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Teachers' Use of Written Feedback in E-learning.
Case of EFL Teachers at Mohammed Boudiaf, M'sila University

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Dedication

In the name of Allah, most Gracious and most Merciful

This study is wholeheartedly dedicated to my beloved family, especially my father and mother Youssef and Aziza for their endless love, support, understanding and prayers.

I also dedicate this work to my dearest aunts Nassira, Souhila, Farida and my uncle Ahmed for their whole-hearted support.

I further express my gratitude and love:

To my best friends: Bilal, Yassine, Mohamed, Salah and Hossam. Thank you for standing by my side when times got hard, thank you for making me laugh when I did not even want to smile.

Last but not least, to the soul of my loving grandfather, Moussa, who raised me up to be the man that I am today. May Allah bless his soul and grant him the highest levels of paradise.

Bouhamla Sami

Dedication

This dissertation is dedicated to my beloved friends and family.

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Abstract

Teachers' written feedback can be used to evaluate and detect variations between the language forms of the students' native language and their target language production in order to improve their linguistic competence (Storch & Wigglesworth, 2010). With everyone seeking E-learning due to the damage that the Covid-19 caused, This descriptive research attempts to investigate the types of written feedback that are mostly used by EFL teachers of M'sila University at the Department of Letters and English Language as well as to explore their perceptions and attitudes towards it. A quantitative data analysis approach was incorporated using a structured online questionnaire as a data collection tool, which was distributed to 30 teacher. The results state that EFL teachers use Moodle as their main tool in E-learning. The types of written feedback that are used by EFL teachers are ordered depending on their preferences: positive feedback, suggestive feedback, content feedback, integrated feedback, coded feedback, direct feedback, form feedback, and lastly negative feedback. Moreover, teachers acknowledge the significance of written feedback in E-learning with a mean of 4.25.

Keywords: Teachers' written feedback, E-learning, Descriptive research, EFL teachers

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

E-learning: Electronic learning

E-Mail: Electronic Mail

COVID-19: coronavirus disease of 2019

CBT: computer-based learning

DVD: Digital Versatile Disc

CD-ROM: Compact Disc Read Only Memory show sources

iPhone: Internet Telephony

iPad: Interactive Personal Application Device

PC: Personal computer

Moodle: Modular Object-Oriented Dynamic Learning Environment

IT: Information Technology

SPSS : Statistical Package for Social Sciences

N: Number of teachers

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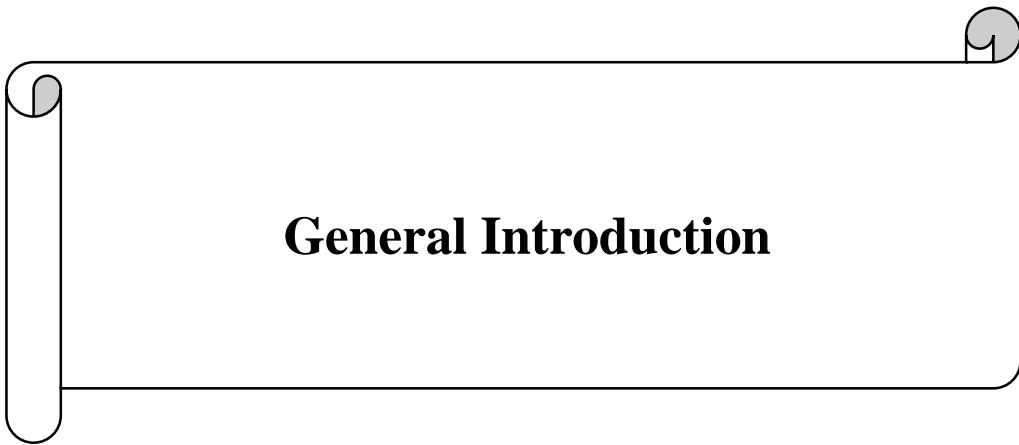
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General Introduction

1. Background of the study

Throughout the previous century and the major shifts it witnessed, technology prominently pervaded the world. Technology brought about revolutionary alterations, because change was needed, therefore it was responded. The teaching profession is a field pointedly reflected on by technology, in terms of approaches and methods, where regular education had a share of an ultimate change. It became inevitable veracity to escape classical methods and seek new ones. After stating this, the device that carries education to an advanced facilitated level is the computer.

Computer-Associated programs permitted the concept of distance learning to be promoted, in a cycle of distance delivery, reception, and performance enhancement to a remarkable extent called E-learning. The alteration served by computers now offers an Electronic Based platform to potentially improve the educational program, especially in higher education. Reaching the point of teachers and learners engaging in E-learning, highlight the part of the examination of learners' reception. E-learning also offers the opportunity for teachers to deliver written feedback as a way of assessment similar to the one employed in the traditional classroom.

In EFL classrooms, written feedback serves as a convenient way for teachers to evaluate students' performance, give them a head start on their understanding of the subject as well as correct their errors, “ because written feedback contains heavy informational load, which offers suggestions to facilitate improvement and provides opportunities for interaction between teacher and student” (Hyland & Hyland, 2006). Written feedback is provided in a form of correcting assignments and grading students in face-to-face learning. However, in E-learning, written

feedback takes a more concrete form, for instance, a text message, a comment on a post, or an e-mail.

2. Literature Review

In the literature, many studies have been carried out on the use of teacher written feedback, particularly, in Face-to-Face learning. An experimental study published in 2008 examined the impact of different types of teacher written feedback on EFL University Students' writing, namely, direct, coded, and un-coded feedback. Whereby, the results reveal positive outcomes in students' writing after the teachers have offered direct, coded, and un-coded feedback (Kaweera & Usaha, 2008).

In addition, a research done on the importance of teacher written feedback on L2 students' writing development had shown that it is important for teachers in ESL and EFL classrooms to provide students with clear, positive, and constructive feedback because it can motivate students to write better (Srichanyachon, 2012).

Similarly, a case study conducted in 2020 on how do EFL teachers respond to students' compositions with written feedback, demonstrated that teachers at Abu Hayyan al-Tawhidi high school in Morocco depend on form-focused feedback. Along with coded and commentary feedback (Hakimi, 2020).

The literature reveals that the majority of the studies that tackled written feedback were mostly set in the classroom. However, a very limited number of researchers investigated feedback in the E-learning environment. For instance, a study on online peer feedback claimed that due to the accumulating tasks of teachers and overcrowded classrooms, online audio peer

feedback may be employed as an efficient learning tool to enhance deep learning in higher education (Filius et al., 2019).

Despite the abundance of literature on written feedback, the studies cited above show that there is a lack of empirical research on written feedback in E-learning, particularly in the EFL context. As a result, this study highlights the most common forms utilized by EFL teachers at M'sila University's Department of Letters and English Language, as well as their perceptions and attitudes on the subject.

3. Problem statement

Written feedback has received considerable scholarly attention in recent years, every concern around written feedback has been almost investigated in the traditional classroom. However, from late 2019 up until the present day, the world has witnessed a strange crisis, the widespread of a dangerous pandemic that can affect people even by touching or confronting each other. This pandemic overturned all measures and methods and it shifted the most considerable aspects of life particularly in the field of education. For this reason, converting to E-learning is a must. Even though E-learning existed before the pandemic, E-learning practices are newly adopted in Msila University. Furthermore, the implementation of written feedback in E-learning is an unexplored issue. In comparison with regular learning, E-learning poses some challenges that both teachers and learners might require some time to get accustomed to, especially for examinations in which teachers are obliged to respond with written feedback, this also signifies an advanced level of difficulty. After this major change in both course delivery and testing, this dissertation aims to detect the ways written feedback is provided in E-learning through investigating the types of written feedback used by EFL teachers at the Department of letters and

English language at Mohamed Boudiaf, M'sila University, thereafter exploring their perceptions and attitudes on the subject.

4. Research Questions and Hypothesis

The gap is subsequently identified and the following research questions are raised for investigation:

1. What are EFL teachers' beliefs and attitudes towards the use of written feedback in E-learning at M'sila University?
2. What types of written feedback are most frequently used by EFL teachers in E-learning at M'sila University?

Based on these questions, it is hypothesized that:

1. EFL teachers may have low perceptions and attitudes regarding the use of written feedback in E-learning.
2. EFL teachers may use integrated feedback along with indirect coded feedback in E-learning.

5. Research aims

The aim of this research is to discover the types of written feedback that are mostly used by EFL teachers in E-learning, as well as to assess whether teachers' beliefs and attitudes are positive or negative towards the implementation of written feedback in E-learning. In addition, gain some insights on the online experience of EFL teachers.

6. Research methodology

This descriptive research is carried out through the use of the quantitative method. An online questionnaire is distributed to the whole population. That is to say, to thirty (30) EFL

teachers at the Department of Letters and English Language at Mohammed Boudiaf, M'sila University, to know what type of written feedback EFL teachers use in E-learning, in addition to their perceptions and attitudes towards the subject matter.

7. Structure of the study

This dissertation consists of three chapters. The first two chapters review the literature of both variables, while the third chapter deals with the empirical part of the dissertation. The first chapter is divided into two sections. The first section provides an overview of the concept of feedback in general, including definitions, importance, and types. Following that, one crucial type of feedback is discussed in the second section "Written feedback". Finally, further information about the various types of written feedback is explored at the end of this chapter. The second chapter involves the various definitions of E-learning existing in the literature, as well as its types, and tools. Then, it presents the notion of feedback in E-learning, in addition to its role. Lastly, the chapter ends with some guidelines on how feedback should be implemented by teachers in the virtual context. The third chapter constitutes the methodological approach, the means of data collection, data analysis, discussion, results, then, conclusion for the whole chapter.

8. Significance of the study

The findings of this study will have a significant impact and contribution to the field of EFL teaching. Since this research has some sort of newness, it will have an effective addition to previous studies of this nature. The current research reveals the types of written feedback that are most commonly used by EFL teachers in E-learning and explores teachers' perceptions and thoughts regarding written feedback with the hope that it encourages teachers to reconsider its value in teaching.



Chapter One:

General Feedback and Teachers' Written

Feedback

Introduction

The term feedback is quite popular in education especially in the field of teaching and learning a foreign language. Its importance is widely acknowledged by teachers, scholars, and researchers. The most important quality of feedback is shown in the occasions where teachers gain feedback about their teaching performance, which makes the influence go both ways. The feedback provided by the teacher encourages the students to evaluate themselves, correct their mistakes as well as determine the weaknesses that they should work on. Feedback seeks to realize better teaching and learning outcomes. Hence, this chapter deals with two sections, the first is feedback in general and the second about teachers' written feedback. The first section reveals the various definitions of feedback that the literature holds, address its importance and types (oral feedback, peer feedback, teacher written feedback) as well as the different levels in which it operates. While the second which represents the main variable of this research contains the definition of teachers' written feedback, its types as well as the different forms that written feedback takes.

I. General Feedback

1. The concept of Feedback

In education, the teacher and the learner have different roles. The teacher assumes an authoritative role in delivering the right amount of knowledge, after which the student is expected to produce and build upon this information while anticipating the teacher's remarks. Those remarks provided by the teacher regarding the learner's performance, is called feedback. Feedback is an important aspect of the learning process that highlights the students' needs which assist teachers to decide upon the methods and content to meet those needs.

Feedback is also beneficial for learners. It prompts their thinking and shows differences between their current level and desired level, provides them with insights on what to work on in terms of their knowledge gaps, as well as reflect on their learning strategies (Cavalcanti et al., 2020). Moreover, one of the definitions of feedback that many scholars benefited from is that of Ur (1996) that states "Feedback is information that is given to the learner about his/her performance (p. 242). Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; written comments in the fringe of an essay"(p.242). In other words, feedback can be oral such as a comment on misperceived information or written for example, correcting assignments. It can even be non-linguistic for instance the use of facial expressions or body language like a nod or thumbs up to direct the students' language behavior.

Furthermore, Winne and Butler (1995) view the concept of feedback as "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 275). Simply put, Feedback is information obtained from the external environment that modifies the individual's already acquired knowledge, whatever the memory holds, starting from the one's own beliefs, developed skills, ways of internalizing information, to lifestyle. Feedback serves learning as a process and learners as individuals because learning cannot take place without feedback, since it contributes great deal in the alternation of information toward the correct forms of the subject matter at a conscious level. Feedback is the notifications that come from the teacher to set the information stored in the learner's mind into the right direction, here the learner can use such notifications to enhance his or her learning performance. Also, Hattie and Timberley (2007) contend that

“feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one’s performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes” (p, 102). This means that feedback is not only restricted to the teaching and learning field; it may also be elicited from family members or any disposable material; something that helps a person to ameliorate his/her mental abilities and quality of learning is called feedback.

The implementation of feedback is inevitable in teaching and it is as essentially required as the presence of the teacher in the classroom. In fact, feedback embodies information that the learners grasp from an effective, informative, and competent teaching performance (Tower, 1999). Feedback possesses the ability to separate between people’s right and wrong actions, for this, it is applied in educational settings where the teacher employs it for error correction. (Paccapaniccia, 2002; Peker, 1992).

In Foreign language teaching however, three steps are carried out for feedback achievement, Firstly the teacher delivers acoustic, or visual feedback, or a mixture of both. Secondly, the students are allowed to produce output. Thirdly, the teacher base his/her feedback on the students' performance or their previously acquired knowledge gained from the lessons taught in the classroom. Though Feedback can take different forms, it may be formal or informal. Formal feedback is founded on the results obtained from a diagnostic test. Whereas informal feedback takes the form of a spontaneous review of a piece of writing or observation of an oral pronunciation example. Feedback can be negative or positive and can be stemmed from teachers or peers. Negative feedback draws attention to the language deviations made by the learner which do not comply with the norm. Positive feedback, on the other hand, is made use of when the learner abides by the rules of the language. (Reitbauer, Campbell et al., 2013).

The common point that the previously mentioned definitions agree on is that feedback is an essential conduit that improves the learners' autonomy, innovates their thinking, elevates their language level, and propels their linguistic package forward. Thus, Feedback is one of the complementary and paramount aspects of teaching that cannot be separated from education and this is due to its efficiency which operates at different levels.

2. Levels of feedback

2.1. Feedback about the task

When the teacher corrects mistakes and errors or false expressions, highlights misunderstandings, give suggestions, or ask for further information, this type is known as corrective feedback. An example of corrective feedback would be “You’ll want to include a transition between these two ideas in your paper”, here the teacher is requesting the student to make modifications at the level of ideas. According to Rod Ellis (2009) corrective feedback constitutes three types:

- Direct corrective feedback: the teacher directly clarifies the right answer to the student.
- Indirect corrective feedback: The teacher spots the students’ mistakes but does not correct them.
- Metalinguistic corrective feedback: the teacher gives the student a hint about the kinds of mistakes that need to be corrected.

2.2. Feedback about the process

According to Frey and Fisher (2011), when students are about to complete a task, they undergo certain processes. Moreover, teachers’ awareness and understanding of such processes, enable them to foster and enhance the students’ use of those processes through feedback, for

example “When I read this, I wondered if you remembered the descriptive words that you brainstormed”. Consequently, students who have mastered these learning mechanisms are able to develop new tasks and are encouraged to take responsibility for their own learning.

2.3. Feedback about Self-regulations

Students must develop the capacity to evaluate their own abilities, skills, cognitive strategies, and completed activities. This is done through learning how to manage their behaviors, and make efforts toward accomplishing their established goal. Feedback of this sort is shown in the following examples:

- “Your contributions to the group really seemed to result in everyone understanding.”
- “When you created a graphic organizer, you seemed to get back on track. Did that action help you?” (Frey and Fisher, 2011, p.66)

2.4. Feedback about the self

This form of feedback is directed to each student individually. For example, the teacher says to his or her student “you did well” or “good try”, this sort of feedback can be deemed positive, especially if it motivates the students to be more involved during the lecture or increase their efforts; but, since it lacks task-specific information, it may not necessarily result in positive change, regardless of how much students welcome it. Feedback about the self should be provided only when it is necessary for task completion or regulation. This is not to imply that praise should be avoided; rather, praise should be directed toward the effort put out and the self-control necessary to complete a task (Frey & Fisher, 2001). This form of feedback, in which praise is connected to the work, includes the following example: “I bet you are proud of yourself because you used the strategy we’ve been talking about, and it worked for you” (p. 67). This example

indicates that, for this form of feedback to be effective, it should be associated with other types of feedback. The teacher should be explicit about why did he or she praise his or her student, in the example mentioned above, for instance, the teacher commented positively on how well the student is applying a certain strategy that he or she have been taught in the classroom.

Teachers may transfer feedback in a variety of ways: Teachers can either provide feedback in an oral or written form, or they can set a suitable environment for students to provide feedback to one another (Frey & Fisher, 2001).

3. Types of Feedback

3.1. Oral feedback

Oral feedback usually occurs during teacher-student conversations or conferences. It may be formal or informal. Oral formal feedback can be a comment that refers to already completed tasks achieved by students of any age whereas oral informal feedback is captured when the students are under observation while performing a task (Brookhart, 2008).

In the EFL context, Oral feedback is conceptualized as “an approach landed by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching benefits” (Hyland &Hyland 2006, p.5). Oral feedback follows a certain form that contributes to positive learning outcomes. This form involves the selection of the appropriate setting, structure, and tone (Frey& Fisher, 2011).

An Appropriate Setting

The teacher's selection of the setting in the classroom determines the tone of voice and the degree to which the student grasp the feedback fully and successfully. If the feedback is brief,

though, it is preferable for the teacher to be closest to the student to ensure that the feedback is obtained and processed (Frey & Fisher, 2001).

Response Structure

Teachers must be precise when demonstrating what is correct and incorrect to their students through oral feedback (Frey & Fisher, 2011). Jeff Zwiers (2008) claim that academic feedback embodies the following characteristics:

- It describes the students output.
- It teaches students how to proceed
- It encourages students to persevere.

Selection of a Supportive Tone

When providing oral feedback, it is important for teachers to use the right tone. Otherwise, the message will be dismissed. The teacher's faith in the student's efforts must be communicated through incentive facial expressions, eye contact, and intonation. Additionally, Simple techniques like saying "please" and "thank you" increase the listener's receptivity to the message because giving learners the choice in their learning encourages them to participate actively in their education (Frey & Fisher, 2001).

What is set above are the conditions that assist the oral feedback to be properly uttered and successfully absorbed by the students. However, learners differ in welcoming feedback, therefore, it is not enough for teachers to follow one specific type of oral feedback. Hence, pointing out types of oral feedback is quite necessary.

3.1. Types of oral feedback

3.1.1. Evaluative Feedback: is concerned with evaluating students' performance. Evaluative feedback undergoes the following process: approval, disapproval, reward, and punishment (Tunstall & Gipps, 1996).

3.1.2. Corrective Feedback: used in the case of error correction (Ellis, 2006). Tunstall & Gipps (1996) claim that corrective feedback includes clarification, gestural movements, reinforcement, adjustments, and direct correction.

3.1.3. Descriptive Feedback: pinpoints the students' strong and weak points as well as evaluate their strategies development. (Hargreaves, McCallum & Gipps, 2000). Descriptive feedback emphasizes on the students achievements, progress, and lay out the foundation for the way ahead. (Tunstall & Gipps, 1996).

3.1.4. Interactional feedback: concentrates on improving students output (Garcia, 2005). Cullen (2002) classified interactional feedback into extrapolation, remark, and restatement.

3.1.5. Motivational feedback: is concerned with encouraging students to pursuit their learning goals. Motivational feedback is manifested through praise, positive comments, support, and diminishing fear (Mackiewicz & Thompson 2013).

Oral feedback is a fundamental element that ensures the acquisition of meaning and interpretation. It assists students in obtaining a reliable form of feedback when it is delivered in an appropriate and accurate manner. It serves as mean of channeling what teachers want to convey and what students' pursuit in terms of guidance. However, feedback in general can be applied in different ways because it caters for multiple purposes, therefore it constitutes various types among of which, peer feedback.

3.2. Peer feedback

Peer feedback have been identified by several notions, none of which altered its origin, peer evaluation, peer editing, peer responses, and peer review. Through the writing process, peer feedback proves to largely aide students to perform tasks collaboratively. As most commonly known, students do not always tend to grasp a full assistance of their teachers' responses, as they view them more of orders than actual helpful feedback. On the editing level, this is an issue that reduces their self-reliance, so it is a matter of importance to formalize a setting around which students can edit and revise themselves on their own (harmer, 2004). Liu and Hanses (2002) define peer feedback “as the use of learners as sources of information, and interact with each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing” (p.1).

Sustainably, students interact with any feedback or remarks denoted by their equals more effectively and by their own will, which is a means of sharing information and correcting to one another and also promoting themselves to be better critics for their performance and others. In a process of learning and correcting their writing through the mistakes of others, all, therefore, constructing a better sense of self-reliance and confidence (lacy, 1989).

With a slightly different opinion, Urzua (1987) emphasizes how crucial it is to train students to cope properly with the overlaps encountered during the correction of a task. According to Keh (1990, p.295), referring to peer feedback by many terms only conveys a precise point of view of feedback to further explain how peer feedback occupies an early stage of the process focusing on content while peer feedback is found at the ending stages of drafting in

the correction of grammar and punctuation. Peer feedback has a couple of pros and cons that the teacher should be aware of for better teaching performance.

3.2.1. Pros and Cons of Peer Feedback

The advantages of peer feedback are illustrated in a recognition of the fact that writing and learning exist on a social scale. When peer feedback is collaborative, it assists students to engage in a surrounding of equally treated individuals interacting and learning through correcting to one another (Mittan.1989 as cited in Hyland, 2003). A point of view stated by (Leki.1990; Zhang.1995) says that students also develop skills of analyzing and reviewing their work. On the negative side students' main focus may be on sentence-level issues only and not on the organization of ideas, indicating students to be less aware and inexperienced, as peers are not trained professionals to provide the right criticism and comments (Leki, 1990). Students from collectivist backgrounds are involved with the need to emphasize a favorable group environment than objectively evaluate peers' writing, making criticism less useful (Carson and Nelson, 1996).

Peer feedback has been considered to influence the work of individuals through each other effectively, largely on a positive level. Though some negativity can be detected, it can also be taken under consideration for improvements. Another type of feedback that is extremely essential for teachers to employ in the classroom, teacher written feedback.

3.3. Teachers' written feedback

Another sort of feedback that is highly receptive and welcomed by students is written feedback. To describe written feedback is to designate it as conspicuous. It is a way of annotating on students' writing performance, as it stands out to be the most familiar way of providing students with feedback (Wai-shing, 2000). The development of students' writing capabilities and the need to enhance their writing performance has a firm direct connection to the

significance of written feedback. Furthermore, any form of given comments, proposed questions, denotation, and regulation of errors labeled on students' assignments granted as written formula is defined as written feedback (Mack, 2009). Moreover, What was acknowledged as a parallel point of view was what Harmer(2009) stated, saying that written feedback is given as an attempt for the improvement of students' language use on both past and future basis. Additionally, students prefer to be exposed more to written feedback than oral or peer feedback (Saito, 1994; Zhang, 1995)

II. Teachers' Written Feedback

4. Written Feedback

Teacher-written feedback is a pedagogical genre that is intended to hold a large amount of information, including comments on the structure and the content of a text to improve the students writing and reinforce their learning (Hyland & Hyland, 2019). Moreover, according to Rollinson, 2005 written feedback is considered as a viable option that comes with a slew of benefits. First, it offers the opportunity of collaboration, consideration, and contemplation for readers and authors, which means things that are unavailable in oral negotiations. Second, it saves time by discussing only important topics rather than banal ones and prevents conflicts, defensiveness, or unpleasant interactions. Third, the feature that this type of feedback possesses, is that it enables the student to take it for later revision. Fourth, it gives students more writing experience that is explicit, informative, compelling, and audience-focused. Fourth, it allows the instructor to track the success of his or her students closely, both in terms of the feedback put forward and the adjustments made.

The exchange of written comments may be preferred by both readers and writers (Rollinson, 2005). Written feedback has traditionally been regarded as merely informative, a way of entangling responses and advice to make improvements easier (Hyland, 2018). According to Hyland (2013), written feedback has a significant impact on the students' success and performance because it involves individual assessment that is difficult for teachers to achieve in the classroom.

Written feedback offers the opportunity for teachers to direct their attention on every student through correcting their work. However, when it comes to informing the students to what extent they have learned the course material, not all the messages are straightforward or relevant to the task. Moreover, written feedback is described as making considerable number of comments on students' work in order to offer them remarks on their performance while also contribute to their improvement in writing (Hyland, 2003 as cited in Leng, 2014). Teachers provide written feedback in the hope that the students recognize and comprehend the deviations made in their writings to enhance their future performance. Simultaneously, it is viewed that students would be assisted in creating clear and flawless written material (Leng, 2014).

McGrath et al. (2011) claim that written feedback is one the most common types that teachers use to respond to their students writing. Since teachers focus on content rather than the writing process during the classroom time, written feedback is provided in a form of a conversation on the margins of the students' written assignments which are prepared outside of the classroom. It is assumed that students would appreciate the comments and use them to enhance their writing.

Teachers and learners view written feedback as a crucial element of the writing process especially for L2 writing because the purpose of L2 writing is to frequently teach both cultural

writing practices and L2 grammatical patterns. (Cohen & Cavalcanti, 1990; Fathman & Whalley, 1990; Ferris, 1995; Ferris, 2002; Hedgcock & Lefkowitz, 1994; Paulus, 1999; as cited in Jamalinesari et al., 2015). Additionally, written feedback acts as a negotiation through written comments and revisions on the students papers. Written feedback is given to correct errors, and write notes on the margins. Furthermore, the type of writing found in the program requires a specific type of written feedback depending on the kind of the program whether it is implicit or explicit and the genre that is employed. The teacher's developed identity, background and the policy adopted, all have an impact, especially on newly employed teachers (Atkinson & Ramanathan, 1995; Rosowsky, 2006; as cited in The CATESOL Journal, 2012).

Apart from this, written feedback aids self-regulated learning. When the student receives written feedback on a draft from a teacher, self-regulated learning appears to occur because he or she is expected to edit and make the necessary changes based on that written feedback. Written feedback enables the students to see what the teacher was looking for in the students' texts, which expand their understanding of their teacher's point of view and gain new ideas. It is worth noting that written feedback embodies a sense of guidance for writers. Therefore, it can be said that well written texts are the product of well-directed feedback (Nicol & Macfarlane-Dick, 2006; Hyland & Hyland, 2006; Leki, 1990; as cited in Ieng, 2014).

Conversely, Freedman (1987) claims that, written feedback is the most useless type of feedback to be provided as a response for L1 writers. Research also reveals that, when L1 teachers give much written feedback, it is often overlooked, misunderstood, misinterpreted, and ignored by the students (Mazano & Arthur, 1977; Searle & Dillon, 1980; Sommers, 1982, as cited in Hyland, 1998).

The number of research made on written feedback is quite large and this proves its importance in the field of education. Written feedback has been studied by multiple experts in the field which divided it into various types.

5. Types of written feedback

5.1. Direct feedback is defined as “the provision of the correct linguistic form or structure above or near the linguistic error” that may include “the crossing out of unnecessary word/ phrase/ morpheme, the insertion of a missing word/ phrase/ morpheme, or the provision of the correct form or structure” (Bitchener & Ferris, 2012)

5.2. Indirect feedback the teacher explicitly locates the error while the students look for its correct form by themselves (Zemieche, 2018). Byrne (1988, p. 125) presents the following table that includes some corrective codes in which the student has to decode to understand his or her mistake.

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I ^S recieved ^S jour letter.
W.O.	Wrong word order	We know ^{W.O.} well this city. Always ^{W.O.} I am happy here.
T	Wrong tense	If he <u>will come</u> , it will be too late.
C	Concord Subject and verb do not agree	Two policemen ^C has come. The news ^C are bad today.
WF	Wrong form	We <u>want</u> that you come. That table is <u>our</u> .
S/P	Singular or plural form wrong	We need more informations ^S .
h	Something has been left out	They said <u>h</u> was wrong. He hit me on <u>h</u> shoulder.
[]	Something is not necessary	It was too much ^[] difficult.
?M	Meaning is not clear	Come and ^{?M} rest with us for a week. The view from here is very ^{?M} suggestive.
NA	The usage is not appropriate	He <u>requested</u> me to sit down. ^{NA}
P	Punctuation wrong	Whats <u>your name</u> ^P He asked me what I wanted? ^P

Teaching writing skills. D. Byrne, 1988. (p. 125),

Indirect feedback may be coded or un-coded. In coded feedback, the teacher informs the students of the existence of an error, then he or she explains it to them, however the correction is the students' responsibility. While un-coded feedback can be easily recognized on the students' papers because it is either underlined, highlighted, circled or put as checkmark on the margin where students have to recognize their errors and correct them by using their newly learned skills because through time students get accustomed to this type of feedback until they also be able to underline, circle, and create symbols to highlight their own mistakes on their papers. (Lee, 2004; Ferris, 2002 as cited in Kaweera & Usaha, 2008).

5.3. Form-focused feedback is restricted to grammar correction, teachers use this old method to correct their students' compositions at the level of grammar only. This type of written feedback elevates EFL students' awareness towards the kinds of the grammatical mistakes they are committing and encourage them to write better (Park, 2006).

5.4. Content-focused feedback Teachers make use of content focused feedback or meaning focused feedback to point out illogical features of language, reorganize dispersed ideas, and clarify any ambiguity at the level of meaning without paying attention to the grammatical errors. The improvement of the students' writing quality is the main concern of content focused feedback. Research reveals that content- focused feedback is relatively superior in comparison to form-focused feedback. Semke (1984) looked at how four groups performed after getting various forms of criticism. On both the accuracy and grammar tests, the group of students examined with comments on content outperformed all other groups. This finding is frequently cited as proof of the usefulness of content-based feedback (Park, 2006).

5.5. Integrated feedback: focuses on correcting the student's paper at the level of both form and content, that is grammar correction in addition to the correction of vocabulary, ideas, and unorganized features (Park, 2006)

5.6. Praise: comes in the form of positive written comments on the students' final drafts. Praise is the teachers' way of showing recognition to the students' efforts especially when they respond to ideas in a text. Since positive feedback acts as a reward, teachers must give it only when the student has earned it otherwise it will be perceived as insincere and hinders revision. The lack of praise can also block their reception of feedback and influence their attitudes towards it. As a result, teachers must be mindful when providing positive feedback because its scarcity and abundance may affect students negatively (Hyland, 2003).

5.7. Criticism and suggestive feedback: suggestion and criticism are viewed as opposing ends of a spectrum ranging from the emphasis on what is performed poorly to improve it. Suggestive feedback seeks improvement through a reasonable straightforward recommendation for revision and modification from the part of the teacher. While, "criticism is a negative comment on a text" that is, the teacher states his or her opinion strongly and assertively. It is proposed that teachers should combine both criticism and suggestion in the students' final drafts because criticism makes the students misunderstand the feedback and eliminate it from their drafts since it does not imply clear advice on what it should be regulated, therefore mixing suggestive comments on the points that must be revised with criticism is important (Hyland, 2003).

Teachers have proposed using commentaries, cover sheets, electronic feedback, taped comments, and minimal marking, to provide written feedback to students. Any of the types mentioned above may take one of the forms that Hyland (2003) identified as the following:

6. Forms of teachers' written feedback

6.1. Commentary: the most common type of teacher written feedback is handwritten notes on a student's essay. This style of comment can be thought of as listening to students' writing rather than reading it, describing how the text sounds to us as readers, how nice we think it was, and how it could be enhanced. If time permits, responses may be in the form of both marginal and ending remarks. A concise end notice provides the teacher with more room and time to outline and prioritize critical points as well as make general text comments. Comments in the document margins, on the other hand, are both immediate and proximate, appearing at the same stage in the article where the issue occurs. This not only ensures relevance and gives the impression that the reader is responding to the text "point by point," but it is also more effective than an end sentence in ensuring that the student understands the topic at hand (Hyland, 2003).

6.2. Rubrics: Variant notes that often accompany final drafts are cover sheets that spell out the criteria that were used to assess the assignment and how the student performed in comparison to these criteria. Rubrics are useful in making grading choices transparent, showing what the teacher values in a particular piece of writing, even though they restrict the number of issues that can be addressed (Hyland, 2003).

6.3. Minimal marking: This is a kind of form-based, in-text feedback. It is based on research that proposes that indicating the position and possibly form of error, rather than immediate correction, is more successful in inducing a student response and possibly in improving self-editing techniques. One strategy is to use a series of basic "correction codes". This strategy of correction is tidier and less intimidating than using large amounts of red ink, and it aids students in locating and spotting their errors. However, one drawback is that it is not always easy to categorize a problem clearly, particularly as it stretches beyond a sentence level. Extending the

code leaves the practice unhandy and frustrating, but some instructors take a more minimalist approach, focusing on a few main components (Hyland, 2003).

6.4. Taped commentary: Recording tapes and writing a number on the student paper to indicate what the sentence refers to is an alternative to marginal statements (Hyland, 1990). Tape recording saves time, adds variety, and allows learners to practice listening, especially those with an auditory learning style. It also teaches the writer how someone reacts to their writing as it progresses, where concepts are communicated, where ambiguity occurs, and where logic or form fails (Hyland, 2003).

6.5. Electronic feedback: Computers have made it possible to adapt to writing in new ways. Teachers can email or use the comment feature to provide feedback on electronic applications, which allows feedback to be viewed in a different way than when reading a word-processed file. Feedback on errors may also be compared to online grammar explanations or concordance lines from authentic texts to provide students samples of functionality they may be having trouble with. These new forms of written feedback give teachers more options in terms of how they react, but eventually, convenience would be the determining factor in which ones they use (Hyland, 2003).

Conclusion

In conclusion, feedback is any information that encourages positive change regarding one's own learning and perseverance. In education, learning will not take place without feedback regardless of its type. However, in the case of teaching and learning a foreign language, the improvement of the writing skill is highly required for language acquisition, for this reason, teachers' view that written feedback should be used in the classroom because it highlights students' errors and ensures the development of the writing skill.

Additionally, teacher written feedback is the student's companion in the journey of studying a foreign language, it serves as a roadmap to accurate writing performance. Written feedback is a type that stands on its own since it includes specific types and forms. Its significance is fully recognized by both teachers and learners since its ultimate goal is to develop accuracy in writing. However, sometimes unexpected circumstances such as the widespread of the Coronavirus oblige the learner to resort to E-Learning, therefore the next chapter will discuss the concept of E-learning, how do teachers work in the E-learning environment as well as how do they implement feedback in E-learning.



Chapter Two:

E-Learning

Introduction

E-learning has become the most popular form of education in the recent decade. Especially after the Covid-19 crisis, which forced humanity to stay at home and pursue online classes. As a result of this issue, a growing number of academics have been drawn into the digital world to examine problems in E-learning, develop new technology, or explore new methods of successful online interaction. Subsequently, this chapter will give an overview about E-learning and its types as well as show how it can be useful and hindering for the teaching and learning processes, all of this is followed by exploring the concept of feedback in the online environment, delineating its significance in E-learning, and demonstrate some of the guidelines for feedback delivery.

1. E-learning

The birth of E-Learning goes back to the early 1980s and the early 1990s when computer-based learning (CBT) emerged. E-Learning has developed thanks to the advancements made in technology and the overlap of computers in the world (Eger, 2005 as cited in Hubackova, 2015). E-learning is a type of distance education that is also referred to as online education which means teaching online through performing a course mainly or partly through the internet. In the past, telephone, DVD, television and mails were the means by which such courses were practiced. Basically, any mode of learning that does not require the presence of students and teachers in the same location. It is distinguished by the use of the internet, especially the worldwide web, as the primary means of communication. The teacher is free in selecting the place or room to present the lecture online. As a result, materials such as briefcase, laptop, chalkboard or whiteboard are no longer required (KO & Rossen, 2017). Moreover, a

recent definition provided by teachers' association (2020) explained E-Learning as getting access to the virtual environment instead of the traditional one through the use of instructional and electronic services. Mostly, it refers to fully obtaining an online course, program, or a degree on the web. It states that defining E-learning can be quite easy although various terms are used to describe it, ranging from distance education to modernize electronic learning, internet-based learning, web learning, and many others. The following essay will clarify this conflict of terminology in E-learning.

Moore et al. (2011) claim that the various detected definitions of E-learning are nothing but a reflection to researchers conflicted responses, such disagreement over the interchangeable terminology affects both researchers aiming to expand upon the study, and designers creating similar environments. The slight difference between the various terms provided to the concept of E-learning are explained as the following:

- **E-learning:** when E-learning is implemented, it mostly comes with computer associated activities, the computer or networks do not have to be the providers of learning content, however, they should be significantly involved in the learning activity.
 - **Web based learning:** is about the delivery of learning materials in a web browser, either packaged on CD-ROM or on other forms.
 - **Online learning:** is concerned with readily accessible content on the computer that exists on the web or the net.
 - **Distance learning:** is where the interaction is manifested at a distance between the teacher and the learner. Teachers must be involved in receiving feedback from learners and the discriminating characteristic in the learning activity must be primed in this concept.
-

The relevance held by E-learning, web based learning and distance learning does not imply the lack of some differences, disregarding such differences obstructs the pace of development of expertise and communication (Tsai & Machado, 2002). Furthermore, E-learning has become the only viable option for communication and interaction and not a fanciful entertainment system as it used to be. The way we communicate has changed radically due to the COVID-19 pandemic that wreaked havoc every part of human life and forced the entire population to stay at home (Korman, 2020). The unavoidable circumstances that teachers and students are put in, forced them to deal with distance education in every way. Since Covid-19 put everyone's life at risk including employees, teachers, students, parents, and business people, remote learning gained as much popularity as remote working. Therefore, teachers must learn about remote working applications and the types of virtual classrooms as this can contribute greatly in their success rate (Stevens, 2020).

2. Types of E-learning

2.1. Instructor-led E-learning makes use of Web technologies to provide traditional courses to online students. These classes make use of a range of real-time technology, including video and audio conferencing, chat, screen-sharing, polling, whiteboards, and even the internet (Harton, 2003).

2.2. Facilitated E-learning combines both the learner-led E-learning web material and the instructor-led E-learning interactive features. The learner supplement his/her own learning by interacting with other classmates and displaying assignments in a class discussion site, while still seeking guidance from an instructor. Facilitated E-learning is a type of E-learning that is ideal for learners who cannot commit to the traditional classroom program (Harton, 2003).

2.3. Learner-led E-learning provides effective learning opportunities for learners who prefer independent or housed learning. It is accessed and carried out through a Web browser. This type of E-Learning involves Web pages, multimedia presentations, and other Web browser interactions. Learner-led-E-learning is also known as stand-alone or self-directed E-learning (Harton, 2003).

2.4. Embedded E-learning is designed to offer immediate solutions for the problems that the solitary learner may confront. It is usually placed in the learner's computer along with its program. Embedded E-learning can be completely Web-based. For example, someone faces trouble with using a printer. The Help menu can serve the user with a Web-based troubleshooting procedure. Also, a short tutorial will be given to the user to gain an understanding of the concepts to prevent any future complications when the problem is finally regulated (Harton, 2003).

2.5. Online coaching tackles subject-specific issues such as solving a particular problem or a finished product. The role of the online mentor is restricted to addressing technical or business issues rather personal problems or professional advancement. In online coaching, communication between the advisor and learner is typically held online (Horton, 2003).

2.6. Asynchronous and Synchronous E-learning Asynchronous E-learning is considered to be flexible. It is facilitated by E-mail or discussion boards. It serves the purpose of permitting learners to log in at any time and download or share documents. Whereas, synchronous E-learning is supported by video conference or chat. This type serves to potentially assist E-learners to develop themselves around learning communities, it functions at a social scale, where it reduces any troubling situations concerning asking questions (Hrastinski, 2008).

Academic institutions are facing a hard time in selecting teachers because not all of them are well-equipped to work in an online environment. Many teachers are hesitant to move to an online classroom especially when being told that they have no option but to design courses with no planning or instruction on how to handle themselves while teaching. The decisions made on who can teach online are always supported by a flawed criteria. Normally, the only one who is selected for such a job is the subject specialist or the one who is amusing in the face-to-face classroom (Palloff & Pratt, 2013). Brookfield (1995, 2006) observes that the most successful teachers who receive the highest course reviews are always those who succeed in amusing their students. Savery (2005) characterizes the effective online teacher as: organized, analytical, visible, compassionate, and leader.

An online successful teacher is the one who possesses the above characteristics and manages to use them in creating a suitable Web-based learning environment which according to Abdelraheem (2003) is characterized as the following:

- Contains relevant and well-designed activities.
 - Constitutes adequate and prompt feedback from the part of the teacher
 - Involves student-to-student interaction.
 - Includes active participation for the sake of information development through an easy and efficient navigation system.
 - Gets access to thought-provoking sites and design questions to promote deep learning.
 - Meets the students' needs through self-paced teaching.
 - Emphasizes student sovereignty; students are in control of their own education (Dawley, 2007).
-

Online classes that are successful include feedback, engagement, and information, as well as self-learning and an understanding of learning styles. They promote an inclusive program in which students learn from a range of sources and are not restricted by the course's reach and structure. This is accomplished by using a variety of technologies, including electronic presentation software, video messaging, whiteboard conferencing, e-mail, and Web-based services. In order for the student to succeed, the teacher's use of the instruments must facilitate an immersive learning environment. Interaction may be asynchronous or synchronous while studying online. In order to facilitate optimal learning, a good teacher must decide which of these tools and form of pacing, would be more appropriate for a certain group of students in a given course (Dawley, 2007)

3. Tools of E-Learning

Teaching online requires the use of multiple tools among of which are Google classroom, Google meet, Zoom, and Moodle platforms.

3.1. Zoom

Zoom Video Communications is an unaffiliated information source that resides in California. It uses a cloud-based peer-to-peer computing infrastructure to offer video telecommunications and instant messaging services. It is qualified with the use of Video conferencing, working from home, distance learning, and social connections. Zoom's business model is based around providing a product that is easier to use than any other options, as well as cost savings, such as lowering infrastructure hardware costs and maintaining high employee efficiency. It has a video messaging program that provides unrestricted access to up to a hundred devices at once, including a forty-minute time limit for free accounts with meetings of five or more people (Dale, 2020)

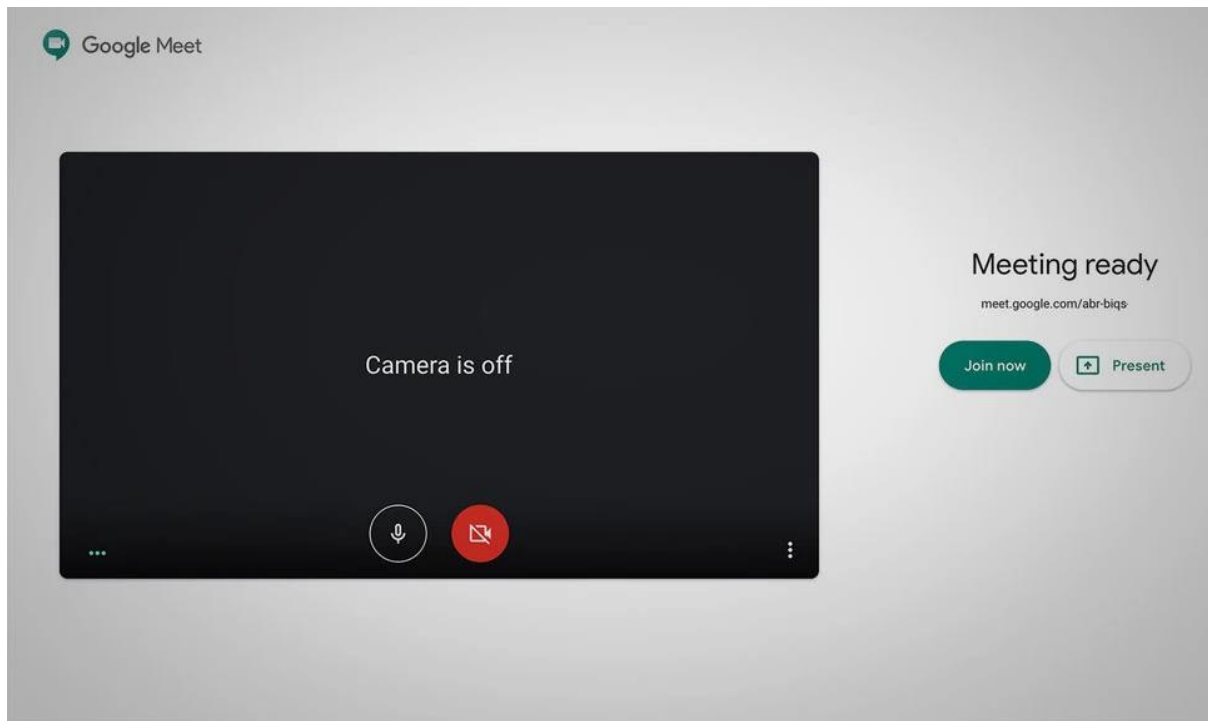


Zoom

Zoom Meeting Solutions, by Guide, T. 2020.

3.2. Google Meet

Google Meet is a tool created by Google that assist people too quickly and effortlessly arrange and engage in meetings and video conferences. Google meet provides prominent free access to attend meetings, although the ability to create new meetings and invite people to a meeting is limited for G Suite subscribers beforehand but it will be open to everyone starting from May 2020. Individual users can use the service for 60 minutes with no more than 100 participants, while organizations may use it for an indefinite amount of time with a maximum of 250 participants. Google Meet may be used on Android, iPhone, iPad, PC, and even landlines. Meetings made using Meet may be joined simply by calling a telephone number associated with the meeting (Teachers' Association, 2020).



Google Meet

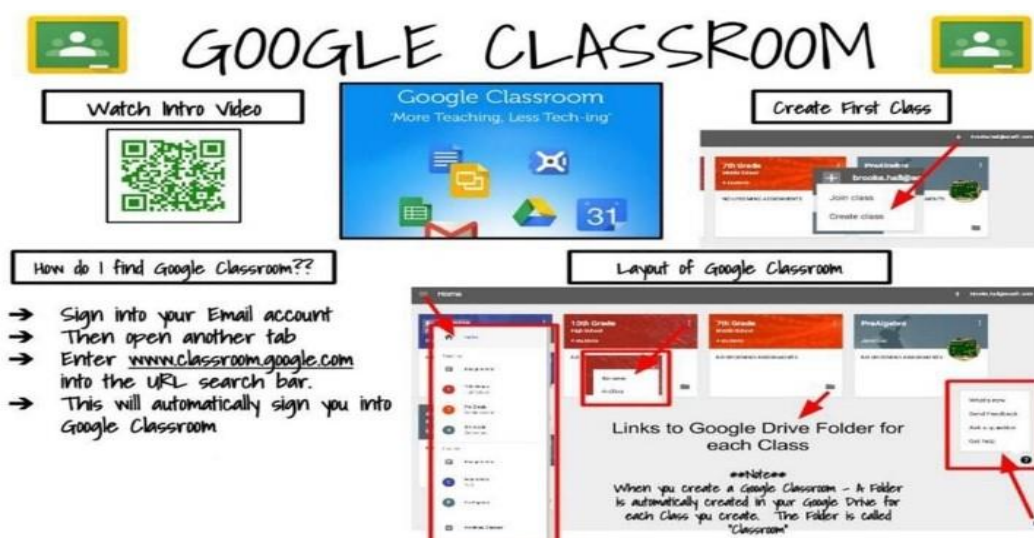
Freeman-Mills, 2020. Pocket-Lint.

3.3. Google classroom

Google Classroom is a management, organization and collaboration tool that makes learning much more productive. Through the platform it is possible to send papers, receive grades, and answer questions with teachers and fellow students and much more. The application's practical interface allows even those who are not very familiar with other technological resources to use it without difficulty. The goal is to make the dynamics of the classes more attractive and, at the same time, more accessible (Smith, 2020)

Google Classroom is a management, organization, and teamwork platform that helps students learn more efficiently. With the help of Google classroom you can submit reports,

receive grades, and answer questions with teachers and classmates and many more across this tool. The application's user-friendly gui makes it simple to use even for those who are unfamiliar with other technological services. Making classroom dynamics more appealing and available is the goal of Google classroom (Smith, 2020)



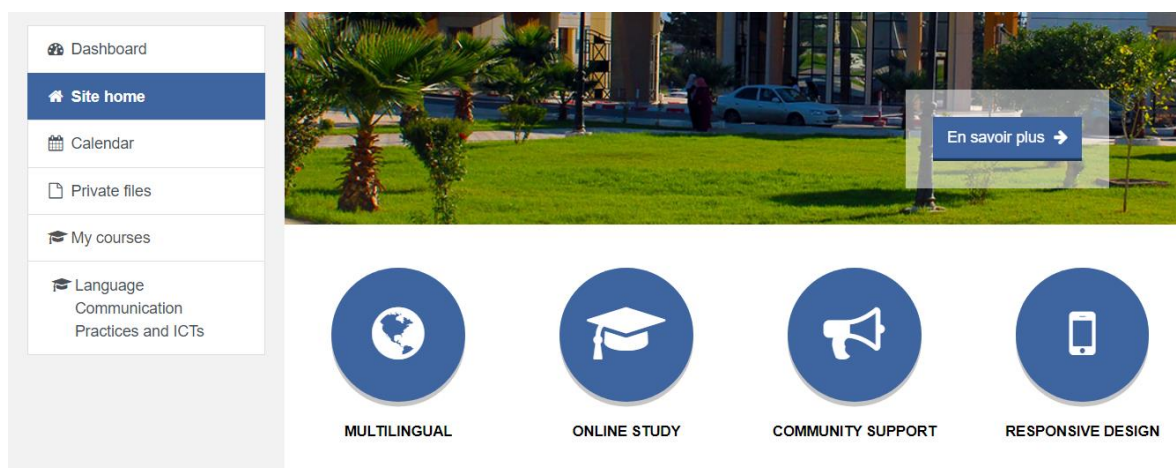
Google Classroom

Online teaching tools by Crawford, T. 2020

3.4. Moodle

Moodle is a huge Web-based software kit that educators use to develop online courses. Modular Object-Oriented Dynamic Learning Environment (Moodle) is an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle is a stable framework with an organized, user-friendly interface for online learning. One of the reasons to persist with Moodle is that its creators have maintained the look and feel consistent over time, and they assure that it remains the same in the future so that each update doesn't feel like a new piece of tech (Dvorak, 2011).

Moodle's home page shows a guide to a bunch of participants as well as a calendar that includes a course schedule and a list of tasks, resources, activities, updates, and news in its most basic form (Dvorak, 2011).



Moodle of M'sila University

4. The role of the teacher in E-learning

Teachers have a wide range of abilities when it comes to communicating, accessing, and distributing material over the Internet. Some teachers are pre-e-literate, while others use the Internet as part of their regular teaching activities in the classroom. The use of web accessible format is common among teachers, however, moving to online teaching is quite a risky proposition (Pushpanathan, 2012). In E-learning, the teacher is not the source of all the questions and answers but he or she turns into an expert learner and problem solver (Harrison J, A, n.d as cited in Pushpanathan, 2012).

E-learning can be beneficial as it can be hindering for the learning and teaching process. When teachers are aware of the obstacles that they may face while teaching online, they get encouraged to find solutions for them before hand and be well prepared to emphasize more on

the advantages that E-learning offer. As a result, pointing out the advantages and disadvantages of E-learning motivate both teachers and learners to enjoy the online learning experience.

5. Advantages of E-learning for teachers and learners

5.1. Advantages for Teachers

Even though prior preparation for online courses can be time-consuming (Everson, 2009), releasing course content online ahead of time results in teachers gaining scheduling flexibility to teach online classes while they are away from the university residence. For example, when other duties come up like a snow day or conferences where the teacher has to attend off-campus, the course is not halted or postponed. Teachers will undoubtedly require time each week to run an online course, even though work on asynchronous courses can be done at any time throughout the week that is most convenient for the teacher. However, due to a lack of dedicated time in their schedules, teachers may be unable to participate in committees or attend meetings (Everson, 2009; as cited in Davis et al., 2019).

Improved communication

The substantial technology advancements have facilitated communication channels for teachers to share their feedback on their students' assignments through written messages and audio, or lurching videos (Ice et al. 2007; as cited in Davis et al., 2019)

Course management

Many learning management systems track how often students interact with the course content, providing teachers with information on how frequently students visit the course and how much time they spend doing so. Faculty can evaluate if the workload is manageable for students and have evidence regarding the effort that students are putting instead of relying on self-report from face-to-face classes (Davis et al., 2019).

Course design

Casual course preparation is not possible with online teaching. Because of the early planning that is necessary, faculty will be more prepared for the course. When key course components are defined well in advance, it may be easier to make small changes or modifications to the class (Davis et al., 2019).

5.2. Advantages for learners

Flexibility

Online courses can be of great advantage to students, it allows them to balance between their studies and other mundane issues and responsibilities. Such as, traveling, parenting, working, or nursing a sick family member. All of the requirements of face to face learning are flexible in E-learning especially in time and place. Students can earn flexibility in their year of graduation when physical presence is impossible. Students who live in far places do not have to travel miles to attend courses that are unavailable in their surrounding (Davis et al., 2019).

Self-motivation

Since online coursework is frequently sent all at once, self-reliant students can go through the material at a faster rate, perhaps finishing work before the deadline and freeing up time in their schedule for other classes or obligations. (Davis et al., 2019).

Working independently

E-learning is more comfortable especially for introverted students, Even though E-learning involves direct interaction and discussion boards, deciding upon how and when they engage in online courses, still gives them the feeling that they are independent students.(Davis et al., 2019).

6. Obstacles of E-learning for teachers and learners

6.1. Obstacles for teachers

Setting expectations

The information that teachers are required to deliver must be balanced, it can't be either very limited and minimal, or overwhelming that students skip important details about the lecture. Teachers must balance between giving sufficient information without drowning their students with irrelevant material (Davis et al., 2019).

Providing feedback

Grading assignments in online courses can be more challenging since there is a fine line between putting assignment scores up on time and delivering comments that are specific to every student. Teachers have fewer opportunities to engage with students in online classrooms, and assignment grading is one of the few ways for teachers to teach students how to better their performance. Furthermore, deciding upon how to properly convey feedback and grades, particularly when an assignment may be misunderstood, may add a further degree of complication (Bailie, 2015; Everson, 2009, as cited in Davis et al., 2019)

Interpersonal relationships

In face to face classroom, the energy dynamic and the teacher's connection to the student are completely different in online classrooms where teachers feel as though there are constraints in their relationship with their students. For example, discovering every student's skills and passions take a long period in E-learning, moreover, preparing a lecture for every group alone is an extremely challenging task. Adding to that, online courses seem to lack the natural excitement that the teacher and the student normally create in the classroom. Furthermore, it is difficult for teachers to find out if one of their students has a problem with a certain matter in E-learning

unlike in the traditional classroom where body language and fatigue give clues to the teacher on how he or she is supposed to act (Davis et al., 2019).

Pointing out the disadvantages of E-learning without providing ways to avoid them may be intimidating for its users, therefore Efriana (2021) suggests several reliable ways on how can teachers succeed in E-learning, may be very helpful for teachers.

- The presented materials must fit the interest of learners to a certain level, by involving videos in power point slides.
- It is regarded substantial for teachers to both utilize relatable usable platforms and improve their IT qualifications by being updated on the developments of their field.
- In some cases, it is preferable, if meetings are possible, to contact students who prove to participate the least during a course.
- The EFL counseling teacher asks the parents to attend the online session if the student is constantly inactive or lazy.

6.2. Obstacles for learners

Misinterpreting expectations

Expectations for assignments can be misapprehended in online courses. Assignments written on rubric can be more difficult to explain and communicate compared to the explanations that are conveyed in a face-to-face class and the question of “ does anyone have any questions?” does not have the same effect in online courses as in the traditional classroom in terms of fast answers and clarification (Davis et al., 2019).

Time management

Students find it challenging to manage their time when taking online courses. Because online classes may be scheduled at any time, students may continue to postpone them or replace

them with other duties to which they give priority. Students who do not always participate in the learning management system may miss the embedded reminders that are supposed to keep them stay on task. (Davis et al., 2019)

Interpersonal relationships

Students may see instructors as untrustworthy if they do not form intimate bonds with them and develop a genuine relationship with individual students as well as the class as a whole; otherwise, the faculty will not be seen as an advocate for their education. Because online platforms take a different approach to community development, students in online classes may simply feel less supported due to the physical separation from the teacher. In a discussion board setting, real connections are unlikely. These discussions are typically done in small groups inside a class, and because there is a lag in the discourse, the conversation is only as good as the group members' contributions (Pacansky-Brock, 2016; Rovai, 2007; Baker, 2001; as cited in Davis et al., 2019).

6. Feedback in E-learning

In an online environment, giving and receiving immediate feedback from students bears much value to teachers because it addresses their strengths and weaknesses and underlines misunderstandings. The feedback that the teacher receives from his or her student let him or her know whether he or she is being understood or not. There seems to be a scarcity of information accessible to online teachers such as students' backgrounds and learning styles. Teachers believe that the availability of such information ahead of time will contribute great deal in enhancing the online teaching experience (Gudea, 2008). Yengin, Karahoca, and Yücel (2010) claim that there is a downside to getting immediate feedback in E-learning systems where students must attend classes individually. This kind of technology such as instant messaging, and video conferencing

sessions, is where the teacher can provide immediate feedback. After the students taking action, other asynchronous feedbacks, such as e-mailing or leaving a comment, arrive. Students who receive immediate feedback have a better probability of swiftly recognizing their error since they may observe their erroneous activity by just glancing backward.

Feedback offers the opportunity for teachers to demonstrate their instructional presence, promote online student interaction, and cultivate a sense of learning community. Some have argued that the formation of a program for building online community of inquiry, is seen as an effective strategy. This approach is encouraged by researchers because they view that the use of feedback aids in the inspection of the advantages of internet-based learning. It is crucial for learners to develop a sense of community so that they will be able to get involved in online learning environments (Ice et al. 2007; Yuan & Kim 2014; Zhao & Kuh 2004; Morueta et al. 2016; Scagnoli et al. 2017;Pallof & Pratt 2007; as cited in Lil et al. 2019).

Research emphasizes that providing students with feedback in an online course has a significant impact on their progress and retention (Kim & Moore, 2005, as cited in Boettcher & Conrad, 2010). “Feedback should always be constructive” is an idea claimed by Simonson (2014), he emphasizes on providing feedback in a constructive manner, which designates both positivity and encouragement. The purpose behind such an idea is to accentuate the well improvement of learners and maintain a steady pace of enthusiasm, so that learners will be very excited for the coming online session.

Boud (1991) explains constructive feedback as a valuable contribution to any effective learning experience for both learners and teachers. For an effective learning, feedback has to be clear, immediate, realistic and meaningful. In online courses, it is of a great importance to ensure the regular reception of feedback for learners, with the consistent application of these assessment

principles, students' engagement in the online learning environment increases, and result in positive outcomes. The teacher has to be clear about what it should be corrected and it would be better if he or she supports his or her feedback with an explanation on why such error or mistake must be corrected. Moreover, feedback should not be displayed for later time because it would be forgotten by the students and lose its meaning. Adding to this, meaningful and constructive feedback addresses real learning issues and must have a positive effect on the learner (Naidu, 2002).

Vai and Sosulski (2011) state that good teacher feedback promotes online learning because it clarifies how to progress within courses for learners, and expands the learner's knowledge by both unfolding new concepts and correcting misconceptions and mistakes. For teachers and course guiders, it is a need to be aware of when additional explanations are required, or when should the content be quickened (smith, 2014). Compared to corrective feedback that states only whether the answer is correct or incorrect, explanatory feedback offers a clear explanation on why it is correct or incorrect, thus explanatory feedback is convenient for obtaining good marks, and reduction of cognitive load (Moreno, 2004 as cited in Smith, 2014).

It is important for learners to receive guidance and immediate feedback during and after providing content. The validation of E-learning is thus demonstrated in immediate feedback. This fact supports the betterment of cognitive skills and elevates the tutor-learner discussion, also reinforces the experience level for learners because without feedback, E-learning courses become pointless (AFIFI & ALAMRI, 2014 as cited in Afify 2018).

Since online feedback delivery can sometimes be problematic for teachers, particularly those who have not had any form of training on how to instruct learners online, Pallof and Pratt (2003) established some guidelines to assist teachers in properly conveying their feedback.

7. Feedback Guidelines

It can be a bit challenging to provide an appropriate feedback for learners, therefore they must be taught how to do so, so that the objective of developing critical thinking skills is achieved. First, it is important to plan what to type at start, it cannot be random, and the selected words must fit in a convenient chronological order. Second, using short paragraphs facilitates self-expression through using minimum amount of words. Third, whatever will be written must be clear and comprehensible, reading the written message out loud before always helps. Fourth, when using quotes, they must be brief and to the point plus a comment placed at the end. Fifth, it is not sufficient to agree on a certain matter without mentioning the reasons afterwards, therefore, including the reasons behind your agreement must be included. Finally, for spotting grammatical errors or spelling mistakes, one must read before sending the message (Pallof & Pratt, 2003).

Conclusion

The review of literature has shown that E-learning is a whole different type of education that has its own distinctive types, instruments, way of teaching and therefore a distinctive way of assessment. Since assessment is held through feedback in the traditional classroom and represents a crucial element that has to be taken into consideration, teachers employ feedback in E-learning as well. Furthermore, to improve students' performance, feedback should be immediate, it is more useful when provided in an explanatory manner. As for students' when offering their own version of feedback, they must be taught to profession that, because feedback determines the degree of one's success, consequently, it should be valid and mastered. The coming chapter will be about the field of inquiry which includes the methodology, data analysis, discussion of the results and conclusion.



Chapter Three:

Methodology, Data Analysis and Discussion

Introduction

The previous two chapters cover the theoretical background of Teachers' Written Feedback and E-Learning in the EFL context. This final chapter is dedicated to the fieldwork, in which the aim is to investigate the types of written feedback that are mostly used by EFL Teachers in E-learning at the department of Letter and English Language at M'sila University. Hence, the current chapter is divided into two sections. The first provides an overview of the methodological aspects including the setting, participants, methodology, data collection tool, and description of the data collection and analysis procedures. The second section focuses on the data analysis and discussion of the findings, in addition to the pedagogical implications, limitations of the present study, as well as recommendations for further research.

I. Research Methodology

1. The Descriptive Method

This descriptive method is incorporated by a quantitative data to obtain the necessary insights to answer the research questions and meet the objectives. In this regard, descriptive research can be defined as a research method that describes a certain phenomenon under examination to identify characteristics, trends, and beliefs (Boudah, 2010). Based on this, this research is descriptive in the very fact that it studies teachers' attitudes and beliefs towards the use of written feedback in the E-learning context, in addition, it identifies the types of written feedback that teachers mostly use in the E-learning environment which is the main aim of this study.

2. The Setting and Participants

This research is conducted at the Department of Letters and English Language at the University of Mohamed Bouadiaf, M'sila during the second semester of the academic year 2020/2021. The population refer to the participants that the researcher considers before doing a research. This is, in essence, a huge collection. Moreover, if the population is quite small, it may be critical to consider it up entirely (Bairagi & Munot, 2019, p. 90). Similarly, the participants in this study are thirty (30) EFL teachers at the Department of Letters and English Language which represent the entire population. The reason behind working on the whole population is that the population itself is small in size, therefore, it would be best to work on it fully.

3. Research Instrument

To complete this descriptive research, an online questionnaire is used to obtain the desired data about teachers' attitudes and beliefs towards the use of written feedback in the E-learning context, as well as to identify the most used types of written feedback in the E-learning environment.

3.1. The Questionnaire

"Questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p. 6) In other words, a questionnaire is a research tool that consists of a set of written questions or statements designed to gather data from respondents to which they must reply by writing out their responses or choosing from a list of pre-written responses.

3.2. Description of the Questionnaire

The teachers' questionnaire consists of a single response, multiple responses, and a five-point Likert scale to obtain a full comprehension on the subject matter. The reason behind selecting Likert scale is that it is a universal method for collecting data and it gathers data rapidly from respondents. Also, respondents find it easy to answer and more importantly it allows them to be neutral (Johns, 2010; Nemoto, & Beglar, 2014). The questionnaire is composed of 30 items and divided into three sections. Section one entails three questions about EFL teachers' background information which they are supposed to select one single response. Section two is designed to collect EFL teachers' inclinations towards E-learning and is composed of two questions where they can answer by yes or no and choosing multiple answers. Section three is considered to be the main part that answers the research questions and meets the objectives of this study. It is interested in the most used types of written feedback by EFL teachers in an E-learning environment, as well as their attitudes and beliefs about written feedback. This section evolves 25 items in total, all in the form of a five-point Likert scale.

3.3. Piloting the Questionnaire

The pilot study was conducted to ensure the validity of the questionnaire, to detect any misconceptions concerning the questions that are forwarded to the participants, as well as to regulate any issue with the vocabulary and the structure of the questionnaire.

The questionnaire was sent randomly to five EFL teachers from other departments of M'sila University on 11th May 2021. A comment box was created at the end of the questionnaire for the participants to add their perceptions of it. As a result, their responses were positive in terms of the exact selection of the academic vocabulary, in addition, most of the respondents wrote that they preferred its organized structure. Also, it did not take them much time to answer

the questionnaire. Nevertheless, some questions did not serve the study, therefore they were deleted.

After obtaining the results of the piloting, it is concluded that the questionnaire has reached content and face validity. Hence, according to Taherdoost (2016), face validity can be fulfilled if the research tool appears to be relevant to the individual taking it. By way of explanation, it assesses the research instrument's appearance in terms of feasibility, readability, style and formatting coherence, and the clarity of the language employed. Whereas content validity, it is the process of evaluating research instruments to determine that it covers all of the necessary questions while excluding those that are not relevant to a certain research (Lewis et al., 1995; Boudreau et al., 2001 as cited in Taherdoost, 2016).

4. Statistical Tools

The obtained data from the questionnaire were subjected to descriptive statistics since the current study is concerned with numerical interpretations. Moreover, the data were analyzed through the usage of the Statistical Package for Social Sciences (SPSS) software version 26 to provide percentages and frequencies, also to extract important information such as the mean and standard deviation which their formulas can be demonstrated below:

- **Mean**= sum of all data points divided by number of data points.

$$\bar{x} = \frac{\sum x}{n}$$

- **Standard Deviation**= σ is the population SD, X is the population mean, X_i is the i^{th} element from the population and N is the number of elements in the population.

$$\sigma = \sqrt{\left(\sum [X_i - X]^2 / N\right)}$$

The following table shows the scoring range of 5-point likert scale of the questionnaire:

Table 1.

Scoring range of 5-point likert scale

Points of scale	SD	D	N	A	SA
Range	[1 – 2.33]		[2.34- 3.67]		[3.68 –5]
Classification	Low		Average		Very high

Note. SD= strongly disagree; D= disagree N= neutral; A=agree; SA=strongly agree

II. Data Analysis and Discussion

1. The Analysis of Teachers' Questionnaire

Section one: Informational Background

Question 1: Gender

Table2.

Teachers' gender

		Frequency	Percent
Valid	Males	11	45.8%
	Females	13	54.2%
	Total	24	100%

SPSS V26

Figure 1.

Teachers' gender

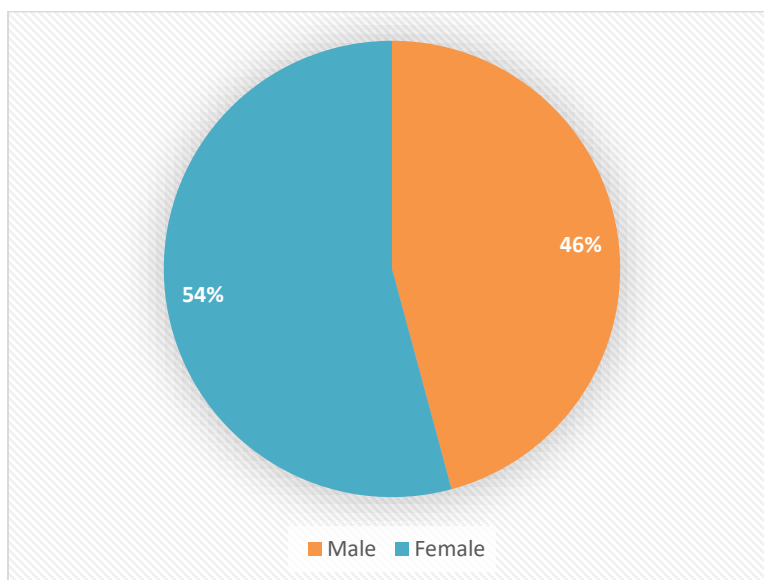


Table 2 represents EFL teachers' gender. It shows that 13 teachers are females (54.2%) and they are slightly more than males (45.8 %). It can be said that females are more interested in teaching English language than males are.

Question2: Academic Degree

Table 3.

Teachers' Academic degree

		Frequency	Percent
Valid	Master	7	29.2%
	Magister	11	45.8%
	PhD	6	25%
	Total	24	100%

SPSS V26

Figure 2.

Teachers' Academic Degree

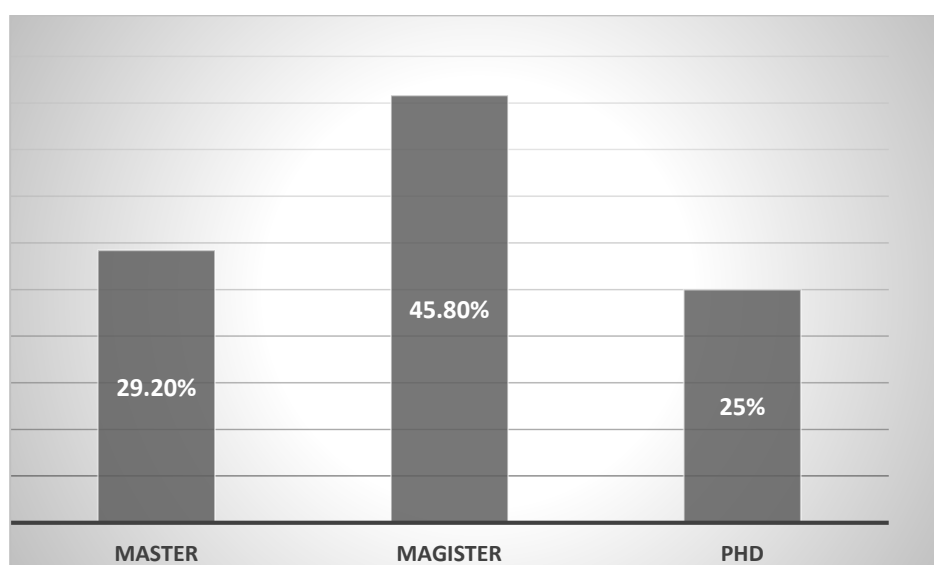


Table3 demonstrates teachers' academic degree. It appears that most EFL teachers are magister graduates (45.8%) which they represent 11 teachers. However, 7 of the participants hold Master degree (29.2%), while 6 teachers (25%) hold PhD degree.

Question 3: Working experience

Table 4.

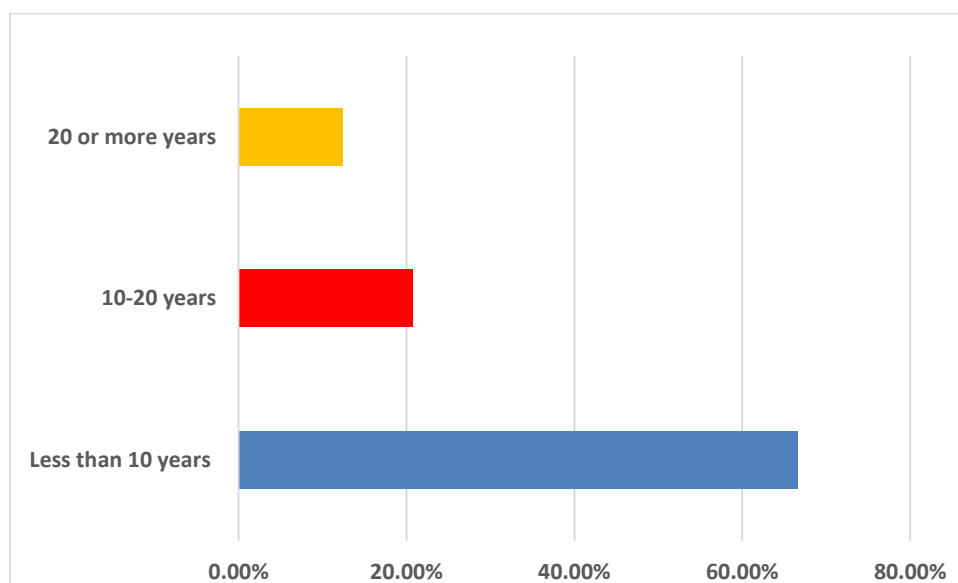
Teachers' working experience

		Frequency	Percent
Valid	Less than 10 years	16	66.7%
	10 - 20 years	5	20.8%
	20 or more years	3	12.5%
	Total	24	100%

SPSS V26

Figure 3.

Teachers' working experience



As for table 4, it indicates that the majority of teachers have been working in the field for less than 10 years (66.7%). However, 5 of the respondents have an experience in teaching that extends between 10 to 20 years (20.8%). Only 3 teachers (12.5%) have twenty or more years of experience in teaching English.

Section Two: E-learning

Question 1: Have you taught online before?

Table5.

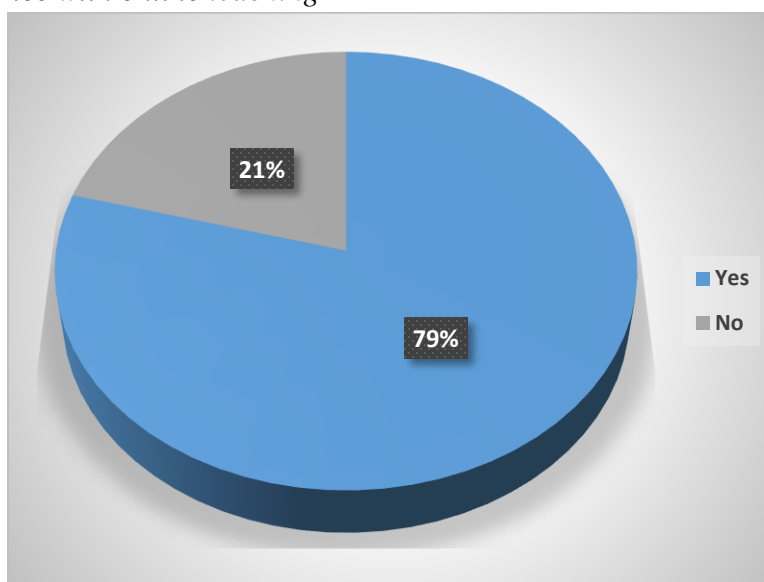
Teachers' experience with online teaching

		Frequency	Percent
Valid	Yes	19	79.2%
	No	5	20.8%
	Total	24	100%

SPSS V26

Figure4.

Teachers' experience with online teaching



The results in table5 indicate that 19 teachers, which they represent the majority of the participants, have an online teaching experience (79.2%), which means that the teachers at the Department of Letters and English language of M'sila University tend to have experience in E-learning. While only 5 teachers (20.8%) have never taught online before.

Question 2: Which platform do you use when delivering lectures online?

Table 6.

Online platforms used by Teachers

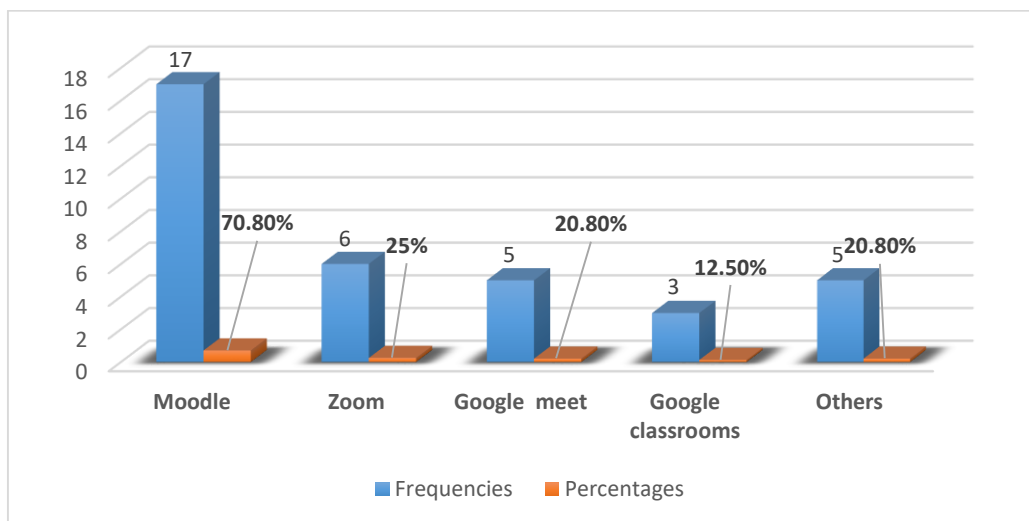
Platforms	Responses (N=24)	
	Frequencies	Percentages
Moodle	17	70.80%
Zoom	6	25%
Google meet	5	20.80%
Google classrooms	3	12.50%
Others	5	20.80%
Sum	36	149.90%

SPSS V26

Note. These percentages do not add up to a hundred percent because this is a multiple response type of question.

Figure 5.

Online platforms used by Teachers



The table above seeks to determine the widely used online teaching platforms. The results obtained illustrate that 17 teachers rely heavily on Moodle (70.80%). As for the rest of the platforms, Zoom (25%), Google meet (20.80%) Google classrooms. (12.50%), are not much used as Moodle. Also, there are some teachers who claim they use other platforms (20.80%) namely, Emails, Facebook, Classing, MyEt Software and Telegram.

Section Three: Written Feedback in E-learning

Table7.

Statistical results of teachers' perceptions on written feedback in E-learning

N	Phrases	Percentages					Mean	Standard deviation	Classification
		SD	D	N	A	SA			
01	I believe that written feedback is important in E-Learning	0 %	0%	16.7%	41.7 %	41.7 %	4.2500	0.73721	Very high
02	Written feedback is better than Oral feedback in E-learning	0%	12.5 %	33.3%	41.7 %	12.5 %	3.5417	0.88363	Average
03	The tasks that I respond to with written feedback in E-learning are: assignments, tests and exams	0%	0%	12.5%	58.3 %	29.2 %	4.1667	0.63702	Very high
04	The task that I respond to with written feedback in E-learning is online discussions	8.3 %	29.2 %	12.5%	41.7 %	8.3%	3.1250	1.19100	Average
05	Written feedback is crucial in facilitating Teacher-Student interaction	0%	0%	16.7%	50%	33.3 %	4.1667	0.70196	Very high
06	Learners have positive attitudes towards the use of written feedback in E-Learning	0%	4.2%	37.5%	37.5 %	28.8 %	3.7500	0.84699	Very high
07	Written feedback motivates learners to foster their language learning	4.2 %	4.2%	4.2%	54.2 %	33.3 %	4.0833	0.97431	Very high

SPSS V26

Note. SD= strongly disagree; D= disagree; N=neutral; A=agree; SA=strongly agree

Table7 represents descriptive statistical results of teachers' perceptions on written feedback in e-learning. The items are classified from the highest mean value to the lowest. Table7. indicates that Item 1 (I believe that written feedback is important in E-Learning) has the highest mean value of 4.25 which can be proved with a standard deviation ,henceforth, (Std Dev) of 0.73, hence, the participants have a very high agreement on this Item since it lies in the interval [3.68 – 5] (see Table.1). Followed by Item 3 and 5 which seem to have equal mean values of 4.16 and a Std Dev of 0.63, 0.70, respectively, that can be classified as very high perception. Subsequently, Item 7 (Written feedback motivates learners to foster their language learning) tends to have a very high perception which can be demonstrated by a mean value of 4.08 and a Std Dev of 0.97. Nevertheless, Item 2 (Written feedback is better than Oral feedback in E-learning) and Item 4 (The task that I respond to with written feedback in E-learning is online discussions) appear to have a mean of 3.54, 3.12 and Std Dev of 0.88, 1.19 respectively. These mean values of the respondents' answers concerning Item 2 and 4 has to have an average perception because the mean value lies in the interval [2.34 – 3.67] (see Table1.). It is concluded that the results shown in Table7 have a very high level of perception.

Table8.

Statistical results of the types of written feedback that are used by teachers in E-learning

N	Phrases	Percentages					Mean	Standard Deviation	Classifica tion
		SD	D	N	A	SA			
08	My written feedback in E-learning is concerned with correcting grammatical errors	0%	29.2 %	25%	33.3 %	12.5%	3.2917	1.04170	Average
09	My written feedback in E-learning is concerned with correcting grammatical errors because it ameliorates students' grammatical accuracy in writing	4.2%	12.5 %	20.8%	54.2 %	8.3%	3.5000	0.97802	Average
10	My written feedback in E-learning is concerned with ideas, vocabulary, mechanics and organizational features	0%	0%	20.8%	58.3 %	20.8%	4.0000	0.65938	Very high
11	My written feedback in E-learning is concerned with ideas, vocabulary, mechanics, and organizational features because it enhances my students' writing quality	0%	0%	25%	50%	25%	4.0000	0.72232	Very high
12	My written feedback in E-learning concerns itself with the two above-mentioned	0%	12.5 %	29.2%	50%	8.3%	3.5417	0.83297	Average

13	I use them both to improve my students' grammatical accuracy and writing ability	0%	4.2%	16.7%	62%	16.7%	3.9167	0.71728	Very high
14	I provide the correct form when correcting my students' written assignments in E-learning	0%	16.7%	12.5%	54.2%	16.7%	3.7083	0.95458	Very high
15	I provide the correct form because students cannot correct their mistakes	0%	16.7%	29.2%	41.7%	12.5%	3.5000	0.93250	Average
16	In correcting students' written assignments in E-learning, I circle or underline my students' mistakes together with symbols that indicates its type	0%	20.8%	12.5%	37.5%	29.2%	3.7500	1.11316	Very high
17	I circle or underline my students' mistakes together with symbols that indicates the type of the mistake, because it enables students to become self-sufficient and conscious of their own shortcomings:	0%	16.7%	12.5%	50%	20.8%	3.7500	0.98907	Very high
18	In correcting students' written assignments in E-learning, I just circle or underline the mistake without mentioning the type	25%	37.5%	25%	8.3%	4.2%	2.2917	1.08264	Low
19	I just circle or underline the mistake, because it helps students identify their weaknesses and encourage them to consider ways to solve their mistakes, as	12.5%	29.2%	29.2%	28.8%	8.3%	2.8333	1.16718	Average

	well as converting students into constructive participants in the learning process:									
20	I employ encouraging comments in correcting my students' written assignments in E-learning	0%	4.2%	12.5%	29.2%	54.2%	4.3333	0.86811	Very high	
21	I use encouraging comments in correcting my students' written assignments because it motivates them to write more and better	0%	0%	16.7%	29.2%	54.2%	4.3750	0.76967	Very high	
22	I use negative comments in correcting my students' written assignments in E-learning.	20.8%	37.5%	16.7%	25%	0%	2.4583	1.10253	Average	
23	I use negative comments in correcting my students' written assignments because my critical comments eliminate my students' repetition of errors and evoke their willingness to enhance their writing performance.	12.5%	37.5%	16.7%	25%	8.3%	2.7917	1.21509	Average	
24	I make suggestive comments while correcting students' written assignments in E-learning	0%	4.2%	16.7%	50%	29.2%	4.0417	0.80645	Very high	
25	I make suggestive comments while correcting students' written assignments because they provide students with the necessary input to revise their writing.	0%	4.2%	16.7%	58.3%	20.8%	3.9583	0.75060	Very high	

Source: *SPSS V26*

Note. SD= strongly disagree; D= disagree; N=neutral; A=agree; SA=strongly agree

Table8, displays the statistical results of the types of written feedback that teachers employ in E-learning. The values of the present table are classified from the highest mean to the lowest one. To begin with, Item 21 (I use encouraging comments in correcting my students' written assignments because it motivates them to write more and better) has the highest mean value of 4.37 and a standard deviation of 0.76, as it is noticeable that Std Dev has a low value which indicates that data points tend to be very close to the mean, therefore, the participants have a very high perception on this Item since it lies in the interval [3.68 – 5]. Accompanied by a mean value of 4.33 that corresponds to Item 20 (I employ encouraging comments in correcting my students' written assignments in E-learning) with Std Dev of 0.86. Furthermore, Item 24, Item 10, and Item 11 seem to have an approximate mean value of 4.04, 4.00, 4.00 and Std Dev 0.80, 0.65, 0.72 respectively, that are classified as high perception and the mean values belong to the interval [3.68 – 5].

Promptly, the position of Item 25 and Item 13 comes to be analyzed. They have a close mean value of 3.95 and 3.91 with a Std Dev of 0.75 and 0.71, as a results, the participants seem to have a high agreement concerning these items. In addition, Item 16 (In correcting students' written assignments in E-learning, I circle or underline my students' mistakes together with symbols that indicates its type) and Item 17 (I circle or underline my students' mistakes together with symbols that indicates the type of the mistake, because it enables students to become self-sufficient and conscious of their own shortcomings) share the same mean value of 3.75.

Followed by Item 14 (I provide the correct form when correcting my students' written assignments in E-learning) that appears to have a quite lesser mean value 3.70 than the previous values.

In regard to the second classification (Average), Item 12 (My written feedback in E-learning concerns itself with the two above-mentioned) possess a mean value of 3.54 and a Std Dev 0.83 that is associated with the interval of [2.34 – 3.67] (see Table1). Whilst the mean values of both Item 9 (My written feedback in E-learning is concerned with correcting grammatical errors because it ameliorates students' grammatical accuracy in writing) and Item 15 (I provide the correct form because students cannot correct their mistakes) own an exact match of a mean value 3.50 and Std Dev of 0.97 and 0.93, respectively. It is apparent on the basis of the mean values above, the participants' show an average perception and agreement to a slight extent. Then again, Item 8, Item 19, Item 23, and Item 22 hold mean values of 3.29, 2.83, 2.79 and 2.45 respectively. Notably, these mean values indicate that the answers of the respondents are average with a slight extent of disagreement.

Notwithstanding the foregoing, results in Table.6 displays only one item that is categorized in the interval of [1 – 2.33] (see Table1.). Accordingly, Item 18 (In correcting students' written assignments in E-learning, I just circle or underline the mistake without mentioning the type) has the lowest mean value of 2.29 and a Std Dev of 1.08, signifying that participants have a very low perception as far as this Item is concerned.

To conclude with, the results of the table signalize that teachers are using written feedback in e-learning along with various types. In depth, teachers use positive feedback as the main type, in addition to suggestive and content feedback which are the secondary types that teachers favor to provide. Followed by Integrated feedback in tandem with coded feedback and

direct feedback, then form feedback comes at the last used one. As opposed to uncoded feedback, teachers exclude the usage of this type entirely.

2. Discussion of the findings

The present study attempts primarily to determine the types of written feedback that are used by EFL Teachers of M'sila University at the department of Letters and English language, in addition to their perceptions and attitudes toward the concept of written feedback in an E-learning environment. The results from the questionnaire and the analysis revealed that teachers have a high perception level on written feedback in E-learning and they use most of the types, with a degree of a preference, except for uncoded feedback. These results confirmed statistically through the mean.

First and foremost, the results of the first and second section of the questionnaire present the informational background, in conjunction with teachers' experience regarding E-learning. According to the analysis and data gathered, most EFL teachers hold Magister degree (45.8%) probably because they have studied with the classical system, while few (25%) possess PhD, because attaining PhD requires long years of research. Not to mention that (29.2%) hold Master degree, this may be due to the ambition to pursue further degrees in the field of teaching and to acquire more experience. Speaking of experience, teachers admit that majority of them (66.7%) have been in the field of teaching ranging from 1 year to 10 years, this reason may be referred to the inaccessibility of English specialty at M'sila University 11 years ago. In addition, (20.8%) of teachers have an experience from 10 to 20 years. This denotes that teachers are well aware of how to provide written feedback to their students.

In related manner, all teachers teach online in their daily occupation, however, in reference to the analysis, there are very few of them who claim that they have never used online

teaching before. Apparently, they do use it because they do not realize that using Moodle is a part of E-learning. In this regard, teachers depend totally on Moodle (70.80%) as a mean to address their students in terms of education; simply because Moodle enables teachers with the necessary means to carry on the teaching and learning process and it is the official academic platform of the university where teachers have to upload courses with the instructions of the administration. In contrary to other platforms, teachers seem to be not familiar with them, although these platforms offer many features that help teachers to provide their written feedback. For instance, Google classrooms is quite easier than other platforms where teachers can post assignments, tests, and more importantly provide written feedback.

According to the results, most teachers claim that written feedback is extremely important in E-learning to the very extent that they favor it over other types of feedback such as oral feedback. In fact, teachers locate their written feedback in tasks, tests and exams more than they do in online discussions, since they rely highly on Moodle it becomes difficult for them to discuss matters online, unlike using Zoom or other platform that enables teachers and students to interact easily with voice and video calls. Also, teachers have strong belief that written feedback motivates learners towards better improvement, similarly, this idea corresponds to Raihany (2014) which states that written feedback educates learners on the outcome of their learning or their areas for development, which helps to motivate them to continue learning. Moreover, teachers assure the fact that learners crave to receive written feedback from their teachers, as Saito (1994) and Zhang (1995) regard this true and they concluded that students prefer to be exposed more to written feedback than to oral or peer feedback.

In trying to identify the most used types of written feedback that teachers employ in E-learning, the findings report that teachers rely immensely on positive feedback due to the fact

that it motivates learners to better writing. In reference to Leng's research in 2014, it revealed that positive feedback was important to students since it gave them a burst of energy as they rewrote. Furthermore, suggestive feedback seems to be the second used type by teachers which they justified their answer that suggestive feedback enables the learners with the necessary input to revise their writing. This claim is supported by Hyland's view (2003) that states suggestive feedback tries to improve through a teacher's appropriate and clear suggestions for revision and adjustment. Followed by content feedback, teachers approve on the use of this type of feedback owing to the fact that it fosters learners' quality of writing. In the same manner, Park (2006) stated that the improvement of the students' writing quality is the main concern of content feedback. Integrated feedback is next in position, meaning that teachers use both content and form feedback simultaneously because they aim to enhance writing quality as well as to improve grammatical accuracy. This idea is identical to a study done by Shobeiry (2020) reported that students who are more exposed to integrated feedback are more likely to have an improving their overall writing skills. However, there are some teachers who claim that they focus only on form feedback, even though Truscott (1996) argues that the focus on grammar seems to have no function in L2 writing and should be removed entirely.

Moreover, teachers tend to use indirect coded feedback much more than direct feedback, nonetheless, many studies highlight that teachers and students value direct feedback over indirect coded feedback (Ferris & Roberts, 2001; Komura et.al 2000). Teachers justify their opinion on indirect coded feedback for the reason that this type raise students' awareness toward the error committed. In addition, as far as direct feedback is concerned, teachers also include feedback that deals with providing the correct form directly, thus, they trust in this due to the fact that students cannot correct themselves.

Less attention has been given to negative feedback. In this concern, criticism causes students to misunderstand feedback and erase it from their drafts because it does not convey a clear advice on what should be addressed (Hyland, 2003). While teachers assert that they use this type because their critical remarks prevent students from repeating the same errors. Eventually, teachers reject totally the use of uncoded feedback, perhaps the reason behind this is students are not aware of the feedback symbols and do not know what those symbols convey.

As a final point, the findings of this study refute both hypotheses. Firstly, it was hypothesized that EFL teachers of M'sila University may use integrated feedback along with indirect coded feedback in E-learning. However, the findings exceeded expectations, reporting that EFL teachers of M'sila University at the department of Letters and English language use all types of written feedback except for uncoded feedback. The types are as follows: positive feedback to a high extent accompanied with suggestive feedback and content feedback. Followed by, integrated feedback, coded feedback, direct feedback, form feedback, and negative feedback at last. Secondly, it was hypothesized that EFL teachers of M'sila University may not have positive beliefs and attitudes regarding the use of written feedback in E-learning. On the contrary, the study comes to conclude that EFL teachers of M'sila University at the department of Letters and English language have very positive attitudes and beliefs regarding written feedback in E-learning context, as they value the importance of written feedback in E-learning as well as they favor it over oral feedback. The results also reveal some unclear notions about teachers' favorite platform namely Moodle. Besides, teachers feel comfortable to place their written feedback in assignments, tests and exams.

Conclusion

The present chapter has exhibited all the methodological procedures in order to reach the findings. Accordingly, an online questionnaire is used to obtain data to answer the research questions and to meet the objectives of this study. Based on the analysis of the questionnaire, the findings conclude that EFL teachers of M'sila University at the department of Letters and English language use Moodle as mean to educate their students. Teachers employ all types of written feedback in E-learning, but with a degree of preference. The first and most used type is positive feedback, in addition to content and suggestive feedback. Thereafter, integrated feedback, coded feedback, direct feedback, form feedback, and lastly negative feedback, however, uncoded feedback is totally neglected. Subsequently, the results also demonstrate that teachers view written feedback as a crucial element to identify students' language problems and as a result to enhance it. Adding to that, teachers are aware of the power of written feedback to the fact that they favor it over oral feedback.

General Conclusion

Written feedback is one of the most important skills that teachers must develop to achieve a variety of goals in the EFL classroom, including improving students' language production. EFL teachers, who wish to enhance their students' performance, have to know how written feedback is delivered in E-learning vs. face-to-face learning. To satisfy the needs of the students in E-learning, teachers should provide written feedback, which is seen as one of the most vital techniques that are responsible for motivating the students and promoting their linguistic accuracy. Therefore, this research investigates written feedback in E-learning where the ultimate objective is to figure out the types of written feedback that are mostly used by EFL teachers in E-learning as well as gain perspective into their perceptions and attitudes about it as a secondary objective.

Feedback is the mirror that reflects how well or poorly we are performing whether in learning or life in general. Moreover, in education, the type of feedback that we receive may be uttered verbally that is through words produced orally or written on paper such as the feedback we get on our exam papers from our teachers. Furthermore, even the remarks we get from our classmates and peers can be considered as feedback.

In the EFL context, feedback serves different purposes; it may be directed to the students either toward the efforts they put to develop their skills, processes that they use for task completion, error correction, or for the encouragement which comes in a form of praise. Written feedback goes hand in hand with the EFL teacher, it is one of the most significant types of feedback that is known to be part of any teaching and learning process. Written feedback has the

same goal as general feedback: improving students' performance, however written feedback focuses on specific writing difficulties such as grammar, vocabulary, and organization of ideas. Because the writing competence necessitates precision in both form and content, researchers who are interested in studying feedback in education have classified it into various types, such as, form-focused feedback and content-focused feedback; coded and un-coded feedback; direct and indirect feedback; positive and negative feedback integrated feedback.

The change that occurred in education regarding the learning setting urged researchers to question and re-consider how various elements of the traditional classroom are employed in the E-learning environment. E-learning is quite different than face to face learning, in terms of its types and tools; online courses may be led by the teacher or the student. As for the tools, they are multiple such as Google meet, Google classroom, Moodle platform, etc. the use of such applications depends on the teacher's preference and the advantages that the application offers. Online education is an interesting area of investigation that poses a number of questions, one of which is how feedback is held in E-learning. Researchers claim that in order to provide an effective and meaningful feedback, it should be immediate and constructive, instant messaging and meaningful feedback help students improve their learning, boost their online engagement, and increases teacher-student interaction.

This descriptive research attempts to answer two questions: what are the types of written feedback that are commonly used by EFL teachers; and what are their perceptions and attitudes toward written feedback at the Department of Letters and English Language at M'sila University. This study uses online questionnaire as the main data collection tool which was sent to a population of 30 respondents, however, only 24 respondents have answered. Subsequently, the data obtained are quantitatively analyzed by means of SPSS software.

EFL teachers' preferences and uses of different types of written feedback vary. Positive feedback is frequently given by teachers, not to flatter their students, but to show agreement to push them to do better or continue their outstanding work. The type that follows is suggestive feedback when teachers deliver their point of view to encourage their students to make modifications and revisions. Next is content feedback, in which EFL teachers focus on the content of the text rather than the form. After this comes integrated feedback, then coded feedback, followed by direct feedback, thereafter negative feedback, and lastly form-focused feedback. However un-coded feedback is completely off the list. Moreover, the results reveal that EFL teachers view written feedback as important aspect because it helps students become more motivated. They even prefer it over oral feedback since they respond a great deal with written feedback to the students' written activities such as tests and assignments.

Although the hypotheses have been refuted, the findings went beyond our expectations, which is something promising that teachers are using variant types of written feedback because this indicates that they are aware of its importance in elevating the students' language level. Furthermore, teachers do not restrict written feedback to face-to-face learning but they also implement it in e-learning. Regardless of the limitations of this research, it is fresh and new which paves the way for other researchers to make further investigations about the subject.

Limitations

Regardless of the positive results of this study; it is bounded by few limitations. Firstly, this study intended to work on the whole population which represents thirty (30) teacher, unfortunately not all were reached. As a matter of fact, the questionnaire was sent to all teachers, however, only 24 teacher responded. As a result, the findings are limited to the current study and cannot be entirely generalized. Secondly, this study employed an additional tool at first, which

was an observation, however, no teacher used an educational platform that enabled us to observe the way feedback is given, except for one teacher that we could attend his online session and obtain data.

Recommendations

The results of the current study open the doors for future investigations. Firstly, teachers' feedback is not restricted to written comments, but it is also divided into other types. Therefore, it is recommended for other researchers to carry on a similar study on oral or peer feedback in E-learning context. Secondly, a replication of this study on a large scale can lead to more perceptions. Not to mention including various data collection tools such as an observation and an interview in order to analyze the findings both quantitatively and qualitatively. Lastly, students' attitudes and views are also critical to the success of any educational improvement. As a result, it is suggested for future researchers to conduct a study on students' perceptions toward written feedback in E-learning.

Pedagogical implications

On the basis of these results, it would be better for teachers to utilize more than one online platform such as Google meet, Google classrooms, and Zoom, because they enable teachers to interact fully with their students by means of video conferencing or chatting in the conversation box which leads teachers to provide written feedback during discussion. In addition, sometimes teachers' written feedback is unclear for some students, especially the novice ones, thus teachers are advised to explain them for their students in order to understand which area that needs to be corrected. Lastly, when providing written feedback, teachers should take into account individual differences since students differ in many ways and have various needs and preferences.

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Appendices

Appendix 01

Teachers' Questionnaire

The following questionnaire is a part of a research we are conducting at Mohamed BOUDIAF University, M'sila at the Department of Letters and English Language about the use of Written Feedback in E-learning. If you could dedicate some of your time to answer the questions, we will be incredibly grateful. Thank you in advance.

Section One: Background Information

- 1- Gender: Male Female
- 2- Academic Degree: Master Magister PhD
- 3- Working experience: Less than 10 years 10- 20 years 20 or more years
-

Section Two: E-learning

- 4- Have you taught online before: Yes No
- 5- Which platform do you use when delivering lectures online:
- Moodle Zoom Google Meet Google Classrooms
- Others:
-

Section Three: Written Feedback in E-learning

6- I believe that written feedback is important in E-Learning:

Strongly agree Agree Neutral Disagree Strongly disagree

7- Written feedback is better than Oral feedback in E-learning:

Strongly agree Agree Neutral Disagree Strongly disagree

8- The tasks that I respond to with written feedback in E-learning are: assignments, tests and exams:

Strongly agree Agree Neutral Disagree Strongly disagree

9- The task that I respond to with written feedback in E-learning is online discussions:

Strongly agree Agree Neutral Disagree Strongly disagree

10- Written feedback is crucial in facilitating Teacher-Student interaction:

Strongly agree Agree Neutral Disagree Strongly disagree

11- Learners have positive attitudes towards the use of written feedback in E-Learning:

Strongly agree Agree Neutral Disagree Strongly disagree

12- Written feedback motivates learners to foster their language learning:

Strongly agree Agree Neutral Disagree Strongly disagree

13- My written feedback in E-learning is concerned with correcting grammatical errors:

Strongly agree Agree Neutral Disagree Strongly disagree

14- My written feedback in E-learning is concerned with correcting grammatical errors because it ameliorates students' grammatical accuracy in writing:

Strongly agree Agree Neutral Disagree Strongly disagree

15- My written feedback in E-learning is concerned with ideas, vocabulary, mechanics and organizational features:

Strongly agree Agree Neutral Disagree Strongly disagree

16- My written feedback in E-learning is concerned with ideas, vocabulary, mechanics, and organizational features because it enhances my students' writing quality:

Strongly agree Agree Neutral Disagree Strongly disagree

17- My written feedback in E-learning concerns itself with the two above-mentioned:

Strongly agree Agree Neutral Disagree Strongly disagree

18- I use them both to improve my students' grammatical accuracy and writing ability:

Strongly agree Agree Neutral Disagree Strongly disagree

19- I provide the correct form when correcting my students' written assignments in E-learning:

Strongly agree Agree Neutral Disagree Strongly disagree

20- I provide the correct form because students cannot correct their mistakes:

Strongly agree Agree Neutral Disagree Strongly disagree

21- In correcting students' written assignments in E-learning, I circle or underline my students' mistakes together with symbols that indicates its type:

Strongly agree Agree Neutral Disagree Strongly disagree

22- I circle or underline my students' mistakes together with symbols that indicates the type of the mistake, because it enables students to become self-sufficient and conscious of their own shortcomings:

Strongly agree Agree Neutral Disagree Strongly disagree

23- In correcting students' written assignments in E-learning, I just circle or underline the mistake without mentioning the type:

Strongly agree Agree Neutral Disagree Strongly disagree

24- I just circle or underline the mistake, because it helps students identify their weaknesses and encourage them to consider ways to solve their mistakes, as well as converting students into constructive participants in the learning process.

Strongly agree Agree Neutral Disagree Strongly disagree

25- I employ encouraging comments in correcting my students' written assignments in E-learning:

Strongly agree Agree Neutral Disagree Strongly disagree

26- I use encouraging comments in correcting my students' written assignments because it motivates them to write more and better:

Strongly agree Agree Neutral Disagree Strongly disagree

27-I use negative comments in correcting my students' written assignments in E-learning:

Strongly agree Agree Neutral Disagree Strongly disagree

28- I use negative comments in correcting my students' written assignments because my critical comments eliminate my students' repetition of errors and evoke their willingness to enhance their writing performance.

Strongly agree Agree Neutral Disagree strongly disagree

29- I make suggestive comments while correcting students' written assignments in E-learning:

Strongly agree Agree Neutral Disagree strongly disagree

30- I make suggestive comments while correcting students' written assignments because they provide students with the necessary input to revise their writing.

Strongly agree Agree Neutral Disagree strongly disagree

ملخص

تستخدم التغذية الراجعة المكتوبة للأساتذة لتقييم و ضبط الاختلافات بين الأشكال اللغوية للغة الأصلية للطلاب وإنتاجهم للغة المستهدفة من أجل تحسين كفاءتهم اللغوية (ستورك و ويغلزورث ، 2010). مع كل شخص يبحث عن التعلم الإلكتروني بسبب الإغلاق الحالي الذي تسبب فيه Covid-19. يحاول هذا البحث الوصفي التحقيق في أنواع التعليقات المكتوبة التي يستخدمها مدرسو اللغة الإنجليزية كلغة أجنبية بجامعة المسيلة في قسم الآداب واللغة الإنجليزية بالإضافة إلى استكشاف آرائهم ومواقفهم تجاه هذا الأمر. تم دمج نهج تحليل البيانات الكمية باستخدام استبيان منظم عبر الإنترنت كأداة لجمع البيانات ، والذي تم توزيعه على 30 أستاذ. تشير النتائج إلى أن أساتذة اللغة الإنجليزية كلغة أجنبية بجامعة المسيلة في قسم الآداب واللغة الإنجليزية يستخدمون مودل كمنصة رئيسية في التعليم الإلكتروني. يتم ترتيب أنواع الملاحظات المكتوبة التي يستخدمها أساتذة اللغة الإنجليزية كلغة أجنبية اعتمادًا على تفضيلاتهم: التعليقات الإيجابية ، والملاحظات الموحية ، وتعليقات المحتوى ، والملاحظات المتكاملة ، والتعليقات المشفرة ، والتعليقات المباشرة ، وردود الفعل على النموذج ، والتعليقات السلبية أخيرًا. علاوة على ذلك ، يقر الأساتذة بأهمية الملاحظات المكتوبة في التعلم الإلكتروني بمتوسط 4.25.

الكلمات المفتاحية : التغذية الراجعة المكتوبة للأساتذة ، التعليم الإلكتروني ، البحث الوصفي ، أساتذة اللغة الإنجليزية كلغة

أجنبية