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Impact of Digital Feedback Tools on Enhancing Writing Skills:
Case of 3rd year Students of The Department of English at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in **Didactics of Foreign Languages**

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Declaration

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the student:

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Dedications

I would like to dedicate this humble work, the accomplishments of the past and the ambitions of the future to two individuals who I can state emphatically they are my inspiration, and my support.

To **my mother “Fatima”** and May God have mercy on **my father “Abdelkader”**. I would like to take this opportunity to say thank you for your endless love, sacrifices and best wishes.

To my wonderful brother “Lotfi” and his wife **“Ibtissem”** and my little angel niece “Amira”

finally I would like to dedicate it to my friends **Nihad, Sarah, and Wassila**

Thank you for everything

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Abstract

This research explores the impact of digital feedback tools on developing writing skills among EFL students. As technology becomes increasingly integrated into education, these tools offer timely and personalized feedback that enhances learner engagement, autonomy, and writing performance. An action research was conducted with third-year EFL students at Tlemcen University, using a mixed-methods approach: a structured questionnaire for learners and semi-structured interviews with teachers. The data were analyzed both quantitatively and qualitatively. Findings reveal that digital feedback significantly improves students' ability to revise their writing, correct errors, and stay engaged in the writing process. The immediacy and interactivity of these tools also boost learners' motivation and confidence. The study concludes that incorporating digital feedback into EFL instruction can effectively support learner-centered writing development and highlights the need for greater investment in digital resources and teacher training in Algerian universities.

Keywords: Digital Feedback Tools – Writing Skills – EFL Learners – Motivation – Action Research – Higher Education – Technology Integration

List of acronymes

AI: Artificial Intelligence

CWP: Comprehension and Written Expression

EFL: English as Foreign Language

L3: Third Year Licence

Table of content

Table of contents

Declaration	2
Dedications	3
Acknowledgments	4
Abstract	5
List of acronymes	6
Table of contents	7
List of Figures	9
List of tables	9
General Introduction	2
<i>Chapter One: Literature review</i>	4
1.1	5
1.3. Writing Approaches	5
1.3.1The product Approach	6
1.3.2 The Controlled Approach	6
1.3.3 The Current –Traditional Approach	6
1.3.4 The Process Approach	7
1.4. The Importance of Writing	7
1.5. Feedback on Language learning	8
1.5.1. Definition of Feedback	8
1.5.2. Traditional Feedback	8
1.5.3. Digital Feedback	9
1.6. Benefits and Challenges	9
1.7. Overview of Available Tools	10
1.8. Features and Functionalities of Digital Feedback Tools	10
1.9. Challenges in Adopting Digital Writing Feedback Tools in EFL Classrooms	11
1.10. Conclusion	11

Table of content

<i>Chapter Two: Research Methodology</i>	12
2.1. Introduction	13
2.2. Field of Work	13
2.3. Research Design	14
2.3.1. Research methodology	14
2.3.2. The sample population	14
2.3.2.1. Teachers' Profile	15
2.3.2.2. Student's Profile	15
2.3.3. Research Instruments	15
2.3.3.2. Students' Questionnaire	16
2.4. Description of the students' questionnaire	17
2.5. Analysis of Students' Questionnaire Results	17
2.6. Description of teachers' interview	27
2.7. Analysis of Teachers' Interview Results	28
2.8. Discussion of the findings	30
2.9. Limitations of the study	32
2.10. Recommendations	33
2.10.1. For the teachers	34
2.10.2. For the learners	34
General Conclusion	36
Appendices	43
Summary	48

Table of content

List of Figures

Figure 2.1: Students' Frequency of Writing in English	18
Figure 2.2: Students' Qualifications of their writing skill	19
Figure2.3: Digital Feedback Tools Used	21
Figure 2.4: Helpfulness of Digital Feedback in Improving Writing Skills	22
Figure 2.5: Aspects of Writing Improved by Digital Tools	23
Figure2.6: The Frequency of Using Digital Feedback Tools	24
Figure2.7: Learning From Digital Feedback Tools Suggestions	25
Figure2.8: Confidence in Writing After Using Digital Feedback Tools	26
Figure 2.9: Feedback Engagement Preference	27

List of tables

Table2.1: Students' Use of Digital Feedback for Writing	20
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General Introduction

General Introduction

In recent years, the integration of digital technologies in educational contexts has gained considerable traction, particularly in the domain of writing instruction. Among these innovations, digital feedback tools have emerged as promising resources that can support both learners and teachers in improving writing performance. Within the Algerian context where the English as a Foreign Language (EFL) curriculum has undergone several reforms aimed at enhancing learners' communicative competence writing remains a persistent challenge for both instructors and students. Despite repeated efforts to develop this skill, traditional feedback practices, such as handwritten corrections and oral comments, still dominate writing instruction. These conventional methods often fail to address students' diverse needs and do not always lead to meaningful improvement in writing abilities.

One key limitation of traditional feedback is its lack of immediacy, personalization, and depth. Teachers often focus on surface-level aspects such as grammar and spelling while neglecting more complex dimensions like coherence, organization, and argumentation. Moreover, the delay in delivering such feedback may result in a decrease in students' motivation and engagement. Learners frequently struggle to interpret or implement the feedback effectively, which limits its pedagogical impact.

In contrast, digital feedback tools such as automated writing evaluators, peer review platforms, and multimedia-based teacher feedback offer timely, individualized, and interactive support to students. These tools have the potential to promote greater learner autonomy, reflection, and engagement in the revision process. In Algerian higher education institutions, however, the adoption of digital tools remains limited due to several constraints, including infrastructural deficiencies, limited digital literacy among educators, insufficient training opportunities, and resistance to pedagogical innovation.

Given this context, the present study aims to investigate the impact of digital feedback tools on the development of writing skills among Algerian EFL learners. It seeks to determine whether these tools can overcome the limitations of traditional feedback, enhance students' motivation and writing performance, and align with contemporary pedagogical approaches

General Introduction

such as the Competency-Based Approach (CBA) that emphasize learner-centered instruction, autonomy, and active engagement.

To achieve these aims, the following research questions have been formulated:

1. To what extent do digital feedback tools impact the development of writing skills among EFL learners?
2. What challenges do learners face when using digital feedback tools for writing improvement?

In line with these questions, the study tests the following hypotheses:

H1: The integration of digital feedback tools enhances EFL learners' writing performance more effectively than traditional feedback methods.

H2: Factors such as lack of access to technology, technical difficulties, and unfamiliarity with digital tools may hinder the effective use of these tools by learners.

This research adopts an action research design that combines both quantitative and qualitative approaches. Data will be collected through questionnaires distributed to third-year EFL students and interviews conducted with university-level EFL teachers. This mixed-methods approach is intended to yield comprehensive insights into the effects of digital feedback on students' writing proficiency and classroom engagement.

The study is structured into two main chapters. The first chapter outlines the theoretical framework and provides a review of existing literature on writing feedback, with an emphasis on digital feedback in EFL contexts. It highlights key findings, theoretical perspectives, and ongoing challenges in the field. The second chapter presents the research methodology, analysis, and interpretation of the data collected through the selected research instruments. It concludes with pedagogical recommendations tailored to the Algerian university context.

Ultimately, this study aspires to contribute to the growing body of literature on technology-enhanced language instruction by offering evidence-based insights into the role of digital feedback tools in improving students' writing performance, fostering learner autonomy, and supporting more effective teaching practices in Algerian EFL classrooms.

Chapter One: Literature review

1.1.Introduction

Digital feedback tools – such as Grammarly, Turnitin, and Google Docs comments are becoming increasingly popular in teaching English language for their ability to provide fast, personalized feedbacks that help students improve their writing. These tools support writing development by highlighting grammar mistakes, suggesting corrections, and helping students revise their work effectively (Liao, 2016; Strobl al., 2019). Research has also shown that digital feedback can enhance learner motivation and promote greater engagement with the writing process (Zhang & Hyland, 2018; Hojeij & Ayber, 2022). While these tools show promising results, the field is still relatively new. There are gaps in the research and many areas yet to be explored, especially regarding how learners interact with and benefits from different types of feedback. This literature review will examine how digital feedback tools compare to traditional feedback, summarize key research findings, and highlights challenges and directions for future study.

1.3. Definition of Writing

Writing is fundamentally a physical act that involves translating thoughts into words (Sokolik, 1998). It is also considered a mental of process of generating and organizing ideas, which only becomes a visible and communicative skill when those ideas are transcribed into written language through words and sentences (Sokolik, 1998). The writing process can vary in complexity depending on the writer's choices, including the topic and purpose of the text. According to Sokolik (1998), writing involves multiple steps-thinking, organizing, drafting, editing, and revising- that occur before producing a finale piece of work. These stages often lead to different text types such as essays, letters, or stories. From a cognitive perspective, writing is seen as a problem-solving activity. As described by Flower and Hayes (1981), it includes planning, drafting, revising, and editing. Writers move through these stages recursively rather than following a strict linear order.

1.3. Writing Approaches

The history of writing instruction has evolved through several pedagogical approaches, each grounded in its own theoretical framework. These approaches differ in their understanding of the purpose, nature, and application of writing. This section explores four major approaches: the Product Approach, the Controlled Approach, the Current-Traditional

Approach, and the Process Approach. The following discussion highlights their principles, pedagogical practices, and limitation, with implications for EFL writing instruction.

1.3.1 The product Approach

The Product Approach is a traditional, behaviorist model of writing instruction that stems from the rhetorical traditions. It has been widely used to in classrooms since 1970s and is primarily concerned with the final written product rather than the writing process (Nunan, 1991). In this approach, learners are treated as language users whose writing is assessed based on structural accuracy. Teachers typically focus on grammatical correctness, spelling and punctuation, often prioritizing form over content and meaning. According to Badger and White (2000), while this approach highlights linguistic competence across different text types, it should not be employed in isolation. Teachers are encouraged to integrate other approaches to foster comprehensive writing skills among learners.

1.3.2 The Controlled Approach

The Controlled Approach plays a crucial role in foundational literacy education, especially for children and adults learners. It regards language acquisition as a habit-formation process and emphasizes mastery of specific features such as grammar, sentence structure, punctuation, and word order. This form-focused approach typically employs close-ended activities, where each item has a single correct answer. Consequently, it minimizes students' need for creativity. Juriah (2015) notes that controlled compositions enables immediate teacher feedback, helping students quickly identify and correct mistakes. This approach reinforces their grammatical awareness and vocabulary development, thereby enhancing learners' clarity and accuracy in written communication.

1.3.3 The Current –Traditional Approach

The Current –Traditional Approach is a long established method that prioritizes the final written product, with an emphasis on grammar, sentence structure and rhetorical conventions. Sowell (2020) explains that this approach relies on model texts to guide learners in structured writing formats such as expository, descriptive, narrative, and argumentative essays. Students are expected to conform to rigid formats, such as the five paragraph essay, consisting of an introduction, three body paragraphs, and a conclusion. While this method aids in organizing writing, its heavy focus on correctness and conventions may limit students'

creative expression and engagement with the writing process. It is therefore important to evaluate how this approach aligns with the research focus on enhancing writing skills through digital feedback.

1.3.4 The Process Approach

The Process Approach emerged in the mid -1970s as a response to the limitations of the earlier models the Process Approach reconceptualizes writing as a dynamic, recursive activity rather than a one-time task (Zamel, 1982). Kroll (2001) notes that its development was influenced by a growing awareness of second language writing as a distinct and the rise of EFL education. This approach also aligns with Vygotsky's sociocultural theory, which emphasizes collaborative learning and scaffolding (Eliwarti & Maarof, 2014). As Hyland (2001) points out, the Process Approach encourages students to write in stages-prewriting, drafting, revising, and editing-while receiving feedback from peers and instructors. Teachers function as facilitators, guiding learners through each phase and helping them identify and overcome linguistic and organizational difficulties (White & Arndt, 1991). According to Wardatul et al. (2021), this approach fosters reflective and autonomous writing practices, making it particularly suitable for EFL contexts where learners benefits from iterative feedback and collaboration.

1.4. The Importance of Writing

Writing is a crucial skill that EFL (English as a Foreign Language) students need to develop, as it strengthens their ability to think critically and express ideas clearly. It is not only a core part of education but also plays a key role in communication within society. According to McArthur (2008), writing is an important tool for self-expression, allowing individuals to share their thoughts and opinions in an organized and meaningful way. Harmer (2004) also highlights the importance of writing, emphasizing several advantages. Unlike speaking, writing is not limited by time, which allows students to plan their ideas, organize their thoughts, and carefully review grammatical structures. Writing also encourages learners to focus on language accuracy, as they must think critically about their language choices while composing their texts. Moreover, writing is often used to reinforce previously learned language concepts. It also prepares students for other academic or practical tasks and can be integrated into wider learning activities such as practicing new language, acting out writing dialogues, or improving

speaking skills. Writing is also useful in designing tools like questionnaire, where students practice formulating appropriate questions. Finally, writing supports participation in a variety of language tasks, including activities that involve speaking and listening.

1.5. Feedback on Language learning

Sutton (2000) suggests that teaching less, but doing so more carefully, may help students learn more effectively. This involves discussing the material with students, clearly explaining the purpose and goals of each task, and providing specific, clear and constructive feedback. It is also important to give students the opportunity to use that feedback to improve their work. According to Hattie & Timperly (2007), feedback has a strong influence on learning and achievement. However, its impact can be either positive or negative depending on how is delivered.

1.5.1. Definition of Feedback

Feedback plays an important role in language learning because it helps students notice their mistakes, become more accurate, and improve their fluency. Whether feedback is traditional (such as face-to-face, written, or peer feedback) or digital (like AI-based tools, automated systems, or online platforms), it can have a big effect on learning outcomes. Both traditional and digital feedback methods have their strengths and limitations.

Traditional feedback usually involves teachers giving comments-either spoken or written-on student work. This helps students understand and correct their mistakes and improve their language skills with useful guidance (Hattie & Timperly, 2007). In other words, feedback strongly influences both students' language development and the effectiveness of teachers' instruction. Therefore, feedback is an essential part of improving teaching and learning at all levels.

1.5.2. Traditional Feedback

Traditional or face-to-face feedback is a common teaching method where teachers give students suggestions directly during one-on-one conversations. This method uses facial

expressions, voice tone, and body language, making communication clearer. Brown et al. (2005) emphasize that this form of feedback helps students understand the teacher's message more easily and adjust their learning. According to Shute (2007), face to face feedback also helps motivate students and keep them engaged. There are two main types of face-to-face feedback. The first is oral feedback, which happens during or after lessons and involves direct spoken communication between teacher and student. This type of feedback is interactive and allows students to respond right away. Ashrafi et al. (2018) explain that oral feedback helps students better understand new ideas and improve their work. Hattie and Gan (2013) also support this view.

The second type is written feedback, where teachers give students detailed written comments. This kind of feedback helps students understand what they did well and what they need to improve. It is especially useful for assignments, as it allows teachers to provide clear and structured advice (Hattie & Timperly, 2007; Hadzie, 2016).

1.5.3. Digital Feedback

In today's technology-driven education, digital or electronic feedback has become more common. Chang (2011) defines e-feedback as comments, suggestions, and instructions given to students electronically, often over the internet.

Digital tools help teachers communicate better with students, keep them engaged, and give them more personalized feedback. For example, survey platforms like Google Forms let teachers collect students' opinions about lessons or teaching styles. This helps identify what needs to improve.

Video feedback tools like knovio allow teachers to send screen recordings with voice comments, which makes explanations clearer and easier to understand. Tools like Microsoft Word's Track Changes let teachers highlight mistakes and write comments directly on the student's work, making it easier for students to follow corrections. Collaborative platforms like Google Classroom support real-time interaction, so teachers can review work and give quick feedback.

When used effectively, these digital tools make learning more active and responsive, which helps both students and teachers achieve better results.

1.6. Benefits and Challenges

Digital feedback tools offer many advantages but also come with challenges that need to be addressed for successful use. Digital tools can boost student engagement and motivation by providing interactive learning, real-time feedback, and personalized support, which can improve academic results. Similarly, highlights that these tools learners quickly identify areas to improve and adjust their strategies and adds that digital feedback is flexible and accessible, allowing students to review it anytime and anywhere. In addition to this it notes that automated grading reduces teachers' workload and ensures consistent feedback.

Despite these benefits, there are notable challenges. A review mention that technical problems, such as poor internet and software errors, can disrupt the feedback process. Privacy and data protection are also major concerns, requiring strong security measures. MDPI (2024) highlights that digital literacy is another barrier, as both students and teachers may lack the necessary skills to use these tools effectively. Moreover, providing effective feedback through digital platforms often requires significant time, training, and resources . To overcome these issues, it is essential to invest in better infrastructure, ensure data security, and provide proper training for educators and the learner

1.7. Overview of Available Tools

Digital feedback tools play a key role in education by improving communication between teachers and students, promoting engagement, and enhancing learning. Different tools serve different purposes. For Example, Kahoot, Mentimeter, and Padlet support formative assessment through quizzes and collaborative discussions. Audio tools like Mote and Vacaroo allow teachers to give voice feedback, making it more personal and engaging. Tools such as Flipgrid and Screencastify offer video feedback and help students engage in visual discussions. Platforms like KialoEdu support collaborative feedback through structured debates. AI- based tools such as Essay-Grader and AI writer automate grading and provide personalized feedback. Together, these tools create a dynamic and responsive learning environment where students receive timely and helpful feedback.

1.8. Features and Functionalities of Digital Feedback Tools

Digital feedback tools have transformed how teachers assess students and provide feedback. They allow real-time responses, helping students make quick improvements (Nicol, 2010). Many of these tools can be integrated with Learning Management Systems (LMS), making it easier to track progress and give tailored feedback (Henderson et al., 2019). Features such as automated grading, rubrics, and voice or video comments support different learning styles (Smyth & Lodge, 2012). AI-powered tools analyze student work and offer personalized suggestions, making feedback more efficient and accurate (Gihandi et al., 2011). Peer review systems and discussion forums encourage students to be more involved in teaching (Carless & Boud, 2018). These tools also improve accessibility through text-to-speech, visual aids, and audio formats (Bennett, 2019). Moreover, data analytics can help teachers identify learning gaps and adjust their teaching strategies (Winstone & Carless, 2020). Overall, digital tools support student-centered learning and contribute to better academic outcomes.

1.9. Challenges in Adopting Digital Writing Feedback Tools in EFL Classrooms

Digital feedback tools face specific challenges in EFL classrooms. One major issue is that many tools provide general feedback based on fixed rules, which may not suit all learners' levels, needs, or learning styles (Ranalli et al., 2017). Students in English Departement in Tlemcen University often come from diverse educational background, making one-size-fits-all tools ineffective. Teachers also face large class size, limiting their ability to offer personalized feedback.

Digital tools can help by providing instant feedback and supporting learner autonomy (Woodworth & Barkaoui, 2020). However, several obstacles remain. Limited access to devices and poor internet connectively, especially in rural areas, make it hard to use online tools. Many teachers and students also lack the digital skills needed for these platforms. Resistance to change is another issue, as some teachers prefer traditional methods. Additionally, many universities cannot afford premium digital tools and must be rely on free but limited versions.

To overcome these changes, The English Departement should invest in digital infrastructure, train teachers and students, and adopt blended learning approaches that combine traditional and digital feedback.

1.10. Conclusion

This chapter provided an overview of the background and context of this research. It started by discussing the importance and components of writing skills, followed by a comparison between traditional and digital feedback. It then explored the benefits, functions, and features of digital feedback tools. Finally, it examines the challenges of applying these tools in EFL classrooms. The next chapter will present a detailed review of the related literature.

Chapter Two: Research Methodology

2.1. Introduction

The second chapter of this research provides a comprehensive overview of the methodological approach adopted to investigate pupils' perceptions and attitudes towards the use of EFL classrooms. This chapter is structured to clearly present the research design, the population and sampling procedures, the instruments used for data collection, and the procedures followed in conducting the study. A sample of 39 third students in the Departement of English was selected to respond to a carefully designed questionnaire aimed at collecting both quantitative and qualitative data.

Furthermore, the chapter outlines the rationale behind the selection of the sample and research tools, ensuring that the methodology aligns with the study's objectives and research questions. The tools were selected to gather relevant insights into learners' linguistic attitudes and their actual classroom experiences regarding the use of English language contexts.

The chapter also seeks to assess the reliability and validity of the research instruments used, while describing the data collection and analysis procedures in detail. Finally, the analysis of the data will help confirm or reject the research hypotheses and will be used to draw pedagogical conclusions and propose practical recommendations to support more effective and inclusive language teaching practices. These findings will also be discussed in light of existing literature, offering a basis for comparison and further academic reflection.

2.2. Field of Work

The Algerian universities and mainly English Language Department have implemented the LMD system which is Licence ; with 6 semesters (three years of study and the equivalence of the Bachelor Degree), then the master level (4 semesters) is the second phase whereas the last period is the doctorate studies of three years of research (6 semesters). This new pedagogical arrangement focuses on developing self-learning skills where the learner is the primarily responsible for managing his own studies.

At the University of Tlemcen, and the Department of English is focusing on the teaching of written expression besides other content subjects like Applied Linguistics, TEFL (Teaching English as Foreign Language) in English department. It explores the integration of digital

feedback tools in EFL classrooms and investigates their impact on enhancing university students' academic writing skills.

2.3. Research Design

The research design is a framework of research methods and techniques chosen by a researcher to conduct a study. It deals with problems and create a consistent and logical model for data analysis. In essence, it is a strategy to collect and provide suitable results and evaluate data. The present design was established to allow the researcher to develop the research methods appropriate for the subject matter and set up the work studies for success.

2.3.1. Research methodology

In the present research the researcher based on an action method as a relevant means to investigates the effects of using digital feedback tools in enhancing EFL learners' writing skills. The present study is an exploratory case study. This is why the use of both quantitative and qualitative approaches was exhibited to obtain statistics and descriptions concerning how electronic feedback influenced EFL learners to write correctly. The researcher utilized qualitative approach wish according to Wittenberg (2000) is defined as a form of empirical research where data are not presented in a form of statistics and numbers. On the other hand quantitative approach employs mathematical models to procure numerical data (Bhardwaj, 2017). This research design was chosen because it permits for a comprehensive understanding of the impact of digital feedback tools on enhancing writing skills. By collecting both quantitative and qualitative data, this study can provide a more nuanced and contextualized understanding of the potential benefits and challenges of using automated corrective tools. This study was conducted in compliance with ethical guidelines of University of Tlemcen. Informed consent was obtained from all participants, who were assured of the voluntary nature of their participation, as well as the confidentiality and anonymity of their responses.

2.3.2. The sample population

The case study chosen for this study is the L3 students of the English Language Department (University of Tlemcen). The research informants for this research consist of 39 students and 03 CWP teachers. The sample was purposefully selected to provide relevant insights into the used of digital feedback in a real classroom setting. This size was appropriate for an exploratory case study, allowing for in-depth analysis. The reason of choosing L3 students is

partly because they have studied in depth for three years how to write accurately and partly because they have experienced a range of difficulties in it.

2.3.2.1. Teachers' Profile

The researcher have selected three teachers of CWP, one male and two females hold doctorate degrees. Their teaching experience ranges from twenty to thirty four years. Following this, these educators are subjects to offer valuable guidance to develop students' writing skills and to enhance the overall quality of their writing. Since this research aims to uncover effective strategies for enhancing students' comprehension and written expression skills in EFL classrooms, the call for CWP teachers' participation in this study was crucial.

2.3.2.2. Student's Profile

The study was also conducted with thirty nine L3 students who belong to varied groups. A formal power analysis was not conducted due to the fixed number of available participants within the chosen academic context. The sample size of 39 was determined based on the total number of students enrolled in the relevant courses during the academic term. While a power analysis would ideally ensure statistical reliability, the present sample reflected the entire accessible population, thereby providing a realistic representation of the study context. The students were chosen at random means that a simple random sampling method was used. A list of all students who were eligible to take part in writing course to ensure that each student had an equal chance of being included in the study. The demographic profile of the participants expanded to include relevant characteristics such as students age range between 19 and 27 years- old, with the gender distribution was a high proportion of female students. The male students represented a rate of 7.5% while 92.5% females. Then the academic level was from third year Undergraduate English students According to their linguistic background, Arabic was their mother tongue, French was their first foreign language while English was their second foreign language. They have studied it for seven years before the University level. This detailed description helped contextualize the findings and supports the generalizability of the results.

2.3.3. Research Instruments

To answer the research questions, this study will use a mixed -methods research design, combining both quantitative and qualitative data collection and analysis method. The study incorporates a sample of L3 students and teachers in English Departement, and implementes interview and questionnaire to collect data.

2.3.3.1. Teachers' Interview

Interviews are useful instruments that elicit much information and offer a clear image about the topic studied. In this of thought, Easwaramoorthy and Zarinpoush (2006) write "Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings "(p.1). Thus, a semi-structured interview was chosen as a primary tool to gather data from teachers. The aim was to discover the impact and the role of digital feedback tools on enhancing writing skills among their learners. The combination between traditional feedback and digital feedback has shed lights also on the teaching writing process. The interview was also meant to find out the different tools of feedback should students use it.

The qualitative approach was used. The procurement of the qualitative data was valuable in illuminating the details of how digital feedback tools affect EFL students' writing. Qualitative data were collected through interview with teachers which contained one section, however it covers multiple themes. The questions aimed to collect general information about the teachers of CWP profile and the other sought to know about the use of digital feedback tools and to compare between traditional method and digital method. Then after the interviewee selects the most practical tools among digital feedback. The interviews were done individually and paper notes were taken on the spot. The data were then summarized and organized into logical data.

2.3.3.2. Students' Questionnaire

In the current investigation, a questionnaire was administered to thirty nine L3 students of the Department of English University of Tlemcen. Its aim was to know how student apply the digital feedback tools to enhance their writing skills and to know how the effective they are, and to uncover the difficulties of the problem to access to this tools and the challenges of

use it. The questionnaire was submitted during the middle of the second semester of the current academic year.

The questionnaire consists of two sections, the first section is about the background informations and the second one is about students' perception on their writing and the use of digital feedback tools and ten questions which are closed -ended questions where the participants select the optimal answers and open-ended questions in which they are free to express their ideas. The researcher use this quantitative data to procure usable data to measure students' engagement and motivation in their writing skills

2.4. Description of the students' questionnaire

The questionnaire was designed for L3 students at the English Department in the University of Tlemcen. It was divided into Two sections provides an in-depth analysis of the data collected from student questionnaires, exploring various aspects and patterns revealed through the responses. Since this study is descriptive and focuses on exploring students' perceptions, the analysis was limited to frequencies and percentages. the significance testing like Chi-square was not applied due to the small simple size and the nature of the study.

2.5. Analysis of Students' Questionnaire Results

The analysis of the students' questionnaire provided significant insights into the influence of digital feedback tools on EFL learners' writing within the English Department. A total of 39 students responded to all ten questions. The data collected contributed to a deeper understanding of learners' attitudes, experiences, and preferences regarding both traditional and digital feedback practices. Each item was analyzed to reveal patterns in learners' engagement with writing, their use of digital tools, and their perceptions of feedback effectiveness.

Question 01: Students' Frequency of Writing in English

The responses to the first question which explored how frequently students engage in writing in English revealed a varied pattern. The majority, 48.7%, indicated that they write occasionally, suggesting that their engagement with English writing is situational and likely influenced by classroom requirements such as assignments or exams. A smaller but significant proportion, 30.8%, stated that they write daily, indicating a more consistent exposure,

possibly reflecting higher motivation or stronger academic habits. Meanwhile, 12.8% reported writing weekly, and only 7.7% chose the final, incomplete option, which appears to be missing a descriptor in the original document.

This distribution points to a generally limited but present interaction with writing in English among students. The relatively low percentage of daily writers highlights a potential gap in routine writing practice, which may hinder the development of writing fluency. At the same time, the high rate of occasional writers suggests that writing is often perceived as a task-bound skill rather than a communicative or expressive tool. These findings underscore the importance of integrating writing more consistently into students' academic routines, especially through meaningful and scaffold writing tasks that encourage regular engagement and gradual skill development.

Moreover, the missing label in the final option (7.7%) represents a notable issue in the data presentation that may affect the clarity of interpretation. For future instruments, ensuring the completeness of survey items is critical for both validity and precision in analysis.

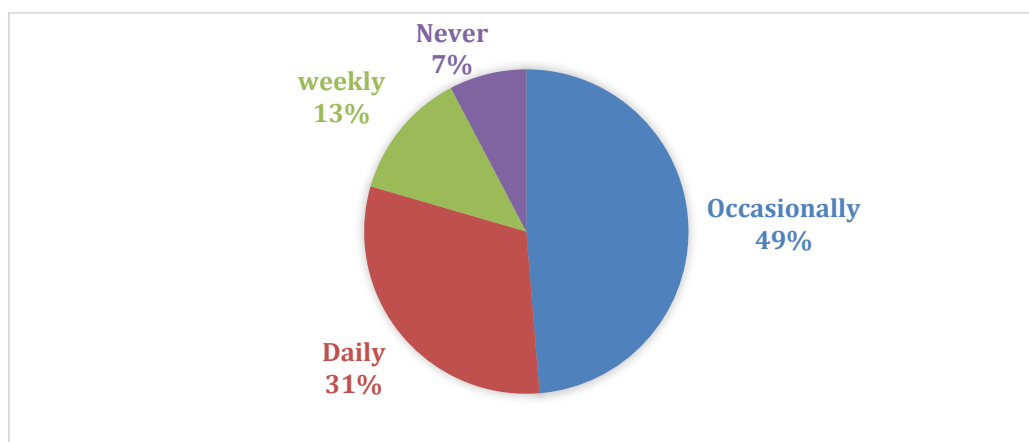


Figure 2.1: Students' Frequency of Writing in English

Question 02: Students' Qualifications of their writing skill

When asked to evaluate their own level of writing proficiency in English, the majority of students (61.5%) described their skill as good. This self-assessment reflects a moderate level of confidence and possibly a sense of partial competence in using English for written expression. A considerable portion, 28.2%, identified their writing as average, which may signal uncertainty regarding the quality of their writing or awareness of specific areas that still require development.

Only 2.6% of respondents rated their writing as excellent, suggesting that few students perceive themselves as highly competent in this skill. Conversely, 7.7% of participants considered their writing poor, indicating the presence of students who may lack confidence or face persistent difficulties with writing tasks.

The distribution of responses reflects a general trend of cautious self-perception, where most students recognize their capabilities but remain aware of their limitations. These findings highlight the importance of targeted pedagogical interventions to help students move from general competence to higher levels of accuracy, coherence, and fluency in writing. They also point to the need for more individualized feedback and opportunities for students to reflect on their progress especially for those who rated themselves at the lower end of the scale.

This self-assessment provides valuable insight into learners' metacognitive awareness, which can significantly influence their motivation and willingness to engage in writing tasks.

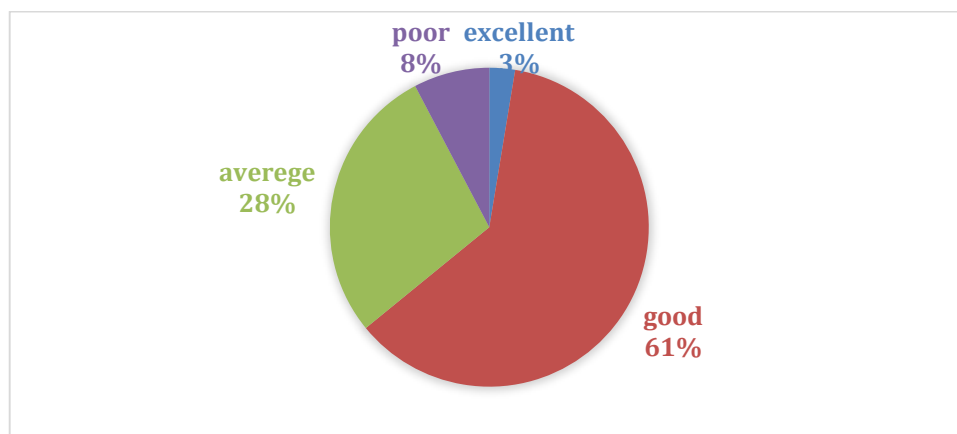


Figure 2.2: Students' Qualifications of their writing skill

Question 3: The use of Digital Feedback Tools for Writing

In response to the question about whether students have ever used digital feedback tools for writing such as Grammarly, Google Docs comments, or similar platforms the results revealed a clear trend. A significant 79.5% of participants indicated that they had used such tools, while 20.5% reported that they had not.

This majority suggests a growing familiarity with digital environments for language learning among students, particularly when it comes to receiving feedback on writing. The high percentage may reflect increased exposure to educational technologies, especially in the wake of blended or online learning practices.

However, the fact that one-fifth of the participants had never used digital feedback tools highlights an important gap. This might be due to factors such as limited digital literacy, lack of access to devices or internet, or a lack of teacher integration of such tools in classroom practice.

The results imply that while many students are already engaging with digital platforms to improve their writing, a portion remains outside this pedagogical shift. This underlines the necessity for inclusive strategies that ensure equal access and proper training in the use of digital tools, so that all learners benefit from timely, personalized, and interactive feedback experiences.

Furthermore, the findings emphasize the role of the teacher not just as a feedback provider but also as a facilitator of students' engagement with modern feedback technologies particularly for those who are not yet familiar or comfortable using them.

Table2.1: Students' Use of Digital Feedback for Writing

Yes	79.5%
No	20.5%

Question 4: Digital Feedback Tools Used

When students were asked about the specific digital feedback tools they had used to support their writing, the responses revealed varying levels of exposure. The data show that 59% of students reported using Google Docs, while 35.9% indicated using Grammarly, and 5.1% had experience with ProWritingAid.

Google Docs emerged as the most commonly used tool, likely due to its accessibility, user-friendly interface, and the ability to receive real-time feedback from teachers. Its collaborative features make it particularly suitable for classroom settings, where feedback can be immediate and interactive.

The notable use of Grammarly highlights students' attention to linguistic correctness. Its popularity may be linked to its automated nature, offering instant corrections in grammar,

punctuation, and vocabulary. However, such tools often focus on surface-level issues, which may not support the development of deeper writing competencies such as content organization or argumentation.

The low percentage of ProWritingAid users (5.1%) suggests limited awareness or availability of this tool, which is typically more advanced and used by experienced writers. This could point to a gap in training or exposure to a broader range of digital resources among learners. The disparity in tool usage reflects differing levels of digital literacy and accessibility. While students demonstrate interest in technological assistance, the variation in preferences indicates a need for structured support in integrating these tools effectively into the learning process

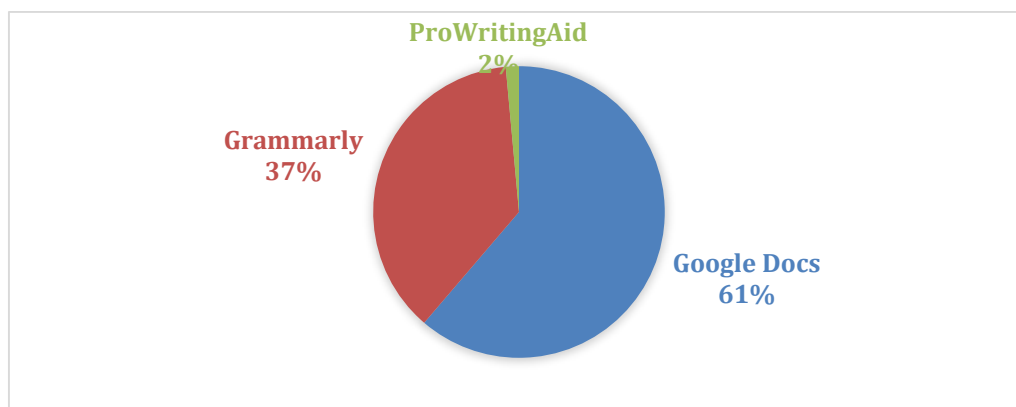


Figure2.3: Digital Feedback Tools Used

Question 5: Helpfulness of Digital Feedback in Improving Writing Skills

The participants were asked to assess the degree to which digital feedback tools have contributed to improving their writing skills. The responses revealed a generally positive, albeit varied, perception of their effectiveness. According to the results, 46.2% of students considered these tools to be moderately helpful, while 30.8% perceived them as very helpful. A smaller group, 20.5%, indicated that such tools were only slightly helpful, and 2.6% regarded them as not helpful at all.

These findings suggest that while the majority of students acknowledge the supportive role of digital feedback tools, the perceived impact varies in depth and intensity. The moderate and high ratings combined (77%) indicate a strong appreciation for the role of digital

platforms in enhancing linguistic accuracy and guiding revisions. However, the presence of less favorable evaluations points to limitations in the tools' scope or accessibility.

One possible explanation for this divergence in perception is the nature of feedback provided by digital platforms. While tools such as Grammarly or Google Docs offer prompt corrections in grammar and vocabulary, they may not sufficiently address higher-order concerns such as coherence, idea development, or academic tone. Moreover, students with limited technological access or insufficient digital training may struggle to fully benefit from these tools, resulting in a less favorable evaluation.

The results underscore the importance of integrating digital tools within a pedagogical framework that combines technological assistance with teacher guidance. Without such integration, the full potential of digital feedback in supporting writing development may not be fully realized.

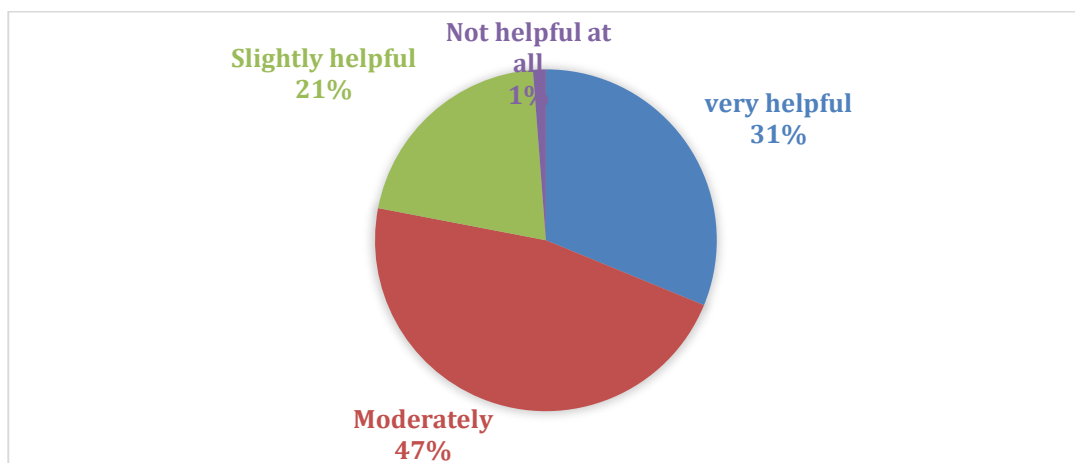


Figure 2.4: Helpfulness of Digital Feedback in Improving Writing Skills

Question 6: Aspects of Writing Improved by Digital Tools

In response to the question regarding which aspects of their writing are improved through digital feedback tools, students provided varied yet telling insights into their experiences. The data show that 43.6% of students reported that digital tools primarily help them with grammar, followed by 35.9% who indicated vocabulary improvement. Additionally, 20.5% selected clarity, and an equal 20.5% identified organization as areas positively impacted by such tools.

This distribution highlights a key feature of how learners interact with digital support: the primary focus remains on surface-level language components grammar and vocabulary which are the most immediately addressed by most automated feedback systems. These areas typically benefit from rule-based correction algorithms embedded in platforms like Grammarly and Google Docs, which explains their dominance in the responses.

In contrast, the relatively lower percentages for clarity and organization suggest that digital tools are perceived as less effective in supporting higher-order writing concerns. This points to a potential limitation in the instructional depth offered by such platforms, as aspects like coherence and structural logic often require more nuanced, context-sensitive feedback typically provided by human instructors.

The results reveal that while digital tools play a valuable role in developing linguistic accuracy, their support in enhancing rhetorical quality and textual cohesion remains limited. For optimal impact, these tools should be integrated with teacher feedback that targets deeper compositional skills. This blended approach may bridge the current gap between automated correction and meaningful writing development.

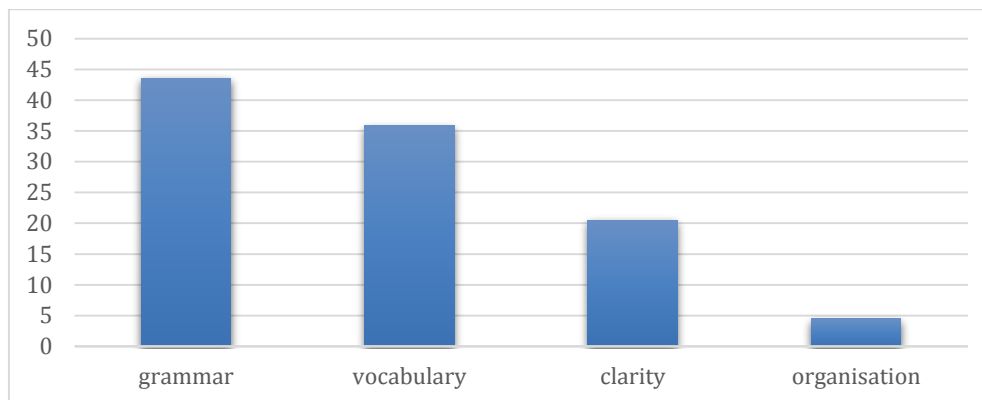


Figure 2.5: Aspects of Writing Improved by Digital Tools

Question 7: The Frequency of Using Digital Feedback Tools

When students were asked about how frequently they use digital feedback tools, the responses showed noticeable variation. 51.3% of participants stated they use such tools sometimes, followed by 33.3% who use them often. Only 5.1% reported using them very often, while the remaining 10.2% were divided equally between rarely and never.

This distribution suggests a moderate level of integration of online feedback tools into students' writing practices. While a significant majority (over 84%) use these tools with at least occasional frequency, the low percentages for "very often" and the existence of "never" responses reveal that consistent and habitual use is not yet firmly established among many learners.

The findings may reflect several underlying factors. First, the dominance of "sometimes" could point to an exploratory or opportunistic use of these tools, rather than systematic incorporation into writing routines. Second, the low rate of "very often" usage might indicate external constraints such as limited access to digital devices, unstable internet connectivity, or insufficient training in effectively using such platforms.

Pedagogically, these results underline the need for institutional support to normalize the use of digital feedback as part of classroom instruction. Teachers can scaffold learners by explicitly incorporating digital tools into writing assignments and providing guidance on how to use feedback to revise drafts meaningfully. Without such structured integration, students may remain passive consumers of feedback, rather than active agents in their learning process

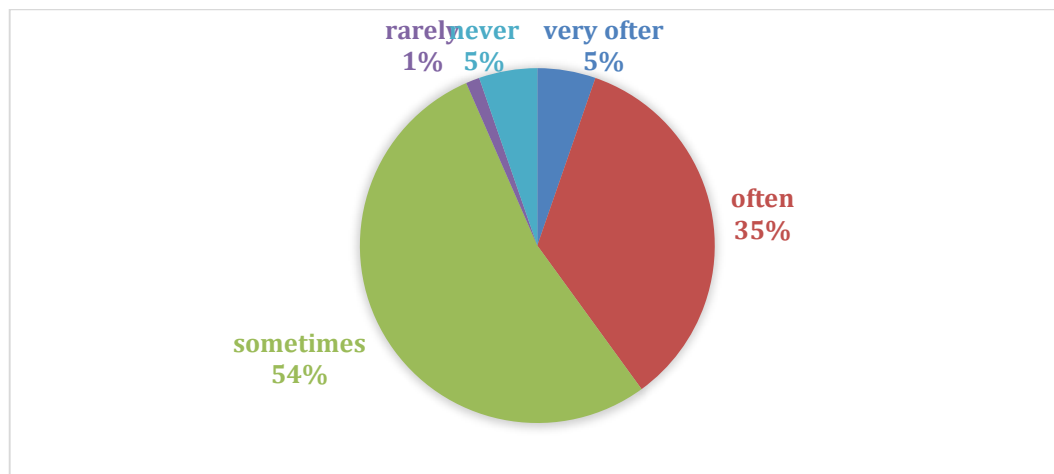


Figure2.6: The Frequency of Using Digital Feedback Tools

Question 8: Learning From Digital Feedback Tools Suggestions

In response to the question regarding whether students learn from the suggestions offered by digital feedback tools, the results showed a range of experiences. The majority of students, 38.5%, reported that they learn from these suggestions sometimes, while 28.2% said

always, 20.5% answered often, and 12.8% indicated rarely. Notably, no students selected the "never" option.

These findings highlight that while a considerable portion of learners (nearly 87%) recognize some level of benefit from digital feedback, the degree to which this learning occurs varies. The fact that only a minority (28.2%) consistently benefit from the suggestions ("always") may imply differences in learners' digital literacy, motivation, or critical engagement with the feedback provided.

The dominance of the "sometimes" response (38.5%) suggests a partial or selective engagement with digital feedback. This may result from students' tendency to accept surface-level corrections such as spelling or grammar without deeper reflection or application to future writing. Such behavior limits the long-term learning potential of feedback tools.

To enhance the effectiveness of digital feedback, students need to be taught how to interpret and apply the suggestions critically. This aligns with the constructivist approach to learning, where learners must interact meaningfully with feedback in order to internalize language rules and improve independently. Teachers, therefore, play a key role in guiding students to move from passive recipients of digital suggestions to active, reflective writers.

In sum, while students generally perceive digital feedback as useful, there remains room for pedagogical intervention to deepen their engagement and optimize the learning outcomes.

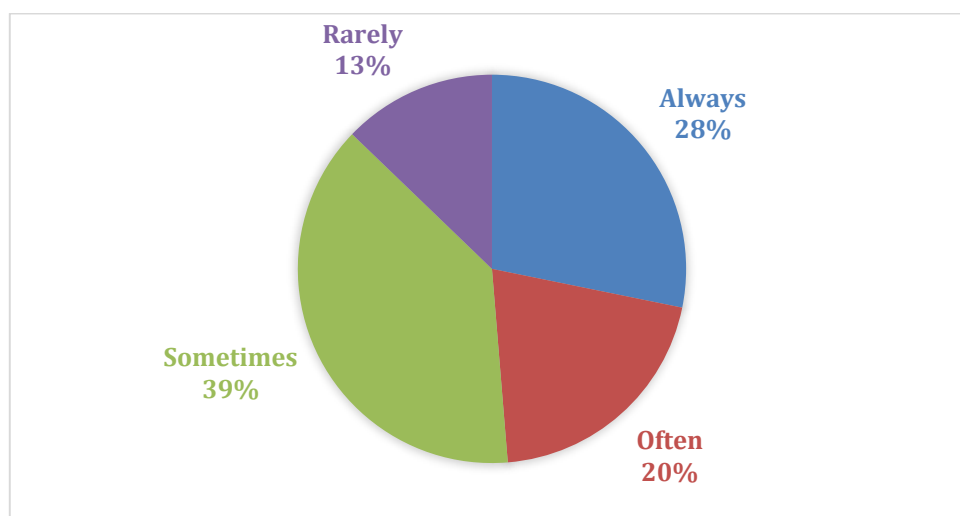


Figure2.7: Learning From Digital Feedback Tools Suggestions

Question 9: Confidence in Writing After Using Digital Feedback Tools

When asked about their level of confidence in writing after using digital feedback tools, students' responses varied, revealing a moderate overall level of self-assurance. The data indicated that 38.5% of students felt confident, while 35.9% described themselves as neutral. A smaller proportion, 15.4%, reported feeling slightly confident, followed by 7.7% who considered themselves very confident, and 2.6% who felt not confident at all.

These findings suggest that although a notable percentage of learners (46.2% combining "confident" and "very confident") developed a degree of writing confidence through the use of digital tools, a considerable number remain uncertain or unaffected. The high percentage of neutral responses (35.9%) may indicate that some students are still exploring the benefits of such tools or are unsure of their effectiveness in significantly improving their writing.

The relatively low percentages of "very confident" (7.7%) and "not confident at all" (2.6%) suggest a general trend toward moderate confidence. This reflects a cautious optimism among learners, possibly due to the mixed experiences they have with the tools' accuracy, relevance, and ease of use.

From a pedagogical perspective, confidence is a key affective factor in language learning. Learners who believe in their ability to write effectively are more likely to take risks, revise their work, and engage in the writing process meaningfully. Therefore, the use of digital feedback tools can contribute positively to students' writing self-efficacy when combined with guidance from instructors who encourage reflective and autonomous learning.

Ultimately, while digital tools show promise in boosting students' confidence, their optimal impact depends on students' awareness, training, and the contextual support provided by teachers.

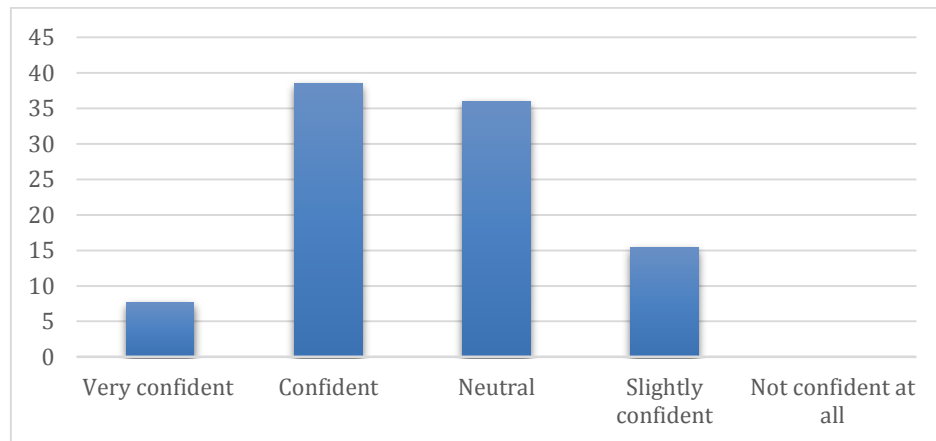


Figure2.8: Confidence in Writing After Using Digital Feedback Tools

Question 10: Feedback Engagement Preferences

In response to the question concerning which type of feedback students find more engaging, the collected data revealed diverse preferences. Specifically, 41% of students reported that they are more engaged with digital feedback, whereas 30.8% expressed a preference for traditional (written) feedback. Meanwhile, 28.2% stated that they are equally engaged with both types.

These results demonstrate that a considerable portion of the sample favors digital feedback, likely due to its immediacy, interactivity, and accessibility. The fact that over 40% of respondents selected this option aligns with broader educational shifts toward integrating technology in language instruction. Digital platforms often offer instant corrections and detailed suggestions, which may enhance student motivation and reduce anxiety associated with error correction.

However, the substantial proportion of students who prefer traditional feedback (30.8%) implies that handwritten comments still hold pedagogical value, possibly because they are perceived as more personalized or because students are more accustomed to them. Meanwhile, the 28.2% who indicated no clear preference suggest a flexible approach among some learners, who may appreciate the strengths of both modes.

These variations highlight the importance of differentiated feedback strategies. Teachers should consider incorporating both digital and traditional feedback methods to accommodate students' preferences and maximize engagement. Providing opportunities for learners to

reflect on and interact with feedback in multiple formats can strengthen their writing development and promote autonomy.

This data also reflects the ongoing transitional phase in educational settings, where both traditional and digital methods coexist. Understanding student preferences in this context is crucial for designing effective, learner-centered feedback practices.

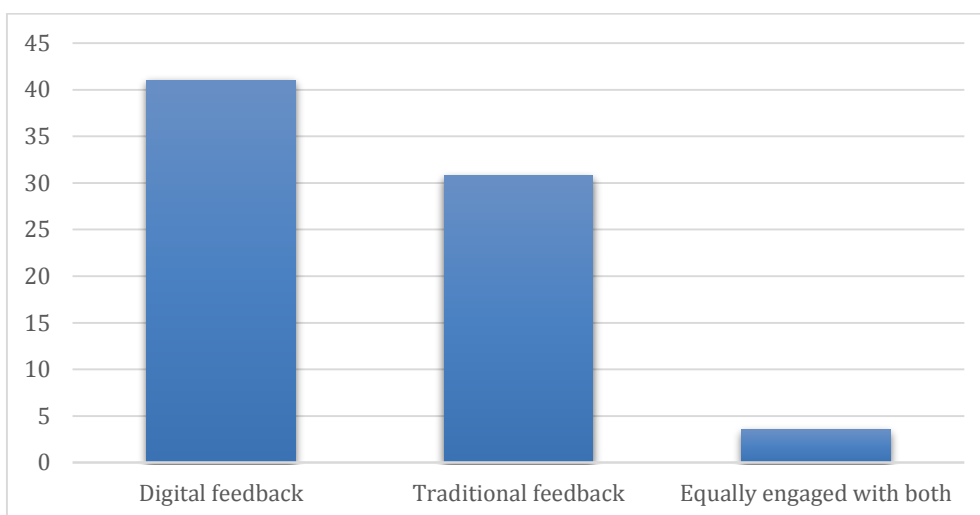


Figure 2.9: Feedback Engagement Preference

2.6. Description of teachers' interview

By focusing on L3 students and their teachers in English Departement, this study provides valuable insights into the potential benefits and challenges of using digital feedback tools in enhancing writing skills at this level . The findings inform the development of more effective writing tools that contribute to the ever growing body of research on the use of digital feedback tools .

The following interview consists of one section divided into eleven questions is divided into different questions like how many years they have teaching moving to what challenges do they have about using digital feedback tools in with your EFL learners and whether the use of digital feedback tools can improve learners' writing .

2.7. Analysis of Teachers' Interview Results

To further investigate the role of digital feedback tools in enhancing EFL learners' writing skills, semi-structured interviews were conducted with three experienced teachers from the English Department at the University of Tlemcen. The responses were subjected to thematic coding, allowing for the identification of key patterns and recurring themes related to the integration of digital feedback tools in writing instruction. The analysis revealed five main themes:

1. Perceived Benefits of Digital Feedback Tools
2. Tool Preferences and Usage Patterns
3. Comparison with Traditional Feedback
4. Challenges and Limitations
5. Observed Impact and Professional Advice

To ensure clarity and support analytical transparency, illustrative quotations are included throughout the analysis. Each teacher is identified by a pseudonym (Teacher A, Teacher B, or Teacher C).

Participant Profile

The interview began with background questions to contextualize the participants' perspectives. All three teachers reported extensive teaching experience, ranging from 27 to 34 years, which enhances the credibility of their reflections. In terms of pedagogical scope, they have all taught a diverse set of EFL-related modules, including grammar, written expression, oral communication, and reading comprehension.

Their academic qualifications and specializations further substantiate their expertise. Specifically:

Teacher A holds a specialization in Applied Linguistics and TEFL (Teaching English as a Foreign Language).

Teacher B specializes in English for Specific Purposes (ESP).

Teacher C has a background in Didactics, Applied Linguistics, and ESP.

These varied yet complementary profiles provide a rich foundation for understanding the pedagogical implications of digital feedback in the EFL context.

Question4: Perceived Benefits of Digital Feedback Tools

When asked whether digital feedback tools had improved their students' writing skills, all three participants responded positively. They emphasized improvements particularly in grammar and vocabulary acquisition. These findings align with the quantitative data from the questionnaire, which also indicated a general consensus on the efficacy of digital feedback tools.

Teacher A said: "I don't teach writing directly, but I find AI-based feedback tools useful as they represent a new emerging approach to student learning". – Teacher B said: "Yes, definitely. Digital feedback tools help students improve their writing skills, especially in grammar." – Teacher C said: "I encourage students to use these tools outside of the class. Their effectiveness depends on how consistently and purposefully students use them."

❖ Q5 & Q 6: Tool Preferences and Usage Patterns

All three teachers indicated that they use digital feedback tools, through their preferences and frequency of the use varied. Commonly used tools included Google Docs, which facilitated real-time feedback and suggestions; Grammarly, which supported grammar and style corrections; and Turnitin, which was primarily used for plagiarism detection.

Teacher A said: "Yes I prefer digital feedback tools, especially for grammar correction". – Teacher B & C said: "they agree with using helpful tools like Grammarly and online dictionaries".

In terms of frequency, Teachers A and B reported using digital tools occasionally, while Teacher C stated that he uses them consistently, particularly for writing assignments and formative assessments.

❖ Q7 & Q8: Comparison with Traditional Feedback

The teachers were asked to compare digital feedback tools with traditional handwritten feedback in terms of efficiency and pedagogical value. While all acknowledged the

effectiveness of both modes, there was a general agreement that digital feedback tools are more efficient, especially in large classes.

Teacher A said: "Both are effective, but digital feedback tools are easier to use and more practical". – Teacher B said: "Traditional feedback is better because it allows teachers to give more personalized comments than a machine or application". – Teacher C said: "Traditional feedback works when the number of students is small, but for larger groups, digital feedback is more efficient".

❖ **Q9 & Q10: Challenges and Limitations**

Despite the benefits, the participants identified several challenges related to the use of digital feedback tools. These included limited familiarity with digital platforms, technical issues such as internet connectivity, and students' misuse or overreliance on automated suggestions.

Teacher A and B said: "They including themselves, are not entirely comfortable with digital devices". – Teacher C said: "When students write without these tools, they make errors and show a lack of coherence".

❖ **Q11: Observed Impact and Professional Advice**

All participants reported observable improvements in students' confidence and writing performance since incorporating digital feedback tools into their teaching. This corroborates the quantitative data, where most teachers agreed that these tools positively impacted students' writing quality.

Teacher A & B said: "Yes, students become more confident when supported with digital tools". – Teacher C said: "These tools help students improve their writing quality and overall performance".

Finally, the participants offered practical advice to fellow educators considering the adoption of digital feedback tools. They emphasized the need for ethical use, appropriate training, and alignment with student needs.

Teacher A said: "Teachers should use digital feedback tools ethically and be honest with themselves and their students". – Teachers B & C said: "I support their use, but teachers must be trained to use them effectively".

2.8. Discussion of the findings

The analysis of both the questionnaire and interview results provided insightful and coherent answers to the two research questions. Regarding Research Question 1, which explored the extent to which digital feedback tools influence the development of learners' writing skills, the data collected demonstrated a general agreement among participants that these tools contribute significantly to improving aspects such as grammar, vocabulary, coherence, and organization. The students' responses indicated that digital tools offer clear suggestions, help them revise their texts more effectively, and raise their awareness about common writing issues.

Similarly, teachers acknowledged the benefits of digital feedback, emphasizing its role in supporting autonomous learning and encouraging self-correction. Despite this, they also stressed that these tools should complement—not replace—teacher guidance, especially when learners require in-depth explanations or contextualized support. This confirms that while digital feedback is effective in correcting surface-level errors, it must be integrated thoughtfully within the instructional process to be truly impactful.

Concerning Research Question 2, which addresses the challenges learners face when using digital feedback tools, several obstacles emerged. Students reported occasional difficulties in interpreting suggestions, especially when the feedback was overly generic or lacked contextual clarity. In addition, a number of them highlighted the need for teacher clarification after receiving digital feedback. From the teachers' perspective, issues related to tool reliability, lack of consistent internet access, and insufficient training were recurrent themes. Some teachers admitted that their own limited familiarity with these tools, or institutional constraints, hindered regular integration of digital feedback in their teaching practices.

With regard to the first hypothesis, which posited that digital feedback tools enhance writing skills more effectively than traditional feedback methods, the findings strongly support this assumption. A large proportion of students expressed that such tools improved their writing in meaningful ways by enabling immediate correction, offering alternatives for word choice, and helping them better organize their ideas. Teachers also recognized that learners who used digital feedback regularly showed noticeable progress in terms of sentence clarity

and language use. Therefore, it can be concluded that digital feedback, when used appropriately, serves as a valuable supplement to traditional forms of writing support.

On the other hand, the second hypothesis proposed that technical challenges and lack of familiarity might limit the effectiveness of digital feedback tools. The findings lend considerable support to this hypothesis. Teachers emphasized the need for better infrastructure and more training for both educators and learners. Furthermore, they noted that in contexts where internet access is unstable or limited, relying on digital feedback becomes difficult, which in turn affects students' ability to benefit fully from such tools.

Another important observation is that not all teachers consistently adopt digital feedback methods in their teaching. Some continue to prefer traditional handwritten feedback, citing reasons such as time constraints, lack of institutional encouragement, or personal preferences. This divergence in feedback approaches reflects broader pedagogical habits and points to the necessity of integrating digital literacy training into teacher development programs.

Overall, the study revealed that digital feedback tools hold significant potential in enhancing EFL learners' writing skills, particularly when they are used as part of a guided, interactive learning process. Learners benefit not only from immediate corrections but also from exposure to better writing structures and vocabulary alternatives. However, these advantages are best realized when students are supported with training and when teachers play an active role in mediating the feedback received.

In light of the results, it becomes evident that digital feedback tools can play an essential role in writing instruction for EFL learners. They promote learner independence, encourage reflective thinking, and offer opportunities for continual self-improvement. Nevertheless, their effectiveness relies on appropriate implementation, accessibility, and the teacher's role in bridging the gap between automated suggestions and pedagogical goals.

2.9. Limitations of the study

Like any academic investigation, this study is subject to several limitations that may affect the interpretation and generalizability of its findings.

One primary limitation lies in the small sample size and the exclusive reliance on self-reported data through questionnaires and interviews. Such data may be influenced by personal bias or misinterpretation, thereby affecting the objectivity of the results.

Furthermore, the study adopted a case-study approach limited to a specific group of third-year students at a single university. This restricts the ability to generalize findings to a broader population of EFL learners in Algeria.

Another challenge concerns the level of digital literacy among both students and teachers. Many of the digital feedback tools employed are tailored for native or advanced English speakers, which may reduce their effectiveness for Algerian EFL learners who have different linguistic and cultural backgrounds.

In addition, while digital tools offer useful support in writing, over-reliance on automated feedback may hinder the development of learners' independent critical thinking and self-editing skills.

Lastly, the successful implementation of digital feedback tools in classroom settings requires adequate technological infrastructure and teacher training, which remain limited in many Algerian higher education institutions.

2.10. Recommendations

Based on the key findings of the study especially the positive impact of digital feedback tools on students' writing performance and motivation the following recommendations are proposed to enhance English language teaching in Algerian EFL classrooms:

- EFL teachers are encouraged to integrate digital feedback tools such as Grammarly, Google Docs, or ProWritingAid into their writing instruction. The questionnaire responses indicated that students found these tools useful in providing immediate, personalized feedback that helped them identify and correct their writing errors.
- Teachers should receive targeted training on how to effectively use digital feedback platforms. According to teacher interviews, many educators were not fully confident in employing such tools, which limited their impact on students' learning outcomes.
- Classroom activities should include guided writing sessions where students engage with digital feedback collaboratively. The study revealed that peer revision and teacher-guided

digital feedback fostered student engagement and improved awareness of writing conventions.

- Digital feedback tools should be used strategically to support differentiated instruction. Findings showed that these tools allowed teachers to track individual learners' writing difficulties and adapt their teaching accordingly, enhancing both learner autonomy and academic performance.
- Institutions should support the integration of digital tools by ensuring access to necessary technologies and by embedding digital literacy into the EFL curriculum. The observed increase in students' writing quality highlights the long-term value of embedding such tools in formal instruction.
- Further research should explore the long-term impact of sustained use of digital feedback tools on students' academic writing development across different educational levels and contexts.

Because of the limited number of interviewees and the lack of using digital tools among the respondents in this research it would be better to conduct this study with more educators in order to provide stronger reliable results .

Also incorporating this study to a broader scope of participants including EFL teachers and learners would make the results more generalizable .

As a means to develop writing skills, students in EFL classes should embrace the use of technology able to provide feedback . Such technology can enable them to identify their errors in writing and how to edit them properly . Learners are expected to follow the feedback and incorporate it into their subsequent writing assignments . Besides, they should also attempt to provide feedback to their peers digitally, which can enhance their view of the rules and structure of writing. Through the consistent application of digital feedback tools, these learners will be able to keep an eye on their growth as writers and gain the confidence to write independently without any anxiety.

2.11. Conclusion

This chapter has presented an analysis of the data collected through a questionnaire and interviews in order to examine the effectiveness of digital feedback tools in enhancing EFL learners' writing skills. The results showed that students responded positively to the use of

such tools, as they found them helpful, accessible, and motivating. Teachers also confirmed the usefulness of digital feedback in making the writing process more efficient and personalized.

Overall, the findings supported the initial hypothesis that integrating digital feedback tools into writing instruction contributes to learners' progress. These tools allowed students to detect their own errors, revise their work independently, and gradually improve their written production. Moreover, the interactive and immediate nature of digital feedback played a significant role in increasing student engagement and encouraging self-correction.

Therefore, the use of digital feedback tools can be considered a valuable approach to support writing development in EFL classrooms, especially in contexts where traditional feedback methods are limited. The results of this study open the door for further exploration into how technology can assist language teachers and learners in achieving better writing outcomes.

General Conclusion

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General Conclusion

This research set out to examine the effectiveness of digital feedback tools in enhancing the writing skills of EFL learners, particularly within the context of third-year English students at the University of Tlemcen. In an educational landscape increasingly shaped by technological integration, especially in language learning, understanding how digital tools influence student performance and engagement has become a critical area of inquiry.

To explore this phenomenon, the study addressed two central research questions:

1. To what extent do digital feedback tools impact the development of writing skills among learners?
2. What challenges do learners face when using digital feedback tools for writing improvement?

In order to provide systematic and meaningful answers to these questions, two hypotheses were formulated. The first hypothesized that digital feedback tools would enhance learners' writing performance in comparison to traditional methods. The second proposed that certain barriers such as technical difficulties, lack of internet access, or insufficient familiarity with digital platforms might limit the effectiveness of these tools.

Through a mixed-methods approach combining quantitative data from student questionnaires and qualitative insights from teacher interviews, the study produced a number of important findings. The results confirmed that automated feedback tools do, indeed, contribute positively to learners' writing development. Participants reported improvement in grammar accuracy, vocabulary richness, coherence, and organization. The immediacy and clarity of automated suggestions allowed students to engage in more independent revision, while teachers appreciated the way such tools encouraged learners to reflect on their writing.

Nonetheless, the research also revealed several limitations that affect the full potential of digital feedback. Technical constraints, unreliable internet connectivity, and limited training both for teachers and students were cited as recurring issues. Furthermore, some educators still favor traditional feedback methods, highlighting the need for balanced integration of technology rather than its complete substitution for teacher-led instruction.

General Conclusion

These findings support both hypotheses and reinforce the importance of viewing digital feedback not as a standalone solution, but as a complement to human guidance in the writing process. It is evident that the effectiveness of these tools depends largely on how they are used, the context in which they are implemented, and the degree of training provided to their users.

Based on these outcomes, the study opens up several avenues for future research. Scholars may wish to explore the long-term impact of electronic feedback systems on writing development or investigate how these tools affect students' cognitive engagement and self-regulation during the revision process. Additional studies could also focus on the accessibility of digital feedback tools for students with disabilities or those in under-resourced educational environments, as well as teachers' professional development needs related to the integration of digital technologies in writing instruction.

Ultimately, this research contributes to the growing body of evidence that supports the pedagogical value of digital feedback in EFL writing contexts. By fostering learner autonomy, facilitating immediate and constructive correction, and enhancing motivation, digital tools when effectively implemented can significantly enrich the teaching and learning of writing. However, for such potential to be fully realized, institutional support, proper infrastructure, and continuous teacher training are essential components that must not be overlooked.

In conclusion, digital feedback tools are not merely technological novelties but pedagogical instruments that, when used strategically, can transform the way writing is taught and learned in EFL classrooms. This study has shown that integrating these tools thoughtfully into instruction can lead to more reflective, engaged, and competent writers an outcome that aligns well with broader educational goals in the 21st century.

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Appendices

Appendices

Students' Questionnaire

Dear students, this questionnaire serves as a data gathering tool for a research work. It aims at exploring your views about the impact of digital feedback tools on enhancing writing skill. We would be grateful if you answer this questionnaire. Thank you so much.

Section 01 : Background information :

Age:

Gender: a. Male b. Female

Section 02: students' perceptions on their writing and the digital feedback:

Q1: how would you rate your writing skill?

- a. Excellent
- b. Good
- c. Average
- d. Poor

Q2: have you used digital feedback tools for your writing (e.g., Grammarly, online platforms, etc.)?

- a. Yes
- b. No

Q3: which digital feedback tools have you used?

- a. Google Docs
- b. Pro writing Aid
- c. Other application/ platforms

Q4: how helpful do you find digital feedback tools in improving your writing skill?

- a. Very helpful
- b. Not at all helpful

Appendices

Q5: what aspects of your writing do you think digital feedback tools help you improve?

- a. Grammar
- b. vocabulary
- c. clarity
- d. others

Q6: How frequently do you use digital feedback tools?

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

Q7: Do you find yourself learning from the suggestions provided by digital feedback tools?

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

Q8: how confident are you in your ability to write effectively after using digital feedback tools?

- a. Very confident
- b. Slightly confident
- c. Not at all confident

Q9: Do you feel more engaged with digital or traditional feedback?

- a. Digital
- b. Traditional
- c. Equally engaged with both

Q10: what features or improvements would you like to see in digital feedback tools?

.....

The teachers' Semi-Structured Interview Questions

Appendices

Q1: could you please share your age range?

- a. 30-40
- b. 40-50
- c. 50-60

Q2: How many years have you been teaching?

.....

Q3: In what subjects and grade levels have you taught?

.....

Q4: What was your area of study?

.....

Q5: In your experience, do you believe that digital feedback tools impacted student writing skills (e.g., grammar, vocabulary, clarity, organization) ?

.....

.....

Q6: When it comes to providing feedback on students writing, do you have preferred digital tools?

- d. Yes
- e. No

If so, could you tell me which digital tool do you use?

- a. Google Docs
- b. application/ online platforms

Q7: How frequently do you use these digital feedback tool when assessing student writing?

.....

.....

Q8: How do digital feedback tools compare to traditional feedback (e.g., handwritten comments) in terms of effectiveness and efficiency?

.....

.....

Appendices

Q9: what are the main advantages of using digital feedback tools for assessing students writing?

.....
.....

Q10: what are the main challenges or disadvantages of using digital feedback tools?

.....
.....

Q11: have you observed any changes in students writing quality or performance since implementing digital feedback tools? If so, what kind of changes

.....
.....

Q12: what advice would you give to other teachers who are considering using digital feedback tools to enhance students writing skills?

.....
.....

Summary

Summary

Getting students involved in learning is important for their success, and teachers are always looking for new and creative ways to make learning more interesting and motivating.

This study investigated the impact of digital feedback tools on student engagement and writing performance in English classes.

The study found that digital feedback can be an effective tool for teaching English language, particularly in enhancing students' writing skills and learning motivation. By incorporating digital feedback into their lessons, teachers can provide an engaging and interactive learning experience that supports students' writing development and promotes a love of learning.

In addition, the study's findings have implications for teachers seeking to improve student writing performance and academic achievement.

Finally, future research could explore the long-term impact of digital feedback tools on student engagement and writing performance, investigate the effectiveness of different types of digital feedback tools, and examine the role of teacher training and support in integrating digital feedback into the curriculum.

Résumé

Impliquer les étudiants dans l'apprentissage est important pour leur réussite, et les enseignants cherchent toujours de nouvelles façons créatives de rendre l'apprentissage plus intéressant et motivant.

Cette étude a examiné l'impact des outils de rétroaction numérique sur l'engagement des étudiants et la performance en écriture dans les cours d'anglais.

L'étude a révélé que la rétroaction numérique peut être un outil efficace pour enseigner la langue anglaise, en particulier pour améliorer les compétences rédactionnelles des étudiants et leur motivation à apprendre. En intégrant la rétroaction numérique dans leurs cours, les enseignants peuvent offrir une expérience d'apprentissage engageante et interactive qui soutient le développement de l'écriture des étudiants et favorise l'amour de l'apprentissage.

De plus, les résultats de l'étude ont des implications pour les enseignants cherchant à améliorer les performances des étudiants.

Enfin, de futures recherches pourraient explorer l'impact à long terme des outils de rétroaction numérique sur l'engagement des étudiants et la performance en écriture, étudier l'efficacité de différents types d'outils de rétroaction, et examiner le rôle de la formation et du soutien des enseignants dans l'intégration de ces outils dans le programme scolaire.

المخلص

يُعد إشراك التلاميذ في عملية التعلم أمرًا ضروريًا لنجاحهم، ويبحث المعلمون باستمرار عن وسائل جديدة ومبتكرة لجعل التعلم أكثر جاذبية وتحفيزًا.

تهدف هذه الدراسة إلى استكشاف أثر استخدام أدوات التغذية الراجعة الرقمية على تفاعل التلاميذ وتحسين أدائهم الكتابي في دروس اللغة الإنجليزية.

وقد أظهرت نتائج الدراسة أن التغذية الراجعة الرقمية يمكن أن تكون وسيلة فعالة في تعليم اللغة الإنجليزية، لا سيما في تعزيز مهارات الكتابة وزيادة دافعية التلاميذ نحو التعلم. إذ تُمكن هذه الأدوات المعلم من تقديم تجربة تعليمية تفاعلية تدعم تطور الكتابة وتعزز حب التعلم.

كما أن نتائج الدراسة تحمل دلالات مهمة للمعلمين الراغبين في تطوير أداء تلاميذهم الأكاديمي. وفي الختام، تقترح الدراسة إجراء أبحاث مستقبلية حول الأثر طويل المدى لاستخدام هذه الأدوات، وفعالية أنواع مختلفة منها، ودور تكوين الأساتذة في دمجها في المنهاج التربوي.