote students' growth and improve their overall writing performance.

In EFL contexts, teachers' feedback must be prioritised to help students develop their writing skills and stay motivated. According to Zamel (1985), teachers should consider their students' work as interested readers rather than evaluators. For feedback to be effective in improving writing skills, educators must demonstrate genuine interest and avoid focusing solely

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on correcting language errors. Similarly, Anker (2000) emphasizes that teachers' feedback should be positive and supportive. By helping students recognise their mistakes, teachers can foster motivation and encourage learning.

By using this approach, feedback can significantly boost students' motivation. However, if teachers focus only on correcting student's spelling and grammar while neglecting the content and ideas, their feedback becomes inconsistent. To be truly effective, feedback should enhance writing skills by addressing both language accuracy and the expression of ideas.

1. 2. 4. Writing skills and feedback

Feedback is significant in improving writing skills, particularly for language learners. It provides students with insights into their strengths, weaknesses, and areas of improvement. With a primary focus on spoken and written outputs (Kerr, 2020). By highlighting errors and areas for improvement, feedback enhances accuracy and efficiency, particularly in writing performance.

Effective feedback can enhance students' performance by indicating various types of feedback and enables learners to produce meaningful work. According to Ferris (2011), various types of feedback, including direct, indirect, positive remarks, and metalinguistic instructions, address the needs of learners and align with their aims.

Furthermore, Hyland and Hyland (2006) claimed that remarks could aid students in becoming motivated to redo their tasks. Consequently, feedback is an important method in guiding learners' writing skills, as it addresses problems and strengths while also promoting motivation. A fundamental understanding of feedback is essential in laying the groundwork for a more comprehensive and practical framework. Hence, the next part is dedicated to providing a general perspective on feedback.

1.3. Definitions of feedback

Feedback is an integral part of everyday life and academic contexts, serving as a powerful tool for growth and improvement. Whether it comes from personal experience or linguistic interactions, feedback guides individuals towards better performance and deeper understanding. This section examines the meaning of feedback from both real-life and linguistic contexts, highlighting its role in personal and language development.

1. 3. 1. In real life

Bill Gates once said, "We need people to provide us with feedback in order to improve". Feedback appears as the result of one's actions, similar to the experiences of life. It is the wisdom gained through one's innermost reflections, similar to the unveiling of life's experiences, that must be mended. This process, often guided by the sagacious counsel of a parent, peer, or one's introspective self, aids the ardent seeker of wisdom in recognizing their follies, nurturing personal development, and fostering growth.

1. 3. 2. In linguistics

Noam Chomsky defined feedback as "the information or responses that speakers receive during communication that helps them adjust their language use". It means that feedback is the outcomes or responses provided by a teacher, peer, or a book during the learning process regarding the extent of one's proficiency or comprehension in a particular task or subject.

1. 4 Types of feedback

For English as a Foreign Language (EFL) teaching, feedback is among the most significant elements to direct students towards better language learning. Different kinds of

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feedback serve different functions to influence learners' cognition, motivation, and performance. This subsection outlines the primary types of feedback in EFL classrooms, including negative and positive feedback, oral and written feedback, and formative and summative feedback. Also discussed is peer feedback as a social process that engages learners in actively assessing and assisting one another. Each feedback type has some advantages and constraints, and their functions enable teachers to choose the optimal strategy to assist individual learners' needs and foster overall learning achievements.

1. 4. 1. Negative Feedback

Negative feedback (NF), also known as 'negative evidence,' refers to information provided when a learner's response is incorrect or undesirable. This type of feedback helps to correct mistakes and improve performance. As Schechter (1991) and Oliver (1995) noted, negative feedback can include explicit correction (e.g., telling the learner directly what was wrong) or implicit correction (e.g., repeating the correct form without directly addressing the mistake). Similarly, studies by Lyster and Ranta (1997) and Mackey and Philip (1998) showed that while negative feedback is valuable, its effectiveness can vary. For instance, recasts are a type of negative feedback in which the teacher subtly repeats the correct form of the learner's error, but learners do not always respond strongly to this feedback.

1. 4. 2. Positive feedback

Positive feedback, also known as 'positive evidence', refers to the linguistic input or examples that illustrate how to use language correctly according to grammatical rules. It includes

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correct word usage and sentence structure, which help learners recognise proper language patterns. Studies, such as those by Trahey and White (1993), Carroll (1993), and Swain (1993), show that while positive evidence contributes to learning, its effectiveness can be limited without additional support, such as corrective feedback. In other words, learners may benefit from exposure to correct language forms but may struggle to correct their mistakes unless they receive corrective feedback. Thus, while positive feedback is important, it is not always sufficient without guidance.

1. 4. 3. Oral feedback

Oral feedback is a dynamic tool that teachers use to construct a suitable and engaging learning environment by communicating effectively with students. Brookhart (2008, p. 9) emphasised that feedback is not just about verifying answers but also about informing students where they stand in their learning and what they need to learn. Effective feedback should be clear and concise, allowing students to process it easily. Similarly, Ovando (1994) claimed, "Providing constructive feedback is proposed as a valuable mechanism for improving academic achievement." Profound feedback helps students learn more by telling them what they are doing well and what they should focus on next, thereby facilitating their learning, keeping them engaged, and motivating them to continue. Thus, oral feedback yields powerful outcomes for teachers (Hattie & Timperley, 2007).

1. 4. 4. Written feedback

Written feedback is effective when the instructor adds comments and marks to students' responses after reviewing and evaluating their work, including tests, homework, assignments, or any other type of response. In other words, feedback is an essential instructional communication

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tool in academic settings. Conn and Walker (2010) claim that "in academic practice, written feedback from a teacher is [a] crucial instructional communication strategy." It provides teachers with opportunities to guide their students by identifying their strengths and weaknesses while offering proper guidance for improvement. This type of feedback is an important element in the learning process, as it provides precise communication, fosters academic achievement, and offers documents they can use and learn from. Furthermore, written feedback is more than just instructions and advice to achieve outstanding results; it should be genuine, respectful of students' efforts, and encouraging.

1. 4. 5. Formative Feedback

Formative feedback is a primary teaching tool designed to enhance student learning and progression by offering ongoing, supportive feedback throughout the learning process. Juwah et al. (2004) and Hattie & Timperley (2007) established its significance. This type of feedback aims to guide students' thinking and behaviour in a way that enhances the learning process, as long as it is relevant to the context and the student's level (Brown & Race, 2012; Shute, 2008), which allows students to think and behave constructively. When tailored to the learner's level and conditions, it eliminates myths, encourages positive behaviours, and causes change. Formative feedback is applied to enhance learning outcomes by providing constructive, actionable insights that support ongoing improvement.

1. 4. 6. Summative feedback

Summative feedback, which evaluates students' performance or learning achievements at the end of a learning period, is often considered the final evaluation of the teacher's instructional impact. As noted by Hattie and Timperley (2007), "Summative feedback provides information

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that is often used to summarise a student's learning at the end of an instructional period, typically associated with grading." It is connected to final grades; for example, it includes exam remarks and final project evaluations.

1. 4. 7. Peer feedback

Peer review is a method by which students read and respond to each other's assignments, and it is recognised for having substantial benefits in teaching. Brown (2010) observes that peer review promotes active learning by engaging students in the assessment process. It also supports metacognitive capacity and academic performance by providing an equal perspective, as peers understand each other's common mistakes and levels of understanding. Additionally, through peer feedback, students develop a more critical approach to writing. The instructiveness of such a process fosters effective interaction and communication (Villamil & de Guerrero, 1996).

1. 5. Theories related to feedback

Understanding the theoretical framework of feedback is a paramount important matter in grasping the role of feedback in second language learning. Various existing theories offer insights into the role of feedback and its influence on students' motivation, writing, and performance. This section presents key perspectives—including Sociocultural Theory, the Zone of Proximal Development, Behaviourism, and Self-Determination Theory—to explore how feedback supports learning in EFL contexts.

1. 5. 1. Sociocultural theory

Sociocultural theory emphasises that learning occurs through social interaction and mental development within a cultural context. According to this perspective, individuals' ways of

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thinking are shaped by their interactions with the environment (Engeström, 1987). Whether by direct instruction and feedback from teachers or by observing others, learning is performed to regulate oneself. Learning requires feedback, and Lantolf (2000) highlights how sociocultural norms affect second language acquisition, emphasising that social experiences contribute to the development of mental abilities. These processes are known as internalisation (Vygotsky, 1981, p. 163). According to Lave and Wenger, "learning occurs through interactions, negotiations, and collaboration," indicating that learning is a fundamentally social and contextual process. Learners acquire skills and knowledge through experience, such as working alongside more experienced practitioners during hands-on instruction, negotiating tasks, or engaging in meaningful observations from a sociocultural perspective. Feedback is essential for the learning and development of second-language students.

1. 5. 2. Zone of proximal development

A fundamental component of Vygotsky's theory is the Zone of Proximal Development (ZPD), which describes the developmental stage that a child can achieve through social interactions with peers and adults. Lantolf and Aljaafreh (1996) posited, "Assistance in the ZPD operates effectively when tailored, adapted, and withdrawn to learners' needs. By using a technique known as scaffolding, teachers simplify assignments and offer constructive criticism that aligns with students' goals. Among the scaffolding strategies outlined by Wood (1998) are developing challenging yet doable tasks, maintaining the learning process equilibrium, and sustaining students' interest. These methods ensure that feedback is tailored to the individual's needs.

1. 5. 3. Behaviourism theory

Budiman (2017) asserts that:

Behaviourism theory views learning as a process of layering students' behaviour, particularly their ability to produce spoken or written work. The teacher's role is to tonnage the stimuli and the learning environment to guide students toward the desired outcome. Rewards are provided to students who show significant improvement, while punishment is administered to those who fail to demonstrate meaningful change (p. 102). Feedback in behaviourism is regarded as a fundamental principle for learning. It involves responding to students' actions to reinforce desired behaviours and discourage undesired ones. According to behaviourist theory, the significant aspects of feedback in behaviourism include:

Positive reinforcement, for example, involves a teacher rewarding his students with a star sticker every time they answer a question correctly. It motivates the students to continue this behaviour in order to receive more rewards.

2- "Negative reinforcement" occurs when the behaviour needs to be changed. For instance, a child starts cleaning his room regularly to avoid his mother nagging.

"Immediate feedback": timely correction of students' answers. A teacher immediately hears his students' answers.

Guided learning involves providing learners with cues to help them choose the best path to success (Skinner, 1984).

1. 5. 4. Self-determination theory

Self-Determination Theory (SDT) is a psychological theory that examines human motivation, distinguishing between intrinsic and extrinsic motivation. It also encourages the

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aspects of autonomy, competence, and relatedness in academic settings. Intrinsically motivated students. Tend to achieve better academic outcomes, especially when educators adopt supportive teaching methods, for example, offering students choices and minimising the use of controlling strategies (Reeve, 2002). Additionally, employing this approach fosters self-determined motivation and promotes higher engagement.

SDT and feedback have a strong relationship because when teachers struggle to understand the hindrance of promoting their feedback or the reasons behind the absence of results among learners, they may consider the SDT approach to make it more beneficial (Ten Carte ET al.2011) considering three main elements:

Competence refers to the feeling of being effective in a particular area. While Feedback helps to correct mistakes, it alone is not sufficient for students to feel competent about their work (Parkes et al., .2012). Students must feel satisfied with their work in order to feel confident and show better results.

Autonomy is the need to feel in control of one's actions, a need that traditional feedback often fails to support. Students need to feel a sense of ownership over their learning in order to stay motivated. According to Teunissen et al. (2009), when a student takes the initiative to seek feedback, they are engaging in autonomous behaviour, which in turn enhances their motivation and involvement. Therefore, teachers should not decide where, why, when, and how to give feedback.

Relatedness involves feeling connected to others or having a sense of belonging. Since feedback is usually given in social contexts, if a learner feels valued and supported through feedback, they will feel motivated and appreciated, whether working in Groups or individually.

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Thus, the effectiveness of feedback can be influenced by learners' sense of relatedness. However, poor delivery of feedback may also lead to feelings of exclusion or self-doubt, which in turn reduces motivation and engagement (Deci & Ryan, 2002).

1. 6. Feedback as a motivational tool

Feedback can occasionally take detrimental forms, particularly when it comes from teachers or peers in a negative manner. For instance, making spelling errors while presenting in front of your classmates, only to be met with laughter and the teacher's reprimand, such an experience can catalyse self-motivation. When the opportunity arises again to present, the student may find himself driven to improve and demonstrate competence. This highlights how learning and motivation are driven by the nature of feedback provided by teachers.

Ultimately, Feedback is undeniably a powerful motivational tool in the learning process, particularly in second language acquisition. As Steven D. Levitt asserts, "The key to learning is feedback. It is nearly impossible to learn anything without it," emphasising the essential role feedback plays in effective learning. Especially in second language acquisition, Grant Wiggins also notes, "Learners need endless feedback more than they need endless teaching," indicating that continuous feedback is critical for sustaining motivation and development. These insights demonstrate that feedback not only enhances learning but also serves as a crucial motivator for learners seeking improvement. Additionally, sometimes, students' motivation increases when they are exposed to their preferred types of feedback and have positive attitudes toward it.

1. 7. EFL student's preferences and perception of feedback

When feedback is used as a basis for further discussion or correction, it becomes a more valuable component of the learning experience (Nicol & Macfarlane-Dick, 2006). Thus, Understanding how learners perceive feedback is critical to determine which type of input they prefer to receive. Therefore, gathering their perspectives is crucial in addressing this issue.

1. 7. 1. Detailed and specific feedback

Feedback plays a crucial role in supporting the language development of English as a Foreign Language (EFL) learners. Learners often benefit most from feedback that is clear, specific, and formative, as it helps them understand their strengths and areas for improvement while guiding their progress throughout the learning process.

EFL learners often express strong preferences through specific comments. Feedback that is specific and short might provide more insight into their performance. Rather than stating, "Your writing needs improvement," it is more constructive to explain what is wrong and how to make language changes. Specific feedback enables learners to identify which areas of their language use require development (Hyland & Hyland, 2006).

Moreover, EFL learners often prefer formative feedback to summative feedback because it provides direction and instructions that promote growth throughout the learning process. Formative feedback can bridge the gap between students' current levels and the levels they aspire to achieve. Additionally, it allows students to take control of their learning by addressing knowledge gaps and shaping their overall educational experience (Heron, 2011).

1. 7. 2. Positive feedback

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Positive feedback is crucial in fostering a supportive learning environment, particularly for English as a Foreign Language (EFL) students. It not only boosts motivation but also contributes to the well-being and satisfaction of learners' learning process. When combined with constructive criticism, it helps learners recognize their strengths while staying engaged and open to improvement. This section examines the impact of a preference for positive feedback on English as a Foreign Language (EFL) learners.

Constructive criticism that highlights both strengths and places for growth can increase learners' motivation and confidence (Hyland & Hyland, 2006). Research has shown that positive feedback can enhance the mood and satisfaction levels of undergraduate students (Stake, 1982).06). This means Positive feedback significantly boosts students' emotional well-being and overall satisfaction with their education; in addition, Students have reported that they prefer receiving a mix of positive and constructive feedback on their work.

1. 7. 3. Peer feedback

Peer feedback provides valuable opportunities for collaborative learning and skill development among English as a Foreign Language (EFL) learners. While some students value the diverse perspectives it brings, its effectiveness relies on learners' ability to give and receive constructive input. This section aims to explore the reason behind preferring peer feedback among EFL learners.

Some learners appreciate peer feedback because it provides diverse perspectives and can facilitate collaborative learning. However, the effectiveness of peer feedback can depend on the learners' ability to provide and receive constructive criticism. (Topping, 2009.Parikh et al. 2001) discovered that students have a strong preference for receiving individual feedback, which means

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personalised feedback tailored to their specific performance. In addition, it promotes collaborative work, language practice, and skill development, making pupils more comfortable and less reserved while taking criticism from their peers.

1. 7. 4. Oral vs. written feedback

The difference between oral and written feedback is important in understanding EFL learner's feedback preferences. While each type offers unique benefits, their effectiveness often depends on learners' proficiency levels and individual needs. This section explores how oral and written feedback contribute differently to language development and how teachers strive to balance both forms despite various challenges in delivering effective feedback.

EFL students often have distinct preferences between oral and written feedback. Written feedback helps students identify areas for improvement, allowing for multiple reviews and providing aids to detect errors. It is clear and assists in understanding complex ideas. Meanwhile, oral feedback is favoured due to its instant impact, real-time conversation, and emotional contribution. Beginners tend to prefer written feedback, while advanced learners tend to appreciate oral feedback. The effectiveness depends on how it aligns with students' needs. Combining oral and written feedback is more effective for achieving significant improvement.

Considering students' preferences for feedback in the development of their overall learning process, teachers often attempt to meet students' expectations; yet, they face several challenges during the delivery of feedback that hinder its effective implementation.

1. 8. Challenges in providing feedback in EFL

Providing effective feedback in the EFL context presents several challenges that hinder the teaching and learning process and outcomes. Teachers often face emotional, practical, and instructional barriers that affect the quality of their feedback. This section discusses the common challenges felt during feedback giving—ranging from students' emotional responses to time constraints and lack of specificity—and how important it is to surmount these challenges in order to improve the effectiveness of feedback for language learning.

1. 8. 1. Emotional responses

Students often react defensively or emotionally to criticism, which can make interactions less fruitful. It can lead to defensiveness, denial, or disagreement, especially when interpreted as a threat to their abilities. Personality, feedback type, and prior experiences influence reactions.

1. 8. 2. Workload and time constraints

Time limits, large class sizes, limited class hours, administrative tasks such as grading, and juggling multiple jobs make it difficult for teachers to provide timely and insightful feedback. This may result in an emphasis on quantity rather than quality, providing generic input that overlooks the specific needs of individual users. Teachers often find it challenging to provide fair and thorough criticism, underscoring the need for additional tools and support.

1. 8. 3. Specificity of feedback

Lack of Specificity: Feedback that lacks specificity and fails to provide necessary instructions or information for improvement can confuse students. Consequently, students may

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struggle to focus on where to direct their efforts. If Feedback is insufficient and vague, it fails to provide growth opportunities (Hattie & Timperley, 2007). Therefore, for feedback to be effective, it must be clear and specific. If a teacher's input is unclear, learners may remain stuck at the same performance level without making meaningful progress.

To overcome these challenges and ensure the constructive delivery of feedback, teachers often implement a set of strategies to provide effective feedback.

1. 9. Feedback strategies in the EFL context

To overcome the challenges that teachers face in providing feedback, educators tend to implement various strategies and methods to help them deliver feedback effectively to learners and enhance their learning outcomes and engagement. This section describes key feedback techniques—like making it comprehensible, positive, and timely that is purposed to facilitate learners' development and enthusiasm. By adopting these practices, teachers can make the learning experience more constructive and welcoming.

1. 9. 1. Understandable feedback

While teachers are providing specific feedback, it is essential to use language that is straightforward to students. Frey and Fisher (2011, p. 73) state, "Feedback does not do much if students cannot understand it." This practically implies that, for feedback to be effective, it must be comprehensible. If the feedback is complex, ambiguous, or exceeds the student's linguistic level, they may struggle to comprehend its meaning, resulting in no progress in their performance.

1. 9. 2. Constructive Feedback

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Positive Reinforcement demonstrates progress in students' performance and boosts their confidence. Praising their work and efforts is a good starting point for a feedback session. It encourages them to interact with teachers, maintains optimal engagement in the classroom, and fosters a positive attitude towards feedback. Additionally, it motivates students more (Yangwan Fian, 2016).

1. 9.3. Timely feedback

Immediate Feedback: Providing feedback right after completing a task ensures that the information is relevant and timely. According to Brookhart (2008), this type of feedback has a significant influence on students' comprehension and performance (pp. 10-11). Providing students with timely feedback while they are still aware of the assignment boosts their enthusiasm and comprehension and increases their active participation in the classroom.

1. 10 The effects of feedback on students' academic performance

Feedback plays a significant role in the performance of language learners, with both positive and negative effects. Positively, overt feedback—whether explicit, such as formal correction, or implicit, like channelling—can enhance learners' progress in acquiring a second language (L2). Schechter (1983) even described feedback as a 'nutritional need,' emphasising its crucial role in learning. Explicit feedback, such as praise or formal correction, helps learners identify and correct errors, potentially accelerating their learning. However, the effects of feedback are not uniformly beneficial. Carroll (1996) highlighted that feedback, especially in informal settings, is often inferential and subject to individual interpretation, which can complicate its effectiveness.

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Thus, while feedback can significantly aid learning by providing essential correction and reinforcement, its effectiveness is influenced by how it is delivered and interpreted. Additionally, feedback plays a crucial role in improving learners' academic performance, especially when it is consistent. In particular, written corrective feedback (WCF) has been proven highly effective in enhancing students' writing abilities and potentially producing a long-term impact on their academic progress.

1. 11. Witten Corrective Feedback definition

Written corrective feedback is a type of corrective feedback (CF) that involves written comments, corrections, and guidance provided by teachers, peers, or learners themselves. This feedback helps students to identify and understand their errors, thereby boosting their motivation and improving their writing accuracy. Bitchener and Knoch (2008) emphasized on the importance of WCF in encouraging students to realize their mistakes and understand the correct forms.

1. 12. Types of written corrective feedback

Written corrective feedback (WCF) is essential in language learning as it enhances the writing accuracy and language capacity of EFL learners. Different forms of written corrective feedback offer varying degrees of guidance and trigger distinct aspects of learning. The chapter in particular presents the primary types of written corrective feedback, including direct, indirect, and metalinguistic. Each type demonstrates how each facilitates learners' ability to notice and correct their errors, supporting both immediate correction and durable language acquisition.

1. 12. 1. Direct feedback

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This method provides corrective feedback to the learners directly and immediately after the error itself. For example, Lalande (1982) and Robb et al. (1986) investigated the effect of immediate, direct corrective feedback on improving accuracy in students' written output. These findings indicated that students who received direct feedback corrected some of their errors in new writing. Moreover, the findings revealed that direct WCF not only allows students to rectify their mistakes but also significantly enhances their general writing proficiency.

1. 12. 2. Indirect Corrective Feedback

Indirect corrective feedback involves indicating the presence of an error without providing the correct form. Ferris and Roberts (2001) conducted research to examine the effects of indirect written corrective feedback on students' academic performance, particularly in terms of writing accuracy. Their studies found that this method encourages learners to engage deeply in their writing, enabling them to think critically about their mistakes and seek out the correct form themselves. Furthermore, scholars have noted that indirect corrective feedback leads to improved self-editing skills; Moreover, it requires learners to be more autonomous and responsible for their learning process.

1. 12. 3. Metalinguistic Corrective Feedback

Metalinguistic corrective feedback involves identifying the types of metalinguistic clues that indicate the nature of the error. Sheen (2007) argued that metalinguistic CF enhances learners' understanding of language structures and promotes their self-correction. Thus, this type of feedback helps students gain a better understanding of language rules, which can lead to long-term language acquisition.

1. 13. Written corrective feedback and writing performance

The practice of teachers correcting the writings of L2 students has been of immense interest to scholars, researchers, and educators alike. However, Hyland and Hyland (2006) noted, "Despite recent reviews, there is still no clear answer to many of the questions that researchers have asked." Although feedback, in general, is undoubtedly essential in the area of second language acquisition, research has not consistently shown that it effectively enhances L2 learning outcomes. Moreover, many teachers have expressed concern about the ineffectiveness of feedback as a tool for maintaining good results.

Guenette (2007) explained that the reason for this confusion may be the deficiency of prior research, which has tended not to be designed to test the relative effectiveness of different types of feedback while controlling the variables that influence success. Teachers must first identify and understand the types of corrective feedback in order to effectively enhance their students' writing.

Research findings underscore the need for well-designed studies to investigate how WCF functions and how different types of feedback impact student outcomes. WCF is only one of several variables that can affect its success. Other variables include students' language proficiency, the nature of the writing tasks, the types of errors they make, and their motivation to write accurately.

1. 14. Motivation and learners' Response to Corrective Feedback

A study by Askildson (2008) investigated whether learners' motivation affects their perception of written correction. The study aimed to determine whether motivated students are more likely to notice or respond to corrections provided after they make errors in French

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grammar learning. Askildson divided the participants into two groups: one group received written recasts after making errors, and the others did not. The results concluded that there is no relationship between the students' motivation and their reception to the recasts. She found that motivation does not influence how beginners perceive corrections

1.15 The effect of written corrective feedback on students' academic performance over time

A study investigating the effects of written corrective feedback on writing accuracy over two months involving Iranian English as a Foreign Language (EFL) learners found that providing such feedback contributes to students becoming more accurate in their writing skills. It was also found that using different types of feedback in the treatment groups could improve students' writing at different levels. This supports results from previous research, such as Bitchener (2008), who claimed that students who received written corrective feedback performed better than those who did not. These improvements were sustained even two months later. Bitchener (2008) emphasized that written corrective feedback should be extensively used in the teaching environment. In addition, Bitchener, Young, and Cameron (2005) found that written feedback had a positive effect on students' writings accuracy.

The present research also deduced that direct feedback has a more substantial immediate effect on the accuracy of student's writings. However, a mix of different types of feedback carries longer-term improvements in students' writing skills.

1. 16. Conclusion

The following literature on writing and written corrective feedback (WCF) emphasises the role of feedback in improving students' writing skills and enhancing their academic performance. "Writing is a complex task that requires thoughtful design and structuring, particularly in an EFL context, where students would likely struggle with grammar, coherence, and structure. In addition to feedback, in particular, WCF has been widely explored as a method for improving writing accuracy and long-term retention of corrections.

Many researchers neglect to explore written corrective feedback over an extended period . Early observations suggest that Master One students, despite their higher proficiency, initially struggle with writing performance. To address this gap, this study will examine the long-term impact of written corrective feedback on students' academic writing performance and motivation by tracking the progress of master one literature learners over one semester. And contribute to the broader discussion of WCF effectiveness in the EFL context and provide recommendations for teachers to enhance feedback and for learners to recognise its value.

Chapter two-research design and methodology

2.1. Introduction

This chapter outlines the research methodology employed in this study, it aims to conduct a longitudinal investigation into the effectiveness of written corrective feedback at Belhadj Bouchaib University. This section is primarily intended to provide a comprehensive explanation of the procedures implemented, incorporating the research methodology, design, target population, and the techniques adopted for data collection and analysis. Additionally, it provides a comprehensive overview of the methodological framework deployed to enhance the reliability and validity of the study.

2.2. Research design

Research design refers to a broad plan or systematic map within academic research that outlines the strategies and procedures followed by researchers for data collection, analysis, and interpretation to answer the research questions and test the hypotheses. This longitudinal investigation employed a mixed-methods approach (qualitative and quantitative methods) to examine the effects of written corrective feedback types on the writing performance and motivation of EFL students. This study aimed to explore students' progress in writing capability over time. The use of a mixed-methods approach is important, initially, to examine students' responses and engagement with this type of feedback, second, to notice the learners' progress fluctuations and struggles that they may face throughout the analysis of their classwork, tests, and exam papers.

2.3. Research approach

A research approach is a systematic outline that guides the way the study is conducted, including the choice of methodology (e.g., quantitative method, qualitative method, or mixed method) and specifies the methods for data collection. The current study employed a mixed-methods approach, combining both qualitative and quantitative methods to achieve its purpose of providing a comprehensive understanding of the study, as well as highlighting the importance of the choice of data collection, which directly affects the results obtained. This alternative method of data collection is of paramount importance, as it directly influences the validity and depth of the findings.

The quantitative method was used to examine students' writing by analysing common errors in their work over one semester, including grammatical errors, coherence and cohesion, and structural issues. The qualitative method was integrated to interpret students' perceptions and engagement, supported by their teachers' perspectives on feedback, as well as a questionnaire administered to students and an interview conducted with teachers. The mixed-method approach ensures a clear view of both the measurable effects of written corrective feedback, teachers and students' experiences, with greater flexibility and accuracy.

2.4. The rationale for using a longitudinal study

The present study is a longitudinal study, defined as a type of research design that involves collecting data from the same subject consistently over time to observe developments, changes in trends, or behaviors. In terms of the educational process, longitudinal studies follow a group of students across one semester, a year, or several years to monitor factors like teaching methods, feedback, or motivation; therefore, the current study was conducted to assess the effectiveness of written corrective feedback on students' academic writing and motivation.

Therefore, longitudinal research allowed for tracking their writing progress over time, as well as capturing how feedback plays an indisputable role in influencing learners' progress. Additionally, this type of research aligns with the research objectives, which aim to evaluate not only immediate improvements but also sustained growth in writing accuracy and learner engagement.

2.5. Research variables

In longitudinal research, variables refer to the specific characteristics, key elements, or aspects that are measured and manipulated to examine the hypothesis. They are generally categorised into three types: independent variables, dependent variables, and dimension variables.

Independent variables are the factors that are under the control and manipulation of the researchers. In contrast, dependent variables refer to characteristics that are measured or observed to track the changes that may appear. In this study, the independent variable represents written corrective feedback, while the dependent variables are students' academic performance and motivation.

Dimension variables refer to the time the study allocates to investigate the progress of students' academic writing performance. In other words (longitudinal component), the current study observes the changes of dependent variables over time, thereby it aligns with longitudinal design. The progress in writing performance and motivation was analysed across one semester, tackling several writing tasks (Classwork 01, Test, Classwork 02, and Exam). To monitor changes over time, thereby supporting the longitudinal nature of the research design

2.6. Research setting and population

The research setting refers to the physical, social, or institutional context in which the research is conducted, encompassing details such as the location, time frame, participants' context, and relevant situational factors that may influence the research process and findings (Kothari, 2004).

The study took place at Belhadj bouchaib University in Ain Temouchent. The establishment of this institution dates back to 2009 when it was founded as a centre. Thus, in the academic year 2020/2021, the university officially commenced operations as a legal university. The Faculty of Languages and Letters, particularly The English department was inaugurated in 2012, was adopting the LMD system (studying three years to earn a license degree and two years for a master's degree in both fields: Didactics and Applied Linguistics, Literature and British Civilization).

2.6.1 Teacher's Profile

In this study, one teacher has been selected as a participant in the English department at Belhadj Bouchaib University. This professor has been teaching the "Written Expression Techniques" module since 2014. The researchers have chosen one teacher to provide insights into the efficacy of written corrective feedback in the department.

2.6.2 Learners' Profile

In the course of this study, twenty-eight master's students enrolled in the Literature and British Civilisation program within the English Department of Belhadj Bouchaib University participated. Due to the limited number of students in this category, this sample was selected.

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This alternative, facilitates the provision of personalised written corrective feedback by the professor. The researchers significantly acknowledge their efforts. They were valuable in analysing their four assignments over one semester and responding to the questionnaire. Their contributions provided the researchers with reliable data for corpus analysis and survey interpretation, which were essential in evaluating the impact of written corrective feedback on writing performance and motivation.

Research Tools and Data Analysis Procedures

Research instruments are crucial components for assessing the effectiveness of the written correction; they facilitate various aspects of data collection, analysis, visualisation, and reporting. To examine the influence of WCF on students' written academic performance and motivation levels over time, this empirical study employed three main data collection tools: corpus analysis, interviews, and online questionnaire to collect both numerical and descriptive data. This instruments allowed the researcher to ensure the collection of both qualitative and quantitative data from teacher and students prespectives.

2.7. Corpus

Corpus analysis, is an approach to data collection and analysis that is typically applied in distinct areas, including linguistics, language teaching, and social sciences. This tool is used to examine or analyse an extensive collection of written texts. This approach enables researchers to conduct investigations systematically and quantitatively. Corpus analysis was selected as the primary research tool in the present research paper to collect the necessary information. The

researchers analysed four students' assignments over one semester Classwork 1, Test, Classwork 2, and the Final Exam , using both qualitative and quantitative methods.

2.7.1 Procedures

In this academic work, the assignments are analysed without using digital tools under the following criteria: grammar errors, spelling mistakes, punctuation errors, sentence structure, coherence and organisation, the implementation of given feedback, motivational indicators, and overall performance.

Initially, this instrument provides valuable insights into students' performance across the four tasks, facilitating the evaluation students' progress over time, to evaluate whether students incorporate the teacher's feedback. Ultimately, to identify both corrected and persistent errors.

2.8. Interview

Interview as a research instrument is a qualitative research methodology that involves a conversation between the researcher and the participant to collect in-depth, detailed information about the individual's thoughts, experiences, and perceptions. In this empirical study, the researchers interviewed one teacher of the written techniques module in the English department of Belhadj Bouchaib University.

2.8.1 Procedures

The investigators followed systematic procedures to analyse the interview outcomes. The process began with transcribing the interview into written form. Next, the researchers analysed teachers' responses systematically to ensure clarity; then, they extracted only the necessary data from the long and detailed answers and categorized them into thematic codes; afterwards, they

developed these codes into themes with the key findings and summarized them into two tables supported by some scholars' points of views.

This approach allows the academics to explore students' written academic performance and motivation from their teachers' perspectives and assistance; furthermore, it allows them to confirm the findings of the corpus analysis results. Additionally, to relate the findings into existing research's points of view.

2.9. Questionnaire

A questionnaire is a structured data collection instrument in academic studies to gather information from participants by asking them a set of questions. It can be submitted in writing or as an online survey, thanks to the technology. This tool is generally used in all types of research approaches, including quantitative, qualitative, and mixed-methods research. In this academic research, an online questionnaire was distributed to 28 English as a Foreign Language (EFL) students; however, only 15 responses were received from the 28 students. Its objective was to investigate.. students' perceptions and responses of written corrective feedback, and its potential impact on their academic writing performance and motivation. This instrument comprises three types of questions: multiple-choice questions, yes/no questions, and open-ended questions, allowing both depth and breadth of insight, thereby enhancing the validity and reliability of the study.

Additionally, this tool consists of eight questions categorised into three thematic sections. The initial section addresses the types and frequency of written corrective feedback. It aims to provide a preface to written corrective feedback WCF. The following section deals with the impact of written corrective feedback on academic writing performance and motivation. It aims

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to examine students' perceptions of the WCF service in terms of its impact on improving their writing abilities and motivation. The last section represents the Challenges, Attitudes, and Suggestions for Improvement while it also attempts to explore the difficulties students encounter when incorporating WCF into their writing assignments, as well as their disposition toward WCF and potential suggestions and recommendations to strengthen the Validity and reliability of the research.

2.9.1 Procedures

To analyse the following questionnaire, the researchers have employed both quantitative and qualitative methods. All types of questions were statistically analysed and quantitatively examined, supported by the use of percentages to illustrate response distributions and identify themes in areas of improvement and challenges related to feedback implementation. Joining both approaches is significant for allowing a deeper understanding of the effects of WCF on students' academic achievements and motivation over time.

2. 10. Validity and reliability of the research

Validity refers to the degree to which a research tool accurately measures the intended concept, indicating the applicability, truthfulness, and meaningfulness of the study. In contrast, reliability refers to the consistency, replicability, and dependability of research tools in an academic study over time and through distinct participants. To ensure the validity and reliability of the research, the current study employed a mixed-methods approach, integrating quantitative data, such as corpus analysis and questionnaires, with qualitative including teacher interviews. This approach facilitates the exploration of the influence of WCF on the academic writing and motivation scores of EFL learners over a one-semester period. Furthermore, the researcher employed the triangulation method by incorporating various sources, including students' writing

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assignments, surveys, and semi-structured interviews. This combination enhances the credibility of the study and provides cross-verified results from multiple perspectives. .

Regarding the reliability of the research, inter-rater reliability is mentioned, as it systematically categorises and verifies errors, ensuring consistency in data collection and analysis. Furthermore, the use of structured data collection methods, such as identifying the types of errors aimed at analysing and standardising the feedback classification (direct, indirect, metalinguistic, etc.), enhances the reliability and clarity of findings..

2.11 Conclusion

This chapter outlines the procedures for data collection and provides an overview of the key steps and methodological implications of conducting this research study. This part of the thesis addresses the research design and target population, and it also outlines where this study was conducted. In addition, the researchers have explained and clarified the use of longitudinal research, identifying the objective behind its application. Ultimately, the data analysis process was meticulous, ensuring that the outcomes accurately reflected the impact of written corrective feedback on students' academic performance and motivation over time.

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Chapter Three Data Analysis and Interpretations

3. 1. Introduction

The third chapter of this academic research represents the data analysis results and interpretations. The objective of this empirical work is to evaluate the effects of written corrective feedback on students' academic writing performance and motivation over one semester. The findings are systematically analysed and organized according to the research questions and aims, as well as built upon the collected data from students' assignments, interview, and questionnaire. Each part of this chapter outlines the key findings and provides clarifications to reinforce the overall understanding of the research discoveries.

3.2. Corpus analysis

Corpus analysis was selected as the primary research tool for examining the impact of written corrective feedback on EFL students' academic writing performance and motivation over one semester. This analysis focused on four main tasks (Classwork 01, Test, Classwork 02, and Exam), which were analysed without the use of technology, considering linguistic and motivational criteria such as grammatical errors, spelling errors, punctuation, coherence, cohesion, teacher-written corrective feedback, motivational signs, and overall performance.

Chapter three Data analysis and Interpretations

The following tables represent three students selected from the overall 28-student sample of Master One Literature and Civilization students. This analysis aims to assess and evaluate the progress of learners' writing performance, track their motivation levels and responses to the Writing for Communication Framework (WCF), and identify the errors that have been corrected and those that persist. Furthermore, the corpus analysis aims to understand to which extent the teacher's WCF influences the EFL learners' writing performance and motivation.

Table 1: 3.1 Active Reviser

Criteria	Grammatical mistakes	Spelling mistakes	Punctuation errors	Persistent issues
Classwork 01	15	8	6	Subject-verb agreement, run-on sentences
Test	13	5	5	Article misuse, repetition
Classwork 02	09	4	3	Sentence fragments
Exam	7	2	2	Verb tense consistency, missing punctuation

3.3. Explanation of Table 01

The table above presents the corpus analysis of a participant who serves as an example of an active reviser, tracking his progress over one semester. The student uses lengthy and complicated sentences, particularly in the first two exercises. It tends to cause confusion, incorrect punctuation, and a lack of clarity. For instance, in Classwork 1, the student writes, "When the people who live in the city are many," which demonstrates subject-verb agreement and article misuse. In the Test, similar challenges persist, with grammatical mistakes such as "some believes traditional paths" instead of "some believe," and spelling mistakes such as "divse" (should be "diverse") and "succd" (should be "succeed").

By Classwork 2, the student's progress became clear. There were fewer errors, greater use of transitions and cohesive devices, and more clarity in sentence structure. The student begins to apply the teacher's feedback more effectively—especially in sentence clarity, structure, and topic adherence, indicating an internalisation of the corrective feedback.

In the Exam, the student's writing reached its strongest level. Sentences were well constructed, spelling and punctuation were accurate, and paragraphs were logically organized. While some errors remained (e.g., incorrect use of articles or specific verb form errors), writing fluency and clarity improved significantly. It suggests that the student benefited from written corrective feedback and was able to implement it effectively over the semester, particularly in terms of organisation and grammar.

There is consistent progress across the task, which highlights that the student positively responded to the feedback while demonstrating a clear sign of motivation to improve their writing skills.

Table 02: 3.2 Minimal Reviser

Work	Grammatical Mistakes	Spelling Mistakes	Punctuation Mistakes	Persistent Issues
Class Work 01	8	7	5	Wordiness, Misuse Of Articles, Unclear Phrasing
Test	5	6	4	Missing Examples, Sentence Clarity, Vague Reasoning
Classwork 02	4	5	6	Run-On Sentences, Article Misuse
Exam	6	5	7	Capitalization Redundancy

3.4. Explanation of the table 02

The table above presents the corpus analysis of a participant identified as a minimal reviser, tracking his progress over a one-semester period. The student’s essay exhibits an overuse of long sentences, particularly in Classwork 02 and the Exam, which results in run-on sentences and reduces the essay's clarity. The student overuses commas and fails to put full stops where they are needed, thus affecting readability. For instance, in Classwork 02, the student stated,

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"Surveillance technology offers both opportunities and challenges. It can enhance safety." This is a run-on sentence, which would need appropriate punctuation.

Grammatical errors appear frequently in student's essays. For example, "these is danger" should be "there is a danger", and "goverments can improve" should be "governments can improve". Spelling issues such as "comiting" instead of "committing" also recur.

In classwork 01, several grammatical mistakes are observed, such as "Chaplin's speech contain" instead of "contains", and punctuation issues such as "speech which call for humanity, freedom" comma splicing, Spelling errors include "emphisize"(should be emphasize) and "beliefe" which (should be "belief").

In the Test, grammatical errors include "represents important life "desicions" (subject-verb disagreement and misspelling of "dcisions") and "choosing unconventional path pushes people" (omission of article; should be "an unconventional path"). Punctuation errors include long, uninterrupted sentences like ".their work, while traditional paths.", and incorrect use of commas. Spelling mistakes "seccesful" (should be successful).

Grammar issues in the exam are include sentences such as "these two things brought to your mind a hard question" which shows incorrect tense usage (it should be "bring to mind"), and "a single person in in need", which contains word repetition. Punctuation problems are also present, including comma splices (e.g. "Love or money, these two things...") and improper punctuation in the quotation. Spelling issues such as "especialy" (should be "especially") and "diffrance"(should be "difference") were detected.

In terms of cohesion, each essay demonstrates a logical flow of ideas; however, paragraph transitions could be improved, particularly in Classwork 1 and the Test. By the exam, the

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student's organisation has noticeably improved, indicating that the student has partially followed the teacher's feedback and is motivated to improve their writing skills over time.

Table 03 : 3.3 Non-reviser

Criteria	Grammar mistakes	Spelling mistakes	Punctuation mistakes	Persistent issues
Classwork 1	13	9	11	Run-on sentences, verb tense, lack of capitalization, no structure
Test	5	6	9	Use of AI, lack of personal input, unclear stance
Classwork02	10	3	4	Misuse of verbs, lack of subject-verb agreement, no transition

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Exam	11	10	12	Excessive long sentence, lack of paragraphing
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3.5. Explanation of Table 03

The table above presents the corpus analysis of a participant identified as a non-reviser, tracking his progress over one semester. Across the fourth writing task, students tend to produce lengthy and run-on sentences, particularly in Classwork 01 and Exam essays, which affect the clarity and flow of ideas.

In Classwork 01, the student makes frequent spelling and punctuation errors. For example, "witnessed» should be "witnessed", and commas are missing in " no mercy, no pity, everyone wants". Additionally, quotation formatting is incorrect to be an emperor" (first sentence, Chaplin said). The test contains fewer issues, as it was AI-generated and lacks personal input. However, punctuation errors were present, such as in the phrase "monitoring random activities with developments in cameras." There was a missing transition after "To sum up."

Classwork 02 includes subject-verb agreement errors, such as "it provide peace" instead of "it provides peace", and awkward formulation of sentences, like "on the other hand, there will be limitation of crimes", which could be revised to "there will be fewer crimes". In addition, there is a spelling error, for instance, in incredebly (instead of incredibly) also occur. Moreover, punctuation mistakes were found in the run-on sentence "it provide peace control and less crimes and leads to a good life," and in the lack of commas after transitions like "on the other hand."

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Regarding coherence and organization, Classwork 1 lacks logical structure and presents more of a summary than an argumentative essay. Classwork 2 shows a slight improvement in attempting to develop points, but the transitions remain weak. The test is AI-generated, which reduces its quality in terms of individual writing output. In addition, the exam essay was hindered by spelling errors, repetition, and a lack of paragraph coherence, which demonstrates a failure to improve writing skills and motivation over time.

3.6. Corpus analysis Discussion

Many research studies have indicated the effectiveness of written corrective feedback on students' academic performance and motivation. This corpus aims to investigate the influence of written corrective feedback on EFL students' written academic performance and motivation and to explore their responses to the teacher's feedback over one semester in the English department of Belhadj Bouchaib University, Ain Temouchent, Algeria.

The investigators analysed the academic progress of EFL students specialising in literature and Civilisation by examining their four written assignments over one semester: classwork one, a test, classwork two, and the final exam. In corpus analysis, the number of participating students is approximately 28 learners. Twenty students completed the fourth task, four students completed three tasks, three students completed two tasks, and one student has completed only the exam. The teacher of these EFL learners employed various types of written corrective feedback—including direct, indirect, evaluative, and peer feedback, to enhance students' writing skills.

The analysis of the collected corpus revealed several challenges that hinder students' written academic performance, including issues with grammar, punctuation, the logical

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structuring of paragraphs, coherence, and cohesion. Based on corpus analysis, the majority of students face difficulties with grammar and syntax, regularly making errors in verb tense, subject–verb agreement , and sentence structure. Spelling and punctuation mistakes were also commonly prevalent, affecting the clarity and coherence of students' writing. Some students were unable to produce a clear thesis statement or ensure a structured flow of ideas; additionally, a lack of organisation was evident. Further results show that the students' writing often lacks structured paragraphs, leading to the misuse of arguments.

Concerning the writing standard, most students strongly rely on conversational language and an informal tone in academic writing. The corpus analysis outcomes indicate three distinct groups of students; the initial division refers to the group of minimal reviser students. This classification continued to make the same errors over time, suggesting a lack of engagement with the revision process. The following division consists of active revisers who demonstrate acceptable interaction and positive responses to the provided feedback. These students developed their skills in writing logical paragraph structure, coherence, and cohesion, and they reduced grammatical errors over time. The last division represents the students who are not engaged. This category of EFL students shows no improvement, suggesting either a lack of motivation, a lack of desire, difficult learning circumstances, or difficulties in effectively implementing teachers' feedback. The active revisers demonstrate an elevated motivation level and increased engagement in enhancing writing paragraph structure, improving writing proficiency, and implementing feedback.

Additionally, these students made an effort to incorporate quotes and references, demonstrating a clear understanding of academic writing. The students who ignored revising their papers and those who never reviewed their work continued to repeat the same mistakes, and

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submitted poor assignments, which was considered a sign of low motivation and engagement. Thus, the results found a small number of students who were absent for the fourth week; surprisingly, they performed well in the final exam, raising concerns about external assistance or last-minute efforts. Whereas some students demonstrated exceptional writing abilities, a strong command of the language, and critical thinking skills, with the help of teacher's feedback, these students are likely to achieve excellent academic improvement ; they will serve as a great example for future promotions and as competent teachers for the next generation. Despite the low level of Master One students in Literature and Civilisation, the corpus analysis reveals that most students have made progress in at least one area, concluding that written corrective feedback plays a significant role in developing writing abilities and fostering critical thinking in EFL students.

3.7 Interpretation of the Corpus Findings

The results of the above corpus analysis introduce typical challenges concerning writing performance, foremost in areas such as grammar and syntax (specifically, verb tenses and subject-verb agreement), punctuation, spelling, sentence construction, and organisation. They are common errors among EFL learners. Generally, students make the mentioned mistakes, especially when the writing performance demands become synthetically complicated at the advanced level. Additionally, the findings also suggest that students lack attention to the surface level of writing accuracy, which hinders the clarity and coherence of their writing (Ferris, 2006; Bitchener & Ferris, 2012). Additionally, integrating an informal tone reflects a limited understanding of academic discourse and insufficient practice in implementing a formal tone in their essay writing.

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The application of different written feedback methods, such as direct, indirect, peer-written feedback, and evaluative feedback, offers opportunities to observe students' engagement with the teacher's correction. The existence of three student types — namely, minimal revisers, active revisers, and non-revisers — aligns with research carried out by Hayland (2018), which suggests that students' motivation and attitude correlate with the effectiveness of feedback. Furthermore, as evident from the corpus, active revisers benefited most from the feedback by improving grammatical errors, organisation, and tone formality up to the exam. Their efforts to integrate feedback and academic conventions, such as quoting and referencing, also indicate a growing awareness of academic integrity and literacy.

In contrast to active revisers, minimal revisers, and non-revisers, who continued to make similar mistakes, the findings align with Lee's (2017) findings, which suggest that unengaged learners tend to perceive feedback as judgment rather than guidance, thereby limiting its pedagogical value. Ultimately, the observation displays that this category of learners lacks awareness of feedback's effectiveness. Similarly, the observation highlights a special category of students who were absent but performed well in the exam, raising the possibility that they relied on external learning strategies, help, or self-effort. This may further complicate the evaluation of genuine Learning Progress.

Correspondingly, a few outliers demonstrated advanced writing skills, particularly in critical thinking, coherence, and overall language proficiency. This suggests that when feedback is personalised and applied with a high level of motivation, even students' underperformance can improve drastically. According to Carless and Bound (2018), such individuals can serve as role models, suggesting the importance of promoting learner ownership and effective writing methods. The study suggests that autonomy is a crucial factor in enhancing students' learning performance.

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Generally, the findings of the corpus evidence support the notion that written corrective feedback is a significant tool in improving students' academic writing, especially when students actively engage with it. The analysis highlights that feedback alone is insufficient; its impact relies on students' willingness and ability to engage with it, as well as on the clarity and consistency of feedback provided. The more students interact with the feedback, the more mistakes will eventually be minimised, including grammatical errors, coherence, formality, and organisation.

3.8. Interview

In order to enlighten the study with the title *The Effects of Written Corrective Feedback on Students' Writing Academic Performance and Motivation over Time at Belhadj Bouchaib University*, an interview was held with an English department teacher using a semi-structured method to reveal more insight into the real practice of written corrective feedback. In addition, the teacher's perspectives provide valuable qualitative data, complementing the corpus analysis and questionnaire findings, thereby enhancing the research's validity and reliability. The interview conducted consisted of around 10 questions, each with a specific purpose. For example:

The first question focused on the teacher's experience in teaching the writing module, and the second question aimed to explore the general approach the instructor uses to provide effective feedback. The third question tends to investigate the different types of feedback given to students. The fourth and fifth questions seek to investigate student's engagement and responses to written corrective feedback. The sixth and seventh questions focus on the

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effectiveness of written corrective feedback on students' writing performance and additional feedback strategies used in conjunction with written corrective feedback by the teacher.

The following questions aim to explore the motivational impact of teachers' written corrective feedback on students' performance. The last two questions tend to explore the main challenges that teachers face in providing feedback and may hinder its effectiveness. Additionally to examine the teachers' perspective on written corrective feedback and its long-term impact on students' academic achievements. The following table categorises the teacher's answers into themes, presenting valuable insights from the teacher's perspective, supported by an analytical interpretation.

3.9. Themes analysis

The current analysis is split into two main tables to provide more clarity and organization to the findings review:

Table 1: teacher approach to feedback, types of written corrective feedback used, students reaction and engagement to written corrective feedback.

Table 2: Strategies to feedback, motivation strategies, challenges in WCF, and long-term impact of written corrective feedback.

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Table 4: 3.4 Teacher approach to feedback, types, student engagement and reactions

Themes	Interview findings	Teacher quotes
Teacher experience and approaches to WCF	<ul style="list-style-type: none"> - The teacher has experience of 14years in teaching tr - The teacher uses three stages approach: - 1-self correction 2-peer correction 3-teacher own correction - Provides opportunities for revision after correction 	<p>“...so my approach is: peer correction than my correction then gives them other chances.”</p> <p>“Since 2012, over 14th years”</p>
WCF Types And Rationale Use	<ul style="list-style-type: none"> - The teacher uses indirect, primarily written corrective feedback(underlying, highlighting) - Shift to direct written corrective feedback when errors are excessive only 	<p>“Sometimes I circle, or I underline.”</p> <p>“so I cannot circle everything, and direct is very rare, so mostly is indirect.”</p>
Student reaction and engagement to WCF	<ul style="list-style-type: none"> - Students lack interest in WCF - -Students do not collect their 	<p>Not all of them attend... I still have some copybooks from</p>

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	<p>corrected papers</p> <ul style="list-style-type: none"> - -Only motivated students or those who seek second chances pay attention to feedback - -Some students perceive repeated correction as a waste of time - -Even high-level students with persistent errors (grammar, punctuation etc.) feel feedback is a waste 	<p>2018 students did not take them because they do not care about feedback,</p> <p>Because I have to explain and re-explain it to them, it is wasting time.</p>
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Table 5: 3.5 feedback strategies, motivation strategies, challenge, and Long-term impact of WCF

Themes	Interview findings	Teacher quotes
Strategies to feedback	<ul style="list-style-type: none"> - The teacher uses oral feedback first to clarify common mistakes of students. - Written corrective feedback second to provide detailed correction. - Discussion to ensure students understand and can act on the feedback. 	<p>“: oral feedback is the basic. I use it first; then I use the written because I need to clarify things for them by sharing the common mistakes they did... then I discuss it one</p>

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		by one.
Motivation strategies	<ul style="list-style-type: none"> - The teacher uses extra marks for students who revise and take a second chance. - Students hate writing, so marks serve as extrinsic motivation 	<p>“it’s all about the marks... because also they refuse writing they don’t like to write. This is why that’s the solution I use to motivate them.”</p>
Challenges to written corrective feedback	<ul style="list-style-type: none"> - Many students do not collect their corrected papers due to absences. - Level: Varying proficiency levels; some individuals require repeated explanations to understand their mistakes. - Time-consuming: oral explanations take too long. 	<p>“Absences first, they do not come, they don’t take feedback... they don’t understand sometimes the feedback and the mistakes they make, so I have to go to details,”</p>
Long-term impact of WCF on students' writing and motivation	<ul style="list-style-type: none"> - Students who engage consistently with feedback will improve - Second-semester students are showing improvement in writing essays 	<p>“if they keep writing, they keep understanding the feedback, and when they apply it next time, they get better over time.”</p>

3.10 Discussion of the interview

The following interview highlights some crucial points about the actual implementation of written corrective feedback from the perspective of a practising instructor with years of experience teaching writing skills since 2012. The instructor addresses facts and matters related to feedback in the English as a Foreign Language (EFL) context. The teacher employs a systematic and multi-stage approach, beginning with self-evaluation to help students identify their weaknesses, followed by peer assessment, as kids are more receptive when their peers evaluate them. The instructor concludes with her assessment, providing students with several opportunities to revise their work.

In addition, the teacher uses indirect written corrective feedback, such as underlining or circling errors, which aligns with research suggesting that indirect feedback fosters deeper cognitive engagement and awareness, as students must interpret and correct their own mistakes. However, the teacher sometimes opts for direct feedback, especially when the number of errors is overwhelming, making indirect methods less impactful. This flexible approach supports the idea that the effectiveness of feedback types often depends on the context and the student's proficiency.

Furthermore, the interview reveals some of the issues that most teachers have been facing, such as low follow-through on student feedback and high absenteeism rates, which contribute to variability in the level of skills among students. Despite receiving verbal explanations, written feedback, multiple opportunities for revision, and even individualized direction. Students fail to collect their corrected papers or attend counselling sessions. This lack of engagement reduces the impact of written corrective feedback and points out problems in motivation that significantly discourage learning achievements.

Remarkably, the teacher uses mark incentives as a means to encourage revisions, which appears

to be an effective way to motivate and encourage reluctant students. Furthermore, she emphasised the importance of oral feedback, noting that it is a vital aspect, as it helps explain common mistakes and provides personalised guidance, especially for struggling students. This multimodal form of feedback has been found, through research to increase students' understanding and use of feedback when used in conjunction with it. The teacher, despite the challenges she faces in making feedback effective, remains optimistic about the long-term benefit of written corrective feedback, believing that students who engage with it can improve significantly.

3.11 Interpretation of the findings

The findings of the interview highlight several key aspects that influence the impact of written corrective feedback (WCF) on improving the academic writing and motivation of EFL students. First, teacher experience plays a paramount role in guiding students to enhance their writing skills, as experienced teachers are well aware of how to provide constructive feedback, which allows them to tailor their feedback strategies to meet students' needs.

Second, in a structured approach, the teacher relies on a systematic method of feedback by integrating self-correction, allowing students to recognise their mistakes and correct them accordingly. Then, the teacher incorporates peer-written feedback, as peers often understand each other's work and provide correction mistakes in a comprehensible manner. After that, the teacher provides written feedback as a final assessment of the student's writing, offering them further opportunities to improve their writing.

Third, the interview results demonstrate valuable insights into students' engagement with feedback. It suggests that students who interact with feedback tend to show more improvement than those who do not. This observation aligns with a similar study on constructivist learning theory, which suggests that learning is most effective when students actively participate in the

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learning process. The study is also supported by Vygotsky's zone of proximal development (ZPD) and sociocultural theory, both of which emphasise that cognitive development stems from social interaction. Similarly, a study by Bitchener and Ferris (2012) argues that written corrective feedback is effective only if students meaningfully apply and process the feedback.

The findings also show that the teacher primarily uses indirect feedback, which demonstrates its effectiveness in promoting deep learning and self-correction, thereby facilitating an understanding of the feedback. Some students struggle to interpret indirect correction without providing adequate guidance. As a result, it reduces the influence of the feedback. The teacher noted that some learners required a significant amount of time and effort to understand the feedback provided, which highlights another key finding: the importance of providing individualised feedback to support students who face difficulties.

The statement aligns with a study by Ellis (2009), which highlights that Written Corrective Feedback should be tailored to different proficiency levels. His study found that the types of written corrective feedback affect students differently, depending on their proficiency level. However, motivation remains a barrier for teachers, as it requires the implementation of both extrinsic motivations, such as additional marks or opportunities for revising their work, and intrinsic motivation, relying on their interest in writing. These insights have been supported by several studies, such as the self-determination theory by Deci & Ryan (1985, 2000), which highlights the importance of autonomy, competence, and relatedness in nurturing students' motivation.

Moreover, the interview study highlights the interdependence of oral and written feedback, emphasising that oral feedback plays a crucial role as a bridge to written feedback. It reinforces key points for clarity and consolidates the idea that both verbal and written feedback promote

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students' understanding and utilisation of feedback. This method is supported in the literature, as written and verbal feedback, when blended, have been shown to increase students' understanding and use of feedback (Shintani & Ellis, 2013).

Furthermore, certain factors hinder the effectiveness of written corrective feedback, such as time constraints and absenteeism. Insufficient time limits the ability to provide individualized feedback to each student. Absences cause an imbalance in the student's levels because some learners benefit more from the correction when they attend, while others do not. It suggests a need for other strategies, such as self-correction or peer review, to compensate for these hindrances.

In conclusion, while written corrective feedback has the potential to increase the effectiveness of writing performance, its influence largely depends on students' willingness to interact with and apply the feedback provided to them.

3.12 Questionnaire Analysis

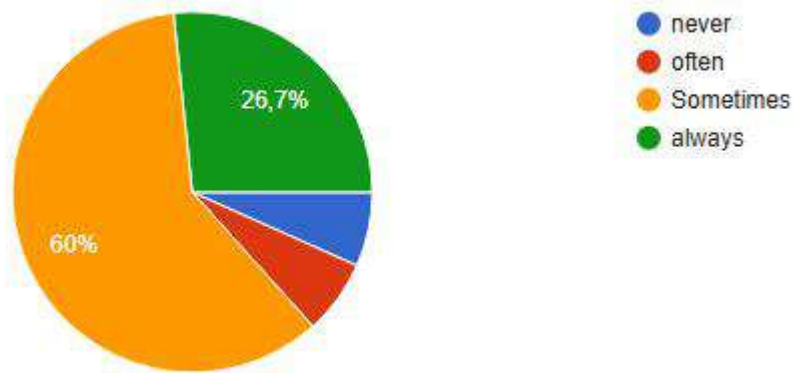


Figure 1: 3.1 Student Exposure to Written Corrective Feedback

Question 01: How often do you receive written corrective feedback?

The type of primary question is a multiple-choice question; it aims to explore how regularly students are exposed to written corrective feedback and to identify whether written corrective feedback is a consistent part of their learning process. 15 out of 28 participants answered this question. The statistics show that 60% of students agreed that they sometimes receive written corrective feedback. 26.7% declared that they always receive it; thus, 8.3% of students refuse to receive it during their courses. The statistics show that 60% of students agreed that they sometimes receive written corrective feedback. 26.7% declared that they always receive it; thus, 8.3% of students refuse to receive it during their courses.

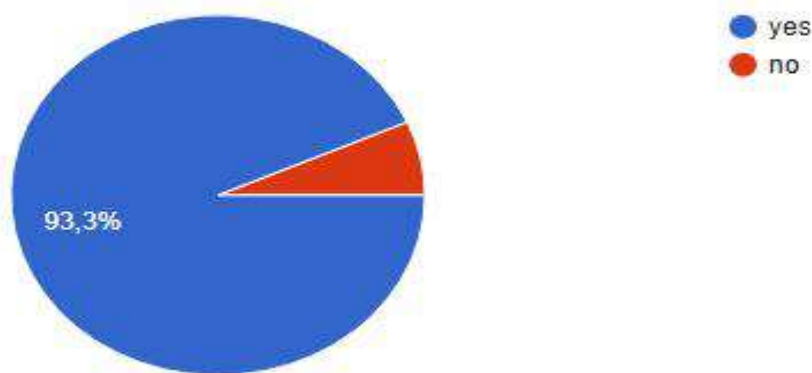


Figure02: 3.2 Learner Perceptions of Improvement through Written Corrective Feedback.

Question 02: Do you feel that written corrective feedback helps you improve your academic writing performance? Yes/No: what areas have you improved thanks to the written corrective feedback?

The following question is composed of two questions; the first is a closed-ended question that attempts to obtain students' attitudes toward written corrective feedback. Fifteen students answer it, and the second part of the question is an open-ended question. According to the student's responses, this question aims to identify areas for development, thanks to the written corrective feedback; 9 students responded to it. The majority of the participants (93.3%) agreed that written corrective feedback makes considerable contributions to improving their writing abilities in the following areas: grammar, spelling mistakes, essay structure, and Sentence structural mistakes. However, 6.7% of students find It useless.

Responses sample

- “receiving corrective feedback made me improve my handwriting, which I struggle with, as well as helped me improve grammatical accuracy, coherence, vocabulary, and academic writing conventions. I’ve become more aware of sentence structure, verb tense consistency, and logical flow, making my writing clearer and more precise”.
- “Grammar, spelling mistakes”.
- “The structure of the essay”.
- “Sentence structural mistakes ».

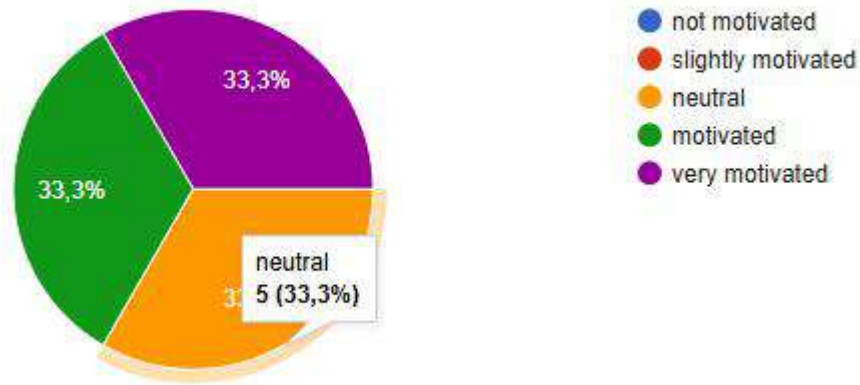


Figure 03: 3.3 the effects of written corrective feedback on students' motivation.

Question 03: How motivated are you to strengthen your writing skills after receiving written corrective feedback?

The third question is a Likert-scale question answered by 15 students; its objective is to measure the degree of students' motivation and to evaluate the emotional impact of students after receiving written corrective feedback. This question also aims to observe fluctuations in students' motivation over time, marking the transitions that may occur. The number 33.3% refers to three types of students: highly motivated learners, moderately motivated participants, and neutrally motivated learners. The following key findings explain how EFL students maintain a balance through three distinct motivational levels.

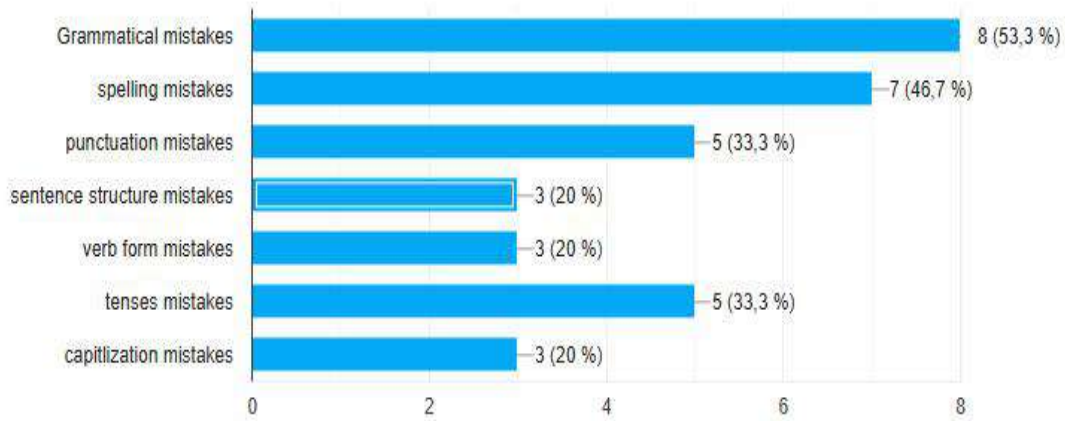
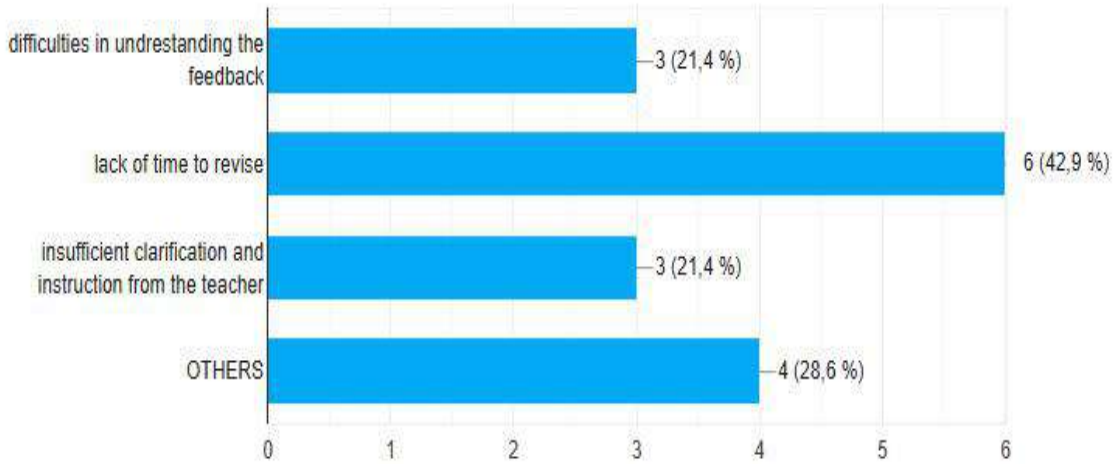


Figure 4: 3.4 Common Writing Errors Made By EFL Students.

Question 04: What are the types of errors you usually make?

The type of this question is an Multiple-choice question answered by 15 English as a Foreign Language (EFL) learners. Its target is to explore the committed writing mistakes made by EFL students track, evaluate, and assess their progress after receiving written corrective feedback over one semester. Grammatical, spelling, and punctuation mistakes are among the most common errors. Tense mistakes tend to occur frequently; however, capitalisation, sentence structure, and verb form mistakes are relatively uncommon.



Question 05: What are the challenges you face in implementing teacher feedback?

The above question is divided into two parts; the first part is a multiple-choice question answered by 14 participants. This prompt suggests potential challenges students may encounter when they apply the WCF to identify the difficulties and obstacles EFL students face and

Figure 05 : 3.5 The challenges in implementing teacher’s written corrective feedback

address them in further studies. The second part is an open-ended question that allows the participants to declare their deficiencies in implementing the feedback. Unfortunately, this part of the question did not receive any additional suggestions, as the choices may already meet the needs of all students. According to the above graphic, 42.9% of students suffer from insufficient time to revise, 21.4% of learners have difficulties understanding the feedback, and

the same number represents the students who feel that teachers do not provide sufficient clarifications and instructions.

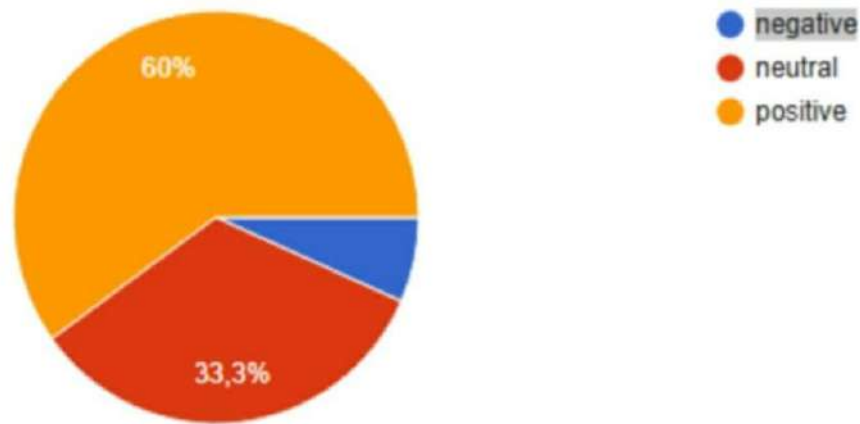


Figure 06: 3.6 Students' Attitudes toward Teachers' Feedback

Question 06: How do you feel about your Teachers' Given Feedback?

The type of the subsequent question is an attitudinal question that attempts to investigate students' attitudes toward teachers' feedback. It is answered by 15 among 27 learners. Sixty per cent feel optimistic and encouraged thanks to the written corrective feedback, while 33.3% of students remain objective and unbiased. The rest of the students are dismissive.

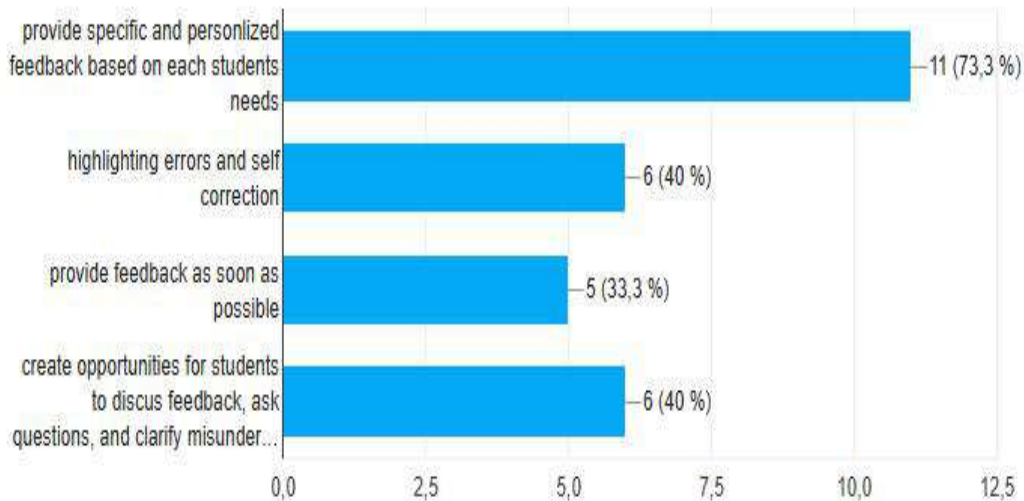


Figure 07: 3.7 Suggestions for Improving Teacher Feedback

Question 7: What teacher do to give better feedback?

The last question consists of two parts; the initial part is a multiple-choice question, and the second one is an open-ended question that invites students to express their thoughts. It seeks to obtain students' recommendations to provide some solutions to the problems and set limits to the challenges they face. Fifteen students answered this question; 77.3% of learners propose that teachers provide specific and personalised feedback tailored to each student's needs. 40% of students suggest that teachers have to create opportunities for students to discuss feedback, ask questions, and clarify misunderstandings and 33.3% of students say providing feedback immediately is of paramount importance; furthermore, 40% of students offer that teachers should highlight students' errors and support them to correct themselves to remind them of their mistakes. Ultimately, the second part of this question is redundant; the student may already have found the responses they intend to express in the first part of the question.

3.13 Discussion of the Questionnaire Results

Based on the questionnaire's findings, many students reported receiving written corrective feedback occasionally a small number of students indicated that they received it frequently, while all categories of students declined to receive this type of feedback in their learning process. However, according to their responses to all the questions in the questionnaire, it appears that Master's students of Literature and Civilization are frequently exposed to written corrective feedback. According to their responses, this case highlights that some master's students in literature exhibit low motivation levels, frequent absences, or a lack of concentration. In consideration of the results, Master One literature and British civilisation students have struggled with misspellings, grammatical errors, and punctuation, and capitalisation mistakes. Around 93.3% of students consider feedback as a tool that helps improve their writing abilities, especially in the areas mentioned above, which highlights the significance of written corrective feedback as an effective means to enhance writing skills and reflects learners' positive attitudes toward this type of feedback.

Additionally, written corrective feedback had a positive impact on students' motivation after they received it. Students' motivation is divided into three categories: the highly motivated students, the moderately motivated students, and the neutral motivated students. It indicates that WCF has a positive influence on students' motivation by raising their desire and interest in improving their competence. However, many students face challenges in applying the feedback, citing a lack of time to revise, and struggling to understand or receive enough clarification from teachers. In terms of improvements, students suggested that feedback should cater to individual differences and be provided promptly, they also recommended more opportunities for discussion and clarification.

3.14 Interpretation of the questionnaire's findings

The questionnaire results indicate strong evidence of the experiences and beliefs of BELHADJ BOUCHAIB University Master's students in Literature and Civilisation regarding written corrective feedback (WCF). Although the majority of students reported receiving written corrective feedback occasionally, the overall responses suggest that written corrective feedback is a common element of their learning process. This discrepancy may indicate a gap between the practice of providing feedback and students' perception or understanding of it; this finding is consistent with Hyland and Hyland's (2006) observation that feedback is often neglected unless it is explicit and explained to learners.

Current results report that learners are in favour of written corrective feedback. The overall result highlights that WCF enhances their writing, especially in terms of grammar, punctuation, spelling, and capitalisation, thereby substantiating previous research that reports evidence for the effectiveness of feedback in linguistic correctness (Bitchener & Ferris, 2012). This suggests that learners acknowledge their weaknesses and are receptive to feedback on such areas. WCF is a pedagogical aid with corrective and motivating advantages.

Furthermore, the motivational encouraging effect of WCF, as resonated by students across varying levels of motivation (high, moderate, neutral), corroborates research such as Ellis (2009), who highlighted the effective role of feedback in shaping learners' engagement and aspiration to improve. The variation of motivation in students' responses highlights that while not all students are equally motivated, WCF can have a positive influence on learners' 'autonomy and goal setting.

Moreover, although this is the case, actual problems such as time pressures, inadequate explanations, and insufficient opportunities for clarification all impede the effectiveness of feedback. These are common findings in Lee's study (2008), which suggests that proper support

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mechanisms are necessary to facilitate effective feedback. Furthermore, the mention of learner-specific problems, such as low motivation, excessive absenteeism, or difficulty concentrating, implies that learner variables should be accounted for when using feedback.

Finally, students have recommended specific solutions to enhance the delivery of feedback. Such as providing immediate feedback and increasing interaction for clarification; this aligns with previous studies that recognise the importance of timely instruction and learners' sensitivity to feedback, which should be emphasised as more impactful than delayed comments or generalised ones.

In conclusion, the findings suggest that while WCF is appreciated for its role in improving writing skills and enhancing motivation, its efficacy depends heavily on how it is delivered, perceived, and supported by learners. This reinforces the need to study not only the presence of feedback but also its impact. But also its clarity, timing, individualization, and integration into student-teacher interaction.

3.15 Summary of the findings

Many previous studies acknowledged the significance of written corrective feedback in fostering students' academic writing performance and motivation. The current research investigates how WCF influences the writing of Master One students of Literature and Civilisation over one semester at Belhadj Bouchaib University in Ain Temouchent, Algeria.

The research particularly focused on how written corrective feedback influences the performance and motivation of EFL learners, how they respond to this type of feedback, and the extent to which they incorporate revisions and address errors. Additionally, the researchers implemented three data instruments: corpus analysis, interviews with instructors, and

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questionnaires for students to categorise persistent and corrected errors committed by the students over time. As a result, this process enables the achievement of accurate and specific outcomes for the study.

Primarily, through analysing the fourth writing assignment of the corpus, the results demonstrated that Master One Students of Literature and Civilisation is a heterogeneous class. twenty-eight learners' exhibits generally show low writing proficiency, and among them, approximately three or four students are capable of producing competent academic writings. In the initial tasks, this class faced distinguished difficulties in areas such as spelling mistakes, grammar, punctuation, capitalisation, coherence, paragraph structure, and organisation. During the first semester, students started to show improvements in these areas in response to WCF.

The corpus analysis results demonstrated that many students faced difficulties in areas such as grammar, punctuation, paragraph structure, and coherence. Most made at least some improvement in one area after receiving the WCF feedback. A small group of "active revisers" showed noticeable achievement in grammar, structure, and coherence. These students effectively integrated and engaged with the feedback, resulting in increased awareness of academic writing standards. Furthermore, the corpus analysis findings revealed three categories of EFL learners: active revisers, minimal revisers, and non-revisers, considering their motivation and interactions. Firstly, active revisers notably demonstrate the most improvement due to their high level of motivation and the practical implementation of teacher feedback. While minimal revisers show minimal improvements due to the extent to which they are motivated, lack of comprehension, and ineffective feedback implementation, they often continue to make some errors.

Ultimately, non-engaged students achieved absolutely nothing, perhaps due to a lack of motivation, consistent absences, and neglecting feedback, resulting in an inability to grasp

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teachers' corrections. Surprisingly, few EFL learners achieved academic success on the final exam despite the absences in the earlier tasks, suggesting that EFL students either received external support or made last-minute efforts, implying a limited level of motivation.

Subsequently, the interview findings supported the corpus outcomes; the teacher declared that their students show long-term development in progress, particularly those who consider the feedback, emphasising that when applied consistently, WCF will lead to significant gains in writing. To promote students' motivation, the teacher used a constructive approach, reinforcing self-assessment and drawing on peer feedback, then followed by the instructors' own WCF indirectly (e.g., underlining mistakes). Thus, when the errors are excessive, the teacher switches to personalised, precise, and direct feedback. This approach ensured that instruction aligned with contextual needs.

Corpus analysis findings corroborated the teacher's interview results. The professor noted that, despite the reception of WCF, few students tend to revise and correct their academic works, often failing to apply the WCF to address this issue. The teacher regularly creates additional sessions, extracts work, and provides opportunities for correcting their assignments. They use incentives (e.g., points) to encourage students to improve their writing skills and help them with oral clarifications and WCF. Moreover, the teacher faces many challenges this semester. Initially, students are not aware of their committed mistakes. This results in an inability to understand and implement the feedback, which leads the teacher to conduct extra sessions for explanations, where time constraints work against the teacher. Secondly, excessive absences of students create a heterogeneous class. Third, the teacher declared that she is using the WCF only with the class of Master One Students of Literature and Civilisation due to their small number, which promotes the teacher to provide personalised, precise, and constructive written feedback.

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The questionnaire reveals distinct motivational profiles among Master One Students of Literature and Civilisation: very motivated students, motivated students, and neutral motivated students. The less motivated students attributed their weaknesses, deficits, and struggles in improving their writing skills during the first semester to inadequate teacher clarification and insufficient time. However, the corpus analysis revealed that the teacher provided substantial, personalised, positive, and constructive written feedback, and the teacher also confirmed this during the interview. This contradiction suggests that students may not be fully implementing the feedback, possibly due to absences, a lack of awareness, and motivation.

According to Master One Students of Literature and Civilisation students' perspectives, WCF was a crucial key element in improving their writing proficiency, particularly in various areas such as grammar, handwriting issues, sentence structural mistakes, spelling mistakes, and coherence. Additionally, they expressed their positive attitudes toward the effectiveness of WCF as a key aspect of their progress and increased their motivation. Additionally, learners expressed a preference for immediate and precise feedback, including both oral and written feedback. The students also proposed reinforcing personalised feedback, peer feedback, and supportive criticism.

Notably, referring back to the literature framework, the results support findings from the literature, such as those of Ferris (2011) and Bitchener (2008), which highlight the importance of WCF in improving accuracy. Vygotsky's Zone of Proximal Development (ZPD) aligns with the study's focus on tailored feedback and student interaction. Self-determination theory also supports the connection between motivation and effective feedback. The teacher's flexible approach reflects research suggesting that context-sensitive feedback enhances learning.

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In essence, the validation, answers, and confirmation of the research question and hypothesis were.

1. How do the forms of written corrective feedback influence the changes in Master One Literature and Civilization students' written academic performance and motivation during one semester?

2. How do students' engagement patterns with written corrective feedback change over one semester?

3. Which errors persist despite repeated written corrective feedback, and which show the most lasting improvement?

The research questions mentioned above lead to the formulation of the following research hypotheses:

1. Written corrective feedback forms can lead to significant improvements in students' written academic performance and motivation over one semester.

2. Master one student may show greater progress due to higher proficiency levels. students who consistently engage with written corrective feedback tend to demonstrate greater improvements in their academic writing skills and motivation than students who minimally revise or those who neglect the feedback.

3. Grammatical and structural errors are expected to show the most tremendous improvement; however, punctuation may remain a persistent challenge over time.

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Foremost, according to the findings of the research dedicated to investigating the impact of written corrective feedback on students' writing academic performance and motivation over time. The following suggestions are made to confirm the hypothesis:

Hypothesis 1: Confirmed. WCF significantly contributes to enhancing EFL students' academic writing performance and motivation.

Hypothesis 2: Partially confirmed. Active students who engage with WCF have shown greater improvement than passive students.

Hypothesis 3: Accepted. Grammar and structure improved the most, while punctuation remained challenging.

Based on all these research instrument results, WCF has a long-term contribution in small groups rather than large classes due to the excessive number of students that requires more time and teachers' efforts in classroom management, this explains the lack of using written corrective feedback among other levels and classes of the English Department at Belhadj Bouchaib University. Moreover, WCF is an effective tool in improving students' writing abilities; it also serves as a means of learning a new language. Thus, it cannot be utilised in isolation unless the teacher combines it—particularly with oral feedback and other feedback types, if applicable, to enhance students' writing efficiency and motivation over time. The extent to which students become highly motivated is contingent upon their successful reception and implementation of written corrective feedback, as well as their demonstrable progress over time. Additionally, students' progress and improvements are related to the extent to which they respond to and engage with the written corrective feedback.

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To conclude, written feedback is of paramount importance in acquiring a second language, improving academic writing performance, and boosting the motivation of EFL students. Although some students struggle to apply feedback, it also significantly benefits many others. Teachers play a crucial role in ensuring that feedback is clear, timely, and motivating as they adjust their approaches to meet the diverse needs of their students. The appropriate application of WCF not only reduces mistakes but also fosters the development of motivation, autonomy, and sustained improvement in academic writing. This study adds to that growing body of evidence that WCF, when well implemented, is a highly effective tool in the EFL classroom.

3.16 Limitations and recommendation of the study

Throughout conducting the current research and in order to delve deeper into the effects of written corrective feedback on students' academic writing performance and motivation, the researcher encountered several hindrances, such as:

First, due to time constraints, the researcher could not conduct an observation to track further changes in students' writing performance during the second semester in response to written corrective feedback. Therefore, further researchers can extend this investigation by conducting classroom observations or video recordings of teacher–student feedback interactions over a more extended period to provide more concrete data.

Recommendation:

Examining the Effects of Written Corrective Feedback on Undergraduate Students' written Academic Performance and Motivation over Three Academic Years.

Second, ample time also limited the opportunity to compare the effectiveness of written corrective feedback with that of oral feedback. In the future, researchers implementing a

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comparative study on the effectiveness of written corrective feedback and oral feedback will contribute to facilitating the teaching and learning processes for second language acquisition.

Recommendations:

A Comparative Study on the Effectiveness of Written Corrective Feedback and Oral Feedback in Second Language Acquisition.

Third, the inconsistent implementation of written corrective feedback across levels affected the research design. Although the research was initially planned as a comparative longitudinal study between two classes, the lack of written corrective feedback in the second class required additional adjustments, resulting in the elimination of the second group from the comparative analysis. It can be a potential area for conducting longitudinal Research on examining the effectiveness of written corrective feedback by comparing two distinct classes over one academic year. It will provide depth using feedback, a learning strategy in the realm of second language acquisition.

Recommendation:

Exploring the effect of written corrective feedback on students' academic performance through two distinct classes.

Besides, additional limitations have occurred during conducting these study such as the low response rate and quality of questionnaire data posed limitations. Although the questionnaire was initially delivered to a sample of twenty-seven participants, only 15 students answered, resulting in a reduced response rate. Additionally, some responses were informal and lacked

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depth, limiting the quality and reliability of the data collected through this instrument to some extent.

The corpus analysis had to be conducted manually due to the unavailability of appropriate and free digital tools. As a result, analysing all of the students' four written works from the first semester was time-consuming and demanding, especially given the time constraints of the researcher.

Based on the current findings of the research study, future researchers may expand upon the following suggestions and recommendations aiming to complete the research on written corrective feedback:

- A. Investigating the impact of peer-written peer feedback on students' written academic performance in comparison to teacher's written corrective feedback.
- B. Conduct a comparative study on the effectiveness of direct written corrective feedback and indirect written feedback among EFL learners.
- C. Investigate the role of feedback literacy among English as a Foreign Language (EFL) learners.

Notably, the final findings of this longitudinal research contribute to achieving excellent learning outcomes by understanding and applying written corrective feedback (WCF) more effectively. Many students tend to ignore or fail to understand WCF; therefore, raising awareness of its significance is a critical step in supporting students to participate in focused revision, using techniques such as guided rewriting and reflective writing logs. Feedback is of paramount importance in enhancing students' motivation, confidence, and engagement if it is delivered in a

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clear, timely, and individualized manner. Gradually, this can lead to sustained improvement in their academic performance. As time progresses, with suitable conditions, adequate support, and encouragement, students can become accustomed to self-correcting and independent in their writing, leading to long-term improvement and outstanding academic success.

Concerning teachers, the findings propose adopting a responsive feedback method that joins both direct and indirect feedback, depending on the assignments and students' needs. Incorporating peer and oral feedback supports collaborative learning while minimising the teacher's efforts. Feedback also serves as a teaching tool and a means of instruction to facilitate learning. Encouraging students to maintain feedback journals can facilitate the monitoring of their progress and promote a more reflective approach to learning. The upcoming research studies can expand on longitudinal research, examining how WCF affects learners across distinct cultures through digital tools, or by investigating whether feedback leads to long-term improvement.

WCF is a paramount important tool for learning languages and improving writing skills. However, to have a consistent results for WCF feedback adequate implementation, proffesores should take the following issues into cosederation.

The excessive number of students and the lack of teachers in educational settings hinder both students' learning development and teachers' teaching processes. Most students are not aware of the importance of feedback in the learning process, nor do they fully understand their learning dynamics. To address these problems, the department should first recruit more teachers to reduce the pressure on teachers' workloads and ensure the production of written corrective feedback and other types of feedback for EFL students. In addition, reduce the range of large

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groups to approximately 25 students in each level and class, to promote students' engagement and address time constraints, allowing the teacher to provide personalised feedback that meets students' differences. Second, professors have a critical role in raising awareness and promoting well-being among students; they should organise sessions to bring the students together, facilitating their understanding and raising their awareness toward their learning process and feedback mechanism, and its significance in their academic growth.

3.18 Ethical Considerations

In conducting this empirical study, all ethical procedures were strictly followed to ensure the participants' dignity and protection. The current research was conducted following the ethical standards of the English department at BELHADJBOUCHAIB University. Maintaining honesty, confidentiality, and voluntary participation.

Before starting the data collection process, all participants were informed about the research's objective, content, and procedures. The researchers took the approval of the administration before starting the corpus analysis; also, the teacher signed the consent before conducting the interview, as they had submitted the consent with the questionnaire to each participant, ensuring clarity, privacy, and voluntary engagement. In addition to all collected data being anonymous, no personal information was integrated into the research to protect the participants' identities. Additionally, all sources were properly cited, as the research findings were reported accurately and without fabrication or manipulation.

3.19 conclusion

This chapter presented the analysis of the data collected to investigate the impact of written corrective feedback on student academic writing and performance throughout the semester by

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analyzing three data instrument ; corpus analysis , teacher's interview and questionair the findings highlighted the positive impact of written corrective feedback on the writing and motivation especially when feedback was clear and direct. However, student responses varied, and some challenges remained. These findings set the stage for the next chapter, which will discuss their implications in more detail.

General conclusion

General conclusion

In today's modern world, English has become an indispensable medium for international communication, education, and career advancement. It is used across various sectors of life, such as technology, business. Creating a growing need to learn English as a foreign or second language. Consequently, it has become a necessary skill for those seeking to communicate and participate in social environments.

Moreover, teaching English occurs in an environment that is beyond communication and requires continuous efforts in the four fundamental language skills. Writing, one of the four fundamental skills, plays a central role in expressing ideas, feelings, and thoughts. Writing not only enhances students' learning but also contributes to higher academic achievement. Therefore, mastering this skill is a significant challenge that requires more attention in English as a Foreign Language (EFL) teaching.

Academic writing, in particular, is a key competence in higher education contexts, as it not only helps students to communicate their ideas clearly and logically but also promotes their critical thinking, problem-solving, and academic achievement. This requirement for strong academic skills has increased significantly amongst college students who are expected to produce coherent and well-structured written work.

This study investigates the effectiveness of written corrective feedback (WCF) in enhancing the academic writing skills and motivation of Master One Literature and Civilization students at Belhadj Bouchaib University over one semester. The research is structured into three chapters: the first provides a comprehensive literature review on writing, feedback, and Writing

General Conclusion

for Communication (WCF); the second outlines the methodological approach; and the third presents the data analysis and interpretation.

Despite the recognised effectiveness of written corrective feedback, EFL students often face various issues in their performance, such as grammatical errors, language structure, and coherence. To address these challenges, teachers must adopt effective strategies to support students' development, such as written corrective feedback, which is a primary method used by teachers to enhance students' academic writing. It is considered a form of scaffold support that assists EFL students through their writing process by providing targeted comments and recommendations.

The research tracks the development of EFL learners' writing accuracy throughout the semester as they respond to the feedback they receive and explores how written corrective feedback and motivation contribute to enhancing the performance of Master One Literature and Civilisation students in academic writing at Belhadj Bouchaib University.

The study employs a mixed-methods approach, combining qualitative and quantitative tools, including corpus analysis, teacher interviews, and a student questionnaire. The findings suggest that written corrective feedback (WCF) positively influences Master One Literature and Civilisation students' academic writing performance and motivation over a one-semester period. Corpus analysis, interview, and questionnaire results showed that students, who actively engaged with feedback significantly improved in grammar, cohesion, and structure, while punctuation remained a persistent challenge. Based on their engagement, they were classified as active revisers, minimal revisers, and non-engaged students. In addition, the teacher used a flexible approach by combining written corrective feedback, peer feedback, and self-correction to foster their performance.

General Conclusion

Notably, the teacher adaptively delivered feedback, using a combination of direct, indirect, oral, and peer feedback, typically complemented by reward systems to stimulate students' motivation. Interview and questionnaire responses suggested that most students appreciated the value of written corrective feedback and recognised its benefits. The findings confirm the hypothesis that written corrective feedback indeed promotes EFL learners, particularly when students are willing to engage with the feedback.

The research attempts to investigate the influence of written corrective feedback on EFL learners' written academic performance and motivation over one semester. As a result, the study encountered several limitations that influenced the extension of the investigations' findings. Initially, the study was designed as a comparative longitudinal investigation, aiming to examine the impact of written corrective feedback (WCF) on two distinct levels of students over time. However, midway through the investigation, a methodological adjustment became necessary due to the absence of WCF implementation at the second level. One major limitation of this study is the restricted timeframe. While the research initially aimed to investigate the impact of written corrective feedback over two semesters, time constraints limited the research study to one semester. Nevertheless, the study still offers valuable insights and sets the stage for further exploration of additional limitations in the coming chapters.

Furthermore, the study's limited sample size (28 students) and short period reduce the external validity of the results in a broader Algerian context. Albeit the data provide valuable insights, future research should explore the long-term impact of WCF with a larger, more diverse sample and over extended periods. Future researchers may compare different types of feedback and teachers' strategies for offering feedback in classrooms.

General Conclusion

In conclusion, this limitation may pave the way for other researchers to investigate the benefits of written corrective feedback in writing classes and with a larger sample population over a long period. They may employ several instruments and methods—for example, combining interviews and questionnaires with focused group discussions—to compare written and oral feedback or explore teacher practices of different feedback types.

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Appendices

Appendix 01

Teachers's Interview

1. How long have you been teaching?
2. Can you describe your general approach to providing written corrective feedback in your classroom?
3. What types of written corrective feedback do you typically use (e.g., direct, indirect, metalinguistic, coded, encoded), and why do you prefer this type?
4. How do students typically respond to the written corrective feedback you provide?
5. Based on your experience, what are the common reasons students do or do not engage with their feedback?
6. Have you seen progress in your students' writing during this semester after you provided them with feedback?
7. Alongside your written corrective feedback, do you also provide oral feedback or any other type of feedback to your students?
8. You provide additional marks for students who work hard on their revisions. How does this affect their motivation and writing development?
9. What are the biggest challenges you face when providing written corrective feedback?
10. Do you believe that WCF is beneficial for a long-term impact on students' academic writing and motivation?

Appendix 02

Students' Questionnaire

1. How often do you receive written corrective feedback?
 - Never
 - Often
 - Sometimes
 - Always
2. Do you feel written corrective feedback helps you improve your academic writing performance?
 - Yes
 - No
3. How motivated are you to improve your writing skills after receiving written corrective feedback?
 - Motivated
 - Very motivated
 - Slightly motivated
 - Neutral
 - Not motivated
4. What are the types of errors you usually do?
 - Grammatical errors
 - Spelling mistakes
 - Punctuation mistakes

- Sentence structure mistakes
 - Verb form mistakes
 - Tenses mistakes
5. What areas have you improved, thanks to the feedback?
-
6. What are the challenges you face in implementing teachers' feedback?
- Difficulties understanding the feedback
 - Lack of time to revise
 - Insufficient clarification and instruction from the teacher
7. How do you feel about your teacher's given feedback?
- Negative
 - Neutral
 - Positive
8. What can teachers do to give better feedback?
- Provide specific and personalized feedback based on students' needs
 - Highlighting errors and let self-correction
 - Provide feedback as soon as possible
 - Create opportunities for students to discuss, ask questions and clarify misunderstandings.

Appendix 03

Corpus analysis tables

appendix Participant A

Criteria	Classwork 1	Test	Classwork 2	Exam
Grammatical Mistakes	12	15	11	9
Spelling Mistakes	10	12	7	7
Punctuation Mistakes	8	9	6	6
Persistent Mistakes	Yes	Yes	Yes	Yes
Followed Teacher's Feedback	No Needs more academic tone; many spelling/grammar issues	No, Need more clarity and structure in my arguments	No Issues with structure, sentence clarity	No Punctuation, grammar, and clarity issues remain
Cohesion	Weak Ideas are not fully developed,	Weak Poor structure lacks	Fair Some structure, but	Fair Ideas are better organized

&Organization	lacks transitions	precise flow	needs improvement	but need better transitions
Use of Long Sentences	Yes, Long, unclear sentences that affect readability	Yes, Long, unclear sentences that hinder understanding	Yes, Long and awkward sentence structures	Yes, A few overly long sentences that detract from clarity
Overall Performance	Weak – Many errors, lacks focus and clarity	Weak – Needs significant improvement in structure	Fair – Needs improvement in structure and clarity	Fair – Improved organization but still contains errors
Motivation	Low – Needs significant effort to improve	Low – Lacks effort in improving the quality of work	Medium – Some attempt at improvement	Medium – Slight improvement in structure and argumentation

Appendix Participant B

Criteria	Classwork 01	Test	Classwork 02	Exam
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Grammatical Mistakes	10	8	9	6
Spelling Mistakes	6	4	5	5
Punctuation Mistakes	5	4	6	5
Persistent Mistakes	Yes	Yes	Yes	Yes
Followed Teacher's Feedback	No	No	Yes	No
Cohesion and Organization	Needs improvement, lacks flow and structure	Arguments are unclear and lack critical analysis	Some cohesion issues, better structure than the Test	The weak organization lacks depth
Excessive Use of Long Sentences	Some long sentences	Some long sentences	Some long sentences	Excessive long sentences
Overall Performance	Needs Improvement	Weak performance	Average performance	Weak performance
Motivation	Unclear motivation	Unclear motivation	Unclear motivation	Unclear motivation

Appendix participant C

Student Name	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	Multiple (e.g., "one of the greatest character," "refuse such bad qualities," "was talking")	Multiple (e.g., "security is needed," "citizsconted," "sometime people are confused")	Multiple (e.g., "seen as an embarking," "for lack conditions," "the person may not be aware")	Multiple (e.g., "Imagine world without love," "money is crucial in persons' life," "it's way bigger than")
Spelling Mistakes	High (e.g., "haueeuen," "powerfull," "miserdolelwes," "embarace," "sych")	High (e.g., "citizs," "assossiations," "wharenit," "reolaceble")	Moderate (e.g., "embarking," "lack conditions," "misunderstanding")	High (e.g., "reolaceble," "plight," "empaty," "hab=ve," "pesson")
Punctuation Mistakes	Multiple (e.g., missing commas, periods, and capital letters)	Multiple (e.g., missing commas, periods, incorrect use of semicolon)	Multiple (e.g., missing commas, unclear sentence breaks, inconsistent use of punctuation)	Multiple (e.g., missing commas, periods, inconsistent use

				of punctuation)
Persistent Mistakes	Yes (repeated errors in spelling, punctuation, and grammar throughout)	Yes (spelling errors, unclear sentence structure, frequent misuse of punctuation)	Yes (spelling errors, unclear sentences, and misuse of grammar)	Yes (repeated spelling and grammar errors, unclear sentences)
Follow Teacher's Feedback	No (teacher suggested organization, thesis statement, clarity)	No (teacher suggested improving coherence, punctuation, and clarity)	No (teacher suggested improvement in organization, clarity, and spelling)	Yes (though minor issues with coherence and spelling, overall improvement from feedback)
Cohesion	Low (ideas are disjointed, no clear argument progression)	Low (lack of connection between ideas, abrupt transitions)	Low (ideas not clearly linked, awkward flow of arguments)	Moderate (some coherence issues, but better than previous works)
Organization	Very poor (no thesis, random arguments, messy)	Low (lack of clear structure, ideas jump)	Low (disorganized arguments and)	Moderate (better organization,

	essay)	around)	paragraphs)	but still room for improvement)
Use of Long Sentences	Excessive (many sentences are overly long and unclear)	Moderate (some long sentences that confuse meaning)	Excessive (many sentences are long and convoluted)	Moderate (some long sentences, but less frequent than before)
Overall Performance	Poor (messy, unclear, and difficult to follow; needs significant improvement in all areas)	Poor (lack of clarity and structure; needs improvement in coherence and grammar)	Poor (needs work on grammar, punctuation, clarity, and organization)	Moderate (better performance, but still several areas for improvement)
Motivation	Low (appears to have limited engagement with feedback)	Moderate (makes some effort, but needs more practice)	Moderate (some improvement, but inconsistent application of teacher's feedback)	High (clear effort to improve, follows teacher's suggestions more closely)

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Participant D

Criteria	Classwork 01	Test	Exam
Grammatical mistakes	12	10	6
Spelling mistakes	6	9	5
Punctuation mistakes	8	6	3
Persistent mistakes	Yes	Yes	yes
Followed teacher feedback	No	No	no
Cohesion and organization	Frequent long sentences	Several long sentences	Better structure but ideas unclear
Excessive use of long sentences	Wordy sentences	Complex sentences	Some long sentences
Overall performance	Need significant improvement	Better than previous work	Improved but some issues
motivation	Low	Low	Low

Appendix participant E

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	8	11	9	6
Spelling Mistakes	6	9	7	5
Punctuation Mistakes	4	3	5	6
Persistent Mistakes	Yes (misspelling, punctuation)	Yes (spelling, structure)	Yes (spelling, punctuation)	Yes (spelling, punctuation, organization)
Followed Teacher's Feedback	Yes (structure improvements, editing needed)	No (repetition, lack of examples, structure)	Yes (attempted improvements, but issues remain)	No (lack of quotes, structure, some issues with clarity)
Cohesion & Organization	Fair (good structure but needs better linking)	Weak (repetition, lacks paragraphs, unclear ideas)	Fair (some good organization, needs improvement)	Fair (some disjointed ideas, needs clearer organization)
Excessive Long	No	Yes (too many)	No	Yes (some long,

Sentences				convoluted sentences)
Overall Performance	Fair (needs clarity, editing, and punctuation)	Fair (needs improvement in structure and clarity)	Good (good attempt, needs refinement)	Good (strong arguments but lacks quotes and clarity)
Motivation	No clear signs of motivation	Shows some motivation, but needs refinement	Motivation evident in ideas	High motivation, clear argumentation

Appendix participant F

Criteria	Test
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Grammatical Mistakes	5
Spelling Mistakes	4
Punctuation Mistakes	3
Persistent Mistakes	Yes (capitalization, punctuation, word choice)
Followed Teacher's Feedback	No (needed better punctuation and clarity)
Cohesion & Organization	Fair (ideas are connected, but lack clearer transitions)
Excessive Long Sentences	No (sentence length is mostly manageable)
Overall Performance	Fair (decent attempt, but needs editing and clarification)
Motivation	Evident (strong opinion and argument, but needs refinement)

Appendix participant G

Criteria	Classwork 01	Classwork 02	Exam
Grammatical Mistakes	10	16	10
Spelling Mistakes	7	14	9
Punctuation Mistakes	6	11	8
Persistent Mistakes	Yes (spelling, punctuation, sentence structure)	Yes (spelling, punctuation, sentence structure)	Yes (grammar, punctuation, sentence structure)
Followed Teacher's Feedback	No (needed better clarity and punctuation)	No (grammar and structure need improvement)	No (overuse of quotes, needs better structure)
Cohesion & Organization	Fair (ideas connected, but lacking smooth transitions)	Poor (organization not clear, many long sentences)	Fair (argument is somewhat clear, but too many quotes disrupt flow)
Excessive Long Sentences	Yes (some sentences are long and confusing)	Yes (too many long, run-on sentences)	Yes (some long sentences disrupt clarity)

Overall Performance	Fair (good effort, but needs better editing)	Weak (needs significant improvement in structure and language)	Fair (good ideas, but need better grammar and structure)
Motivation	Evident (attempts to explain and persuade)	Evident (good argument, but lacks clarity)	Evident (tries to make a point, but lacks clear structure)

Appendix participant H

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	9	12	15	14
Spelling Mistakes	7	11	16	12
Punctuation Mistakes	5	9	11	8
Persistent Mistakes	Yes (spelling, punctuation, sentence structure)	Yes (punctuation, tenses, and coherence)	Yes (punctuation, capitalization, sentence structure)	Yes (spelling, punctuation, sentence structure)
Followed Teacher's Feedback	No (long sentences, frequent spelling mistakes)	No (punctuation, long sentences, coherence issues)	No (unclear thesis, poor academic language)	No (lack of cohesion, punctuation issues)
Cohesion & Organization	Fair (ideas are connected but need clearer structure)	Poor (disjointed ideas, lack of smooth transitions)	Fair (ideas present but poorly connected)	Poor (ideas lack clear connection and flow)

Excessive Long Sentences	Yes (several long, unclear sentences)	Yes (many run-on sentences)	Yes (several long, run-on sentences)	Yes (long sentences disrupt clarity)
Overall Performance	Fair (good attempt, needs improvement in clarity)	Fair (ideas are weak, need better structure)	Poor (weak argument, grammar and structure issues)	Fair (good ideas but needs better grammar and cohesion)
Motivation	Evident (tries to persuade but needs refinement)	Evident (ideas presented, but lacking cohesion)	Evident (attempts to discuss important themes)	Evident (good attempt, lacks clear structure)

Appendix participant I

Criteria	Classwork 01	Exam
Grammatical	12	14

Mistakes		
Spelling Mistakes	10	11
Punctuation Mistakes	6	5
Persistent Mistakes	Yes (spelling, grammar, awkward phrasing, article use)	Yes (spelling, grammar, sentence structure, awkward expressions)
Followed Teacher's Feedback	No (still lacks structure, no evaluation, coherence issues)	Partially (some improvement, but still uses titles and structure is forced)
Cohesion & Organization	Poor (confusing flow, repetition, poor transitions, vague topic development)	Fair (some structure but lacks fluid transitions and argument logic)
Excessive Long Sentences	Yes (numerous run-on sentences and confusing phrasing)	Yes (many lengthy and unclear sentences)
Overall Performance	Poor (minimal organization, weak development of ideas, persistent language issues)	Fair (ideas better organized, but still hampered by unclear expressions and grammar)
Motivation	Evident (student tried to cover multiple points but struggled to express them)	Evident (student attempted to argue clearly and used quotations from literature)

Appendix Participant J

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	7	11	13	10

Spelling Mistakes	6 ("Charlie", "Dectator", "worf", etc.)	9 ("asvantage", "woked", "yoyr", etc.)	8 ("povital", "govermance", "cermas", "misure", etc.)	7 ("wiral", "liofo", "languagesn", "mentiuoned", etc.)
Punctuation Mistakes	5 (e.g., comma splices, misused periods, missing commas)	7	6	6
Persistent Mistakes	Yes – consistent errors in spelling , verb tense use , and sentence structure	Yes – overuse of run-on sentences, informal tone, and misused verb tenses	Yes – repeated issues in tenses , sentence clarity , word misuse , and informal register	Yes – recurrent issues with subjectivity, tense confusion, and spelling
Followed Teacher's Feedback	Partially (still started with a quote, grammar/tenses still weak)	Partially (slightly more structured, but informality and grammar issues persist)	No (same issues remain: structure, tenses, contractions, and lack of clarity)	Partially (some improvement in clarity and ideas, but subjectivity remains high)
Cohesion	Fair (paragraphs are somewhat	Fair (ideas appear in a	Poor (unclear paragraph	Fair (slightly more organized,

&Organization	organized, though transitions are weak and arguments not deeply developed)	logical order, but cohesion is weak and examples dominate logic)	division, lack of clear topic sentences, uneven development of both sides of argument)	but cohesion still suffers from inconsistent structure and informal phrasing)
Excessive Long Sentences	Yes (e.g., "Chaplin called for freedom, by using...")	Yes (run-ons like: "You will live, to take the path...")	Yes (frequent overly long and unclear sentences)	Yes (numerous overly long and repetitive statements)
Overall Performance	Fair – good idea selection, but underdeveloped and affected by mechanical language problems	Fair – student shows clear position but needs more academic formality and grammatical accuracy	Weak – ideas are interesting but poorly articulated, structurally unclear, and not critically explored	Fair – slightly better performance but not yet academic; shows interest in topic
Motivation	Evident – shows interest in topic and tries to express strong opinions	Evident – strong engagement with topic and	Evident – though topic was “not their cup of tea,” effort is there to	Evident – student uses examples, religious reference, and

		use of personal example	explain both sides	expressions to support ideas, indicating high engagement
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APPENDIX participant K

Criteria	Class Work 1
Grammatical Mistakes	11
Spelling Mistakes	10
Punctuation Mistakes	7
Persistent Mistakes	Yes
Followed Teacher's	No Writing is not academic in nature, still too conversational;

Feedback	grammar and punctuation issues persist.
Cohesion &Organization	Weak – Lacks logical flow; transitions between ideas are unclear.
Use of Long Sentences	Yes – Multiple long and convoluted sentences that affect readability
Overall Performance	Weak – Writing lacks clarity, structure, and proper academic tone.
Motivation	Low – No significant effort to improve despite feedback

APENDIX Participant L

Criteria	Essay 01 (Classwork 1)	TR Test	Classwork 2	Exam Essay
Grammatical Mistakes	7	13	9	8
Spelling Mistakes	6	6	5	5
Punctuation Mistakes	4	3	4	5
Persistent	Yes (recurrent	Yes (recurrent	Yes (errors with	Yes (errors

Mistakes	spelling, punctuation, and grammar errors throughout)	errors with verb tense, articles, and subject-verb agreement)	articles, verb tenses, and prepositions)	with articles, prepositions, and subject-verb agreement)
Follows Teacher's Feedback	No (did not follow the feedback, especially regarding answering the essay question)	No (feedback about lacking examples and general statements not addressed)	Yes (addressed direct feedback regarding spelling and grammar)	Yes (attempted to improve but still had issues with language use)
Cohesion and Organization	Fair (ideas are somewhat disjointed, but overall structure is clear)	Poor (ideas lack coherence, some paragraphs do not connect well)	Good (organized with clear points but some awkward transitions between ideas)	Fair (some incoherence between ideas, but structure is present)
Use of Long Sentences	Excessive (many long sentences affect clarity and readability)	Some (use long sentences that affect readability and clarity)	Some (use of long sentences affects clarity, especially in complex ideas)	Some (long sentences affect readability and clarity)

Overall Performance	Average (good attempt, but significant errors affecting understanding and effectiveness)	Poor (lacks examples, general statements, and many language issues, affecting the essay's quality)	Fair (good structure, but several language errors and unclear ideas)	Average (clear ideas, but grammar and coherence issues limit effectiveness)
Motivation	Moderate (appears to have made an effort but lacks depth and clarity in some areas)	Moderate (tries to present ideas, but language issues hinder quality)	High (shows effort to structure ideas clearly despite errors)	Moderate (tries to improve but still struggles with language use)

Appendix Participant M

Criteria	Classwork 1	Test	Classwork 2	Exam
Grammatical Mistakes	14	12	17	11
Spelling Mistakes	6	8	10	7
Punctuation	9	7	11	6

Mistakes				
Persistent Mistakes	Yes (e.g., “to went out”, “add”, “it have”)	Yes (“bon”, “it have”, S-V agreement)	Yes (“how” for “who”, “reat” for “rat”)	Yes (“happnes”, “u”, “wich”)
Followed Teacher’s Feedback	No – Feedback on structure, coherence, and wordiness was not addressed in later essays.	Partially – Attempt to improve the introduction, but long sentences and errors persist.	No – Many issues from previous tasks were repeated.	Partially – There is a slight improvement in cohesion, but many prior issues remain.
Cohesion	Weak – some linking words are used but lack logical flow.	Moderate – some cohesion, but transitions are awkward.	Weak – repetition, contradictions in examples.	Moderate – better use of examples but some disjointed ideas.
Organization	Poor – jumps between ideas, lacks clarity in paragraphing.	Poor – unclear structure within paragraphs, long and unfocused.	Weak – structure is messy, examples poorly integrated.	Moderate – basic structure is present but lacks polish.

Long Sentences	Yes – several excessively long and run-on sentences.	Yes – multiple overextended sentences, lacking clarity.	Yes – paragraphs feel like one long sentence.	Yes – some improvement, but still long, convoluted sentences.
Overall Performance	Weak – lacks control of grammar, spelling, and structure.	There is a slight improvement in development, but language remains weak.	Weak – regression in clarity, contradictions in arguments.	Fair – ideas are still stronger but marred by language issues.

Appendix Participant N

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	—	19	22	17
Spelling Mistakes	—	6	7	5
Punctuation Mistakes	—	11	10	9
Persistent	—	Long unclear	It is the same as	The same

Mistakes (across works)		sentences, article use, verb forms, preposition misuse	Test + repeated misuse of "is" for plural nouns	issues continue: long sentences, verb errors
Followed Teacher Feedback	—	(Feedback on sentence structure, academic tone, and punctuation were not implemented)	(Feedback regarding long sentences, structure, and spelling not applied)	(Despite some improvement in coherence, punctuation issues and sentence problems persist)
Cohesion	—	Poor – limited use of linking devices; ideas loosely connected	Fair – Some attempts at using examples and transitional expressions	Improved – better logical flow, yet cohesion is still weak in parts
Organization	—	Weak – no clear structure; unclear	Weak – too many ideas per	Fair – clear paragraphing

		introduction/thesis	paragraph, unclear development	g, better intro/conclusion
Excessive Long Sentences	—	Yes – many run-on sentences	Yes – multiple paragraph-length sentences	Yes – though slightly fewer, still present
Overall Performance	—	Low – lacks academic structure, high error frequency	Low – rich ideas but poorly expressed due to grammar and sentence issues	Fair – better structure, ideas clearer but still hindered by mechanical errors

Appendix Participant O

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	8	11	9	7
Spelling	3	2	4	2

Mistakes				
Punctuation Mistakes	4	6	5	4
Persistent Mistakes	Lack of paragraphing, undeveloped arguments	Verb usage, repetition, underdeveloped ideas	Word misuse, grammar issues, repetitive ideas	One-sentence paragraphs, awkward phrasing
Followed Feedback?	No	No	Yes (some parts)	Yes (some reformulation)
Cohesion	Weak (no clear transitions)	Moderate (attempts transitions)	Moderate (some linking expressions)	Fair (some attempt at cohesion)
Organization	Poor (one long paragraph, no examples)	Fair (intro-body-conclusion present)	Good (clear intro, body, conclusion)	Moderate (intro and structure present)
Excessive Long Sentences?	✓ Yes	✓ Yes	✓ Yes	✓ Yes
Overall Performance & Motivation	Low motivation, poor structure	Shows more effort, ideas improving	More organized, some motivation	Mild motivation, better effort

Appendix Participant P

Criteria	Classwork 01	Test	Classwork 02	Exam
Grammatical Mistakes	7	9	6	8
Spelling Mistakes	5	6	5	5
Punctuation Mistakes	6	7	6	5
Persistent Mistakes	Yes (e.g., article misuse, lack of subject-verb agreement, vague references)	Yes (e.g., unclear phrasing, spelling, long fused ideas)	Yes (e.g., misuse of articles, verb form issues)	Yes (e.g., overuse of vague generalizations, awkward phrasing)
Followed	No – Issues noted	No – Still lacks	Partially – Better	Partially –

Teacher's Feedback?	(e.g., vague "which?", lack of strong arguments) persist	clear arguments and development	structure, clearer ideas, some direct corrections used	Some good arguments, but many old issues remain
Cohesion	Moderate – Some linking words but underused	Moderate – Repetition of ideas transitions are basic	Good – More logical transitions and paragraphing	Moderate – Cohesive but some jumps in logic
Organization	Basic – Paragraphs present but not fully developed	Moderate – Introduction and conclusion present but body ideas cluttered	Improved – Clearer structure and thematic progression	Moderate – Paragraphs are clear but underdeveloped
Excessive Long Sentences?	Yes – Multiple long and unfocused sentences	Yes – Some are overly long with many commas and unclear phrasing	Yes – Tendency to fuse ideas without breaking them	Yes – Several compound ideas in one sentence
Overall Performance	Fair – Shows understanding, lacks depth	Fair – Ideas present, execution needs refinement	Good – More balance between ideas and structure	Good – Personal voice clearer, ideas

				better framed
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Appendix participant Q

Criteria	Classwork 01	TR Test	Classwork 02	Exam Essay
Grammatical Mistakes	5	8	5	3
Spelling Mistakes	4	6	4	2
Punctuation Mistakes	3	6	5	2
Persistent Mistakes	Yes (repeated spelling and punctuation errors)	Yes (spelling, punctuation, and sentence structure issues)	Yes (spelling and punctuation)	Yes (punctuation and word choices)
Followed Teacher's Feedback	No (did not address punctuation and sentence structure)	No (missed development and punctuation corrections)	No (spelling and clarity issues remained)	Yes (addressed main points but missed counter-argument)
Cohesion	Moderate (ideas flow but could be	Weak (ideas jump between points)	Moderate (connections are	Moderate (lack of

	clearer)		vague)	counter-argument affects clarity)
Organization	Fair (intro, body, conclusion present)	Poor (ideas scattered)	Fair (structure is clear but lacks depth)	Fair (logical structure, but no counter-argument)
Excessive Long Sentences	Yes (some lengthy and confusing sentences)	Yes (too many run-on sentences)	No (better balance of sentence length)	No (more balanced sentence length)
Overall Performance	Fair (reasonable effort but many errors)	Fair (missed development and clarity)	Fair (some clear ideas but unclear connections)	Good (better structure but lacks depth)
Motivation	Moderate (seems engaged but unsure of ideas)	Low (ideas not fully developed)	Moderate (positive tone but unclear)	Moderate (focus on beauty, but lacks counter-argument)

Appendix participant R

Criteria	Classwork 01	TR Test	Classwork 02	Exam Essay
Grammatical Mistakes	10	8	9	7
Spelling Mistakes	7	6	5	5
Punctuation Mistakes	4	3	3	4
Persistent Mistakes	Yes	Yes	Yes	Yes
Follows Teacher's Feedback	Yes	Yes	Yes	No
Cohesion	Poor (disjointed ideas, abrupt transitions)	Fair (some connection, but lacks smooth flow)	Poor (no logical flow, abrupt transitions)	Fair (attempted but lacking fluidity)
Organization	Weak (lacks clear structure)	Fair (some structure, but unclear argument)	Poor (no clear structure or logical order)	Fair (basic structure, but some

				confusion)
Excessive Long Sentences	Yes (many run-on sentences)	Yes (many long, rambling sentences)	Yes (many long sentences with unclear meaning)	Yes (several long and unclear sentences)
Overall Performance	Weak (grammar, spelling, and structure issues)	Fair (good ideas but flawed execution)	Poor (lack of clarity, coherence, and grammar issues)	Fair (improvement but still significant issues)

Appendix participant S

Criteria	Classwork 1	TR Test	Classwork 2	Exam Essay
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Grammatical Mistakes	6 errors (e.g., "everyone are" "everyone is", "he used emotions as way" → "he used emotions as a way")	8 errors (e.g., "goining" "joining", "we are going" → "will argue")	5 errors (e.g., "ivoke" "invoke", "privacy" → "privacy")	5 errors (e.g., "does it mean" "does it mean", "fell" → "feel")
Spelling Mistakes	4 errors (e.g., "chaplin" → "Chaplin")	4 errors (e.g., "garanted" → "guaranteed", "freuend" → "friend")	3 errors (e.g., "surveillance" → "surveillance")	3 errors (e.g., "trakaw" → "Krakauer", "soulder" → "shoulder")
Punctuation Mistakes	3 errors (e.g., missing commas, periods)	4 errors (e.g., missing commas, period at the end of the sentence)	4 errors (e.g., missing commas, periods)	5 errors (e.g., missing commas, periods)
Persistent Mistakes	Yes, errors in subject-verb agreement, punctuation	Yes, there are issues with verb forms, lack of punctuation, capitalization	Yes, consistent spelling and punctuation issues	Yes, punctuation and capitalization mistakes throughout
Adherence	No, the teacher's	No, some direct	No, feedback on	Yes,

to Feedback	feedback was not fully implemented (e.g., spelling mistakes persisted)	feedback (spelling) not fully addressed	grammar and linking was ignored	improvements were noted, but it still requires work on punctuation and capitalization.
Cohesion	Weak, disjointed ideas, lack of precise flow between arguments	Weak arguments are not developed, and there is no clear link between sentences	Fair, more connections between points, but still lacks smooth transitions	Strong, improved connection between ideas, but more linking is needed
Organization	Poor, lacks clear structure (introduction, body, conclusion)	Poor, disorganized, lacks proper structure	Fair, some organization but needs improvement in developing ideas fully	Good, better structure (introduction, body, conclusion)
Use of Long Sentences	Excessive long sentences,	Some long sentences, but less	Some long sentences could	Excessive long

	complex to follow	frequent	be down for clarity	sentences, more clarity needed
Overall Performance	Weak, needs improvement in grammar, spelling, and structure	Weak, lacks development, struggles with organization	Fair, showing some improvement, but still needs work on cohesion	Fair, significant improvement, but needs attention on punctuation and clarity

APPENDIX participant T

Criteria	Classwork 01	TR Test	Classwork 02	Exam Essay
Grammatical Mistakes	12	8	9	10
Spelling	7	6	6	8

Mistakes				
Punctuation Mistakes	6	5	4	7
Persistent Mistakes	Yes (e.g., word choice, sentence structure, punctuation)	Yes (e.g., subject-verb agreement, punctuation, spelling)	Yes (e.g., articles, prepositions)	Yes (e.g., Punctuation, sentence structure, vocabulary)
Followed Teacher's Feedback	No (handwriting issues, punctuation issues, long sentences)	No (handwriting issues, arguments not written well, sentence structure)	No (punctuation issues, lack of depth in arguments)	No (sentence structure issues, superficial arguments)
Cohesion	Weak (ideas not fully connected, abrupt transitions)	Fair (some cohesion but lacks smooth connections between ideas)	Weak (ideas not always logically connected, abrupt transitions)	Weak (lack of logical flow between paragraphs, ideas not connected)
Organization	Poor (no clear structure, ideas are scattered)	Fair (paragraphs exist but lack effective structure and transitions)	Fair (some paragraphs, but lack clear focus or structure)	Poor (lack of clear paragraph structure, ideas are fragmented and not logically

				organized)
Excessive Long Sentences	Yes (many long, unclear sentences)	Yes (several long and confusing sentences)	Yes (many long, run-on sentences)	Yes (long and sometimes confusing sentences)
Overall Performance	Below average (many issues with grammar, punctuation, and organization, but attempt to convey ideas)	Below average (some good ideas but poorly organized and lacking clarity)	Below average (cohesion and structure issues, but attempt to argue points)	Below average (disjointed and confusing ideas, lacks clarity and strong argumentation)

Samples of the corps

Mark

Charlie Chaplin wrote ^{one} of the greatest speeches that felt an impact on many ages. Charlie Chaplin has expressed the voice and the perspective and the emotions of millions of citizens through his speech. The style of Charlie Chaplin belongs to comedy but in this speech he embraced a different style which is more serious. The aim behind changing his style is to send his message about the ideals of freedom, unity and democracy and to persuade the audience. I believe Charlie succeed to convince the audience.

2nd part

1st part

Charlie Chaplin started his speech with an apology to not include himself in politics and make the focus on what he wants to say. He was clear in his speech, he asked for peace and humanity and instead of living in a world full of hate. Charlie called for freedom and unity in the name of all the human being, he said: "Even now my voice is reaching millions throughout the world - millions of despairing men, women,

Test of student A

TR Test S1 (26/11/2024)

Subconsciously think that the unchoosing things are not good and this create a fear like to him in order to try, but the majority of ~~the~~ successful philosophers, scientists and leaders of companies tried their first and unique roads. So if choosing the untaking way is bad then it would never be a new inventions and creative companies. For example: studying and having a job is a stereotype of life style although there are people whose to ^{not} not study and they got jobs. So doing what is ^{not} necessary we can be creative in our choices.

you need to give thinking
 you choose the less travelled way road
 Show the original

Familiar roads are safe, People think that the traditional paths are more comfortable because the majority of persones just choose ^{choose them} the paths that are used before. For example, the idea that having a stable job is necessary, so people follow this rule that's why the majority of them searching about being a teachers or doctors because those jobs are the commun one and it's comfortable subconsciously because they have a stable jobs. The traditional roads are guided, it's like an ordinary plan, people choose to follow this plan to be safe and in their comfort zone so far from trying new paths.

Next class

To conclude, In a lot of time life puts us on two choices either a tradition or unique choice. I see that trying a new path is a great decision ^{which} needs some courage but it deserves to give chance for ourselves to be creative and unique.

life is full of choices, I imagine a life where it's full of traditional and stereotype of lifestyle and the same limited choices. However, where there is life with a unique and different options and creative one. As human being we have the free to choose which path is more suitable, is it choosing to follow the flow and be traditional because it's more common and used by a lot of people before or choosing to create a new path with new experience that can lead to personal growth. Both can lead to new experience for the individual.

what do you mean?

both

too

and
Both can be taken

There is always the first time, life is an open sky, where we, as human beings, can be creative and unique in our way and choices, instead of choosing the taken and common road, it can be the empty one. To try new paths is a chance to learn and grow in a better way and it's an opportunity to discover a new experience that can lead the person to be creative in his thinking that can not find in the traditional road. Human being

Exam paper of student A

Date :

Prof:	Note:	Observation:
Topic one: Beauty by its		
Don't judge the book from the cover, Nowadays people are running behind the green of beauty standards and they forget about the inner beauty, It is like working on the cover and forget about the content.		
The importance of physical beauty is common nowadays and even in the past, because human beings in his nature get attracted to the beautiful things, The society focuses too much on the existence of beauty, their are countries built their culture based on beauty like, Korea ^{with} is common by the beauty and it is famous by those bands with different gender who trying to be extremely beautiful just to are attract the audience and the followers and this is a part of their job to be an idol. Physical beauty can open doors to opportunities especially in a society full of prejudice, they make		

Sample of corpus student B

Classwork 01

freedom, unity, and democracy?

ASSIGNMENT ANSWER:

one sentence?

The great speech was the first spoken speech by Charlie Chaplin, it was an attempt to embrace freedom, unity and democracy over war and hate.

Charlie Chaplin in his speech, tried to tackle multiple subjects and for a start he begins with unity. to convey a message that everyone are equal as he said "I should like to help everyone if possible you, Gentile, black men, white, we all want to help one another." and he tried to touch the logical side of the audience.

How?

the concept of?

As for the second subject, Chaplin emphasized on democracy "the hate of men will pass and dictators die, and the power they look from the people will return to the people" said Charlie.

? chaplin

you argued?!

He finished with drawing the attention toward the freedom of the soldiers and how they are not tools and machines but human beings with dignity and he used emotions as way to direct his point.

HOW?

Test paper of student B

TR Test 21 (2017)

You are invited to explore the profound themes of choice and consequence presented in ROBERT FROST'S poem "The Road Not Taken." This poem serves as a metaphor for the decisions we make in life and their impact on our personal journey. Write a persuasive essay in which you advocate for choosing one of the two roads described in the poem. Your goal is to persuade/convince the reader that the road you have selected is the better choice, providing compelling reasons and evidence to support your arguments and refute the other statements.

You can start with one of the following statements (Or you choose your own) and create your refute statements accordingly:

- Choosing the unconventional path in one's career or studies—the 'road less travelled'—leads to unique opportunities for personal growth, innovation, and fulfilment that traditional paths may not offer.
- Opting for established, traditional career and study paths provides individuals with proven frameworks for success, offering stability, security, and clear guidelines in an unpredictable world.

In today's society, choosing a path and making a decision is a crucial thing everyone should do. Like going to military and having a guaranteed salary and having a new experience and a chance to meet new people or staying at school or learning a job and keeping your freedom and dignity and your humanity. ~~to this case we are going to see why staying outside is the right choice~~ ^{with hope} _{where?!}

First, choosing to be a non-military person preserve someone's humanity because sometimes they are trained to be like robots, emotionless and fearless, for example the killing happened now in Gaza and how no emotions are shown from soldiers.

Second, freedom is also taken when ^{Join} going military. you can have no choice of actions and no saying on what is right or what is wrong. ~~there~~ ^{there} over your movements outside like visiting your family or friends would be very restricted.

One sentence Prop
n'o punctuation!

One sentence
to well
Anecdotal Statement

Give

Classwork 02 Student B

TR Classwork 2 S1 (10/12/2024) MI Lit & Civ

this essay will ~~argue~~ explore both perspectives, and argues for careful regulations to ~~to~~ balance benefits and rights.

Advocates of surveillance technology argue that significantly improves public safety. For instance, the presence of ~~the~~ cameras can ~~stop~~ ^{reduce} criminal activity by making people think twice before committing a crime. In addition to ^{reducing} crimes, surveillance ^{tech} can enhance government efficiency. By analyzing data from various sources, governments can improve city planning and manage better traffic and allocate resources more effectively.
 you paraphrased -> mention the source.

Despite these advantages, the ethical concerns surrounding surveillance cannot be ignored. Critics argue that constant monitoring violate individual privacy. ^{there is also} ~~there is a~~ significant risk of misuse. ^{state} history shows governments can exploit this technology for ^{to} controlling and repress ^{for citizens} ~~even~~ in democratic societies. ^{potential} There is a danger that surveillance data could be misused by law enforcement or corporations, leading to discriminations against some of society groups.

Surveillance technology offers both opportunities and challenges. It can enhance safety and governance, but also raises serious concerns about privacy and misuse. To navigate this issue, we need to provide a balance that protects individual rights while allowing for the benefits of surveillance. ~~we~~ we can ensure that surveillance ^{tech} serves the public good without compromising our freedoms.

- A remarkable improvement
- You need to write/practice more.
- Issues with punctuation and referencing.

Issues of punctuation
- source of paragraph
- this paragraph

Exam paper of student B

Date:

Prof:	Note:	Observation:
Topic one: Beauty.		
Don't judge the book from the cover, by its Nowadays people are running behind the greed of beauty standards and they forget about the inner beauty, it is like working on the cover and forget about the content.		
The importance of physical beauty is common nowadays and even in the past, because human beings in his nature get attracted to the beautiful things, The society focuses too much on the existence of beauty, there are countries built their culture based on beauty like, Korea ^{which} is common by the beauty and it is famous by those bands with different gender who trying to be extremely beautiful just to are attract the audience and the followers, and this is a part of their job to be an idol. Physical beauty can open doors to opportunities especially in a society full of prejudice, they make		

and also as Mahatma Gandhi said: "where there is love, there is life."

- The love is in everything, you can find it in your life in many different ways, for example with your parents or with your pet, even in your passions, that means that love is in every single place you can get.

- Secondly, Money, money can provide security, stability in life, opportunities and many other things that love by itself can not give you, like Fitzgerald said in *The Great Gatsby*: "Money is not everything, but it is necessary to pursue the other things that matter."

- Money also in many situations can give you respect and provide for you care and a image of importance, by making you in a situation of power, as Jane Austen said: "A great deal of money is a great deal of care", it means that in our society, money is very important to get your place.

تسعى هذه الدراسة الطولية إلى استكشاف تأثيرات التغذية الراجعة التصحيحية المكتوبة (WCF) على الأداء الأكاديمي الكتابي للطلبة ودافعتهم على مدار فصل دراسي كامل. تركز هذه الدراسة على طلبة السنة الأولى ماستر تخصص أدب وحضارة في جامعة بلحاج بوشعيب، عين تموشنت، الجزائر، في بيئة يتم فيها تعليم اللغة الإنجليزية كلغة أجنبية. وعلى الرغم من الاستخدام المتكرر للتغذية الراجعة المكتوبة في تعليم الكتابة على مستوى الجامعة، لا يزال عدد كبير من الطلبة يواجهون صعوبات في الكتابة الأكاديمية.

تهدف هذه الدراسة إلى فحص مدى مساهمة التغذية الراجعة التصحيحية المكتوبة في تحسين جودة الكتابة والدافعية، وتحليل استجابات الطلبة لهذا النوع من التغذية الراجعة، وتحديد أنواع الأخطاء التي يميل الطلبة إلى تصحيحها أو تكرارها بمرور الوقت. يستخدم هذا العمل منهجًا طويلًا مختلطًا، يجمع بين تحليل مدونة من كتابات الطلبة والمقابلات والاستبيانات. وتسعى الدراسة للإجابة عن ثلاثة أسئلة رئيسية: كيف تؤثر التغذية الراجعة التصحيحية المكتوبة على تطور الكتابة ودافعية الطلبة؟ كيف يتفاعلون مع هذه التغذية خلال الفصل الدراسي؟ وما هي الأخطاء التي تستمر أو تتحسن بدرجة أكبر؟ أظهرت نتائج الدراسة أن التغذية الراجعة المباشرة والواضحة والمتسقة تؤدي إلى تحسن ملحوظ في أداء الطلبة ومستوى دافعتهم، خاصة عندما يقوم الطلبة بمراجعة أعمالهم بشكل نشط ويطبقون التعليقات المقدّمة. ومع ذلك، تظل بعض الأخطاء، مثل علامات الترقيم، أكثر مقاومة للتصحيح. تسلط هذه الدراسة الضوء على أهمية التغذية الراجعة، مؤكدةً أنها لا تقتصر فقط على التصحيح، بل يجب أن تكون وسيلة لتحقيق نتائج تعليمية دائمة وتعزيز تفاعل الطلبة.

الكلمات المفتاحية: التغذية الراجعة التصحيحية المكتوبة، الكتابة الأكاديمية، دافعية المتعلم، طلبة اللغة الإنجليزية كلغة أجنبية، دراسة طولية، تحليل الأخطاء

Résumé

Cette exploration longitudinale vise à étudier les effets de la rétroaction corrective écrite (RCE) sur la performance académique écrite des étudiants et leur motivation au cours d'un semestre.

Cette étude se concentre sur les étudiants de Master 1 en littérature et civilisation à l'Université Belhadj Bouchaib, Aïn Témouchent, Algérie, dans un contexte où l'anglais est enseigné comme langue étrangère. Malgré l'utilisation fréquente de la rétroaction écrite dans l'enseignement

universitaire de l'écriture, un grand nombre d'apprenants rencontrent encore des difficultés en rédaction académique.

Cette recherche tente d'examiner comment la rétroaction corrective écrite (RCE) contribue à améliorer la qualité de l'écriture et la motivation, d'analyser les réactions des apprenants à ce type de retour, et d'identifier les types d'erreurs que les étudiants corrigent ou répètent au fil du temps. Ce travail adopte une approche longitudinale et mixte, combinant l'analyse de corpus des productions écrites des étudiants avec des entretiens et des questionnaires. Il cherche à répondre à trois questions principales : comment la RCE influence-t-elle l'évolution de l'écriture et de la motivation des étudiants ? Comment ces derniers s'engagent-ils avec le feedback au cours du semestre ? Et quelles sont les erreurs qui persistent ou s'améliorent le plus ?

Les résultats ont révélé que des rétroactions directes, claires et cohérentes entraînent des progrès remarquables dans la performance et la motivation des étudiants, surtout lorsque ceux-ci révisent activement leur travail et appliquent les commentaires reçus. Cependant, certaines erreurs, comme la ponctuation, demeurent plus résistantes à la correction. Cette recherche met en lumière l'importance de la rétroaction, en soulignant qu'elle ne doit pas se limiter à une simple correction, mais qu'elle doit également viser à favoriser un apprentissage durable et l'implication des étudiants.

Mots-clés : rétroaction corrective écrite, écriture académique, motivation des apprenants, étudiants EFL, étude longitudinale, analyse des erreurs