The Effectiveness of Feedback on EFL Libyan Writing Context

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Abstract
Research suggests that as an important component of language, FL learners’ writing skill can be greatly enhanced by teachers’ comments particularly in the form of written feedback on students’ written products. This research was carried out to examine how effect is teachers’ feedback on writing error correction in EFL context. It seeks to identify the differences between two kinds of written feedback (coded and uncoded feedback) and students’ perception towards written feedback provided by their teacher. The research applied both qualitative and quantitative approaches employed on ten Libyan third year students. Data collection involved two writing essays, administration of questionnaire for students and interviews with four students. The findings of the research showed that students improved on their essay writing by committing lesser errors after receiving written feedback from their teacher on the submitted essays, but the coded group recorded more improvement in correcting the errors than the uncoded group. Further findings from the questionnaire and interviews revealed that the entire participants (four students) had a positive perception towards giving and receiving feedback. The study suggested that effective approaches on how to give suitable written feedback on students’ written essays should be considered by EFL teachers in classroom.

Keywords: coded feedback, correction feedback, uncoded feedback, perception, writing.