

## **EFL Jordanian Students' Reaction to Written Comments on Their Written Work: A Case Study**

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### **Abstract**

This paper examines how Jordanian EFL students at Jerash University react to their teachers' written feedback. In addition, the study, in its wide focus concentrates on the effect of teachers' written feedback on students writing processes. Qualitative method was used to collect data from twenty students who belong to B.A English Language at Jerash University in their third year of study during the academic year 2014/ 2015. On one hand, the study indicates that students vary in their attitude toward teachers' written feedback and the majority of EFL students reveal that they perceived teachers' written feedback to be useful for them in their writing processes on the other. In its conclusion, this study reveals that teachers' written feedback have twin effects; the first one presents improving and orientating students' revision skills, while the second one reveals the enhancement in the Jordanian EFL students' overall writing quality.

**Keywords:** EFL Jordanian students, Jerash University, student reactions, teacher feedback

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