# A Self-Investigation into Thai EFL Writing Instructors' Perceptions toward Written Feedback on College Students' Writing Essay Assignment

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## Abstract

Although the behavior and impacts of instructor reflection in writing classes have been extensively studied over the past few decades, a significant proportion of the work has concentrated on students' attitudes and utilization of all such responses, as opposed to teachers' perspectives, self-assessments, and actual text comments given. Research findings on instructors' attitudes regarding students' written work are far from conclusive. This research gathered data from eight Thai-nationality writing instructors of English as a Foreign Language (EFL) and one hundred and six Thai undergraduate students in order to assess teachers' attitudes toward written comments. In addition, the researcher analyzed instructors' self-evaluations of written feedback and the link between their self-evaluations and whether they even responded to EFL areas. The results revealed that these instructors' self-evaluations of the comments that they claimed they generally supplied and the genuine reflection they delivered on student writing were fairly consistent. The results also reveal that while marking writing drafts, these instructors were far more bothered with local issues, particularly grammatical, and this attention persisted throughout the amendments of the writing. Instructors' predilection for and reliance on grammatical accuracy in their comments may misguide students into prioritizing writing characteristics and then into believing that a zero-blunder essay is a competent and better-quality written work. Remarkably, despite the fact that instructors appeared to dwell on local problems for correction, all favorable comments on essays focused on global features. These instructors had little professional training in evaluating student written assignments, according to the findings of this research.

**Keywords:** writing essay, Thai EFL undergraduates, Thai EFL writing instructors, written feedback

## 1. Introduction

### 1.1 Background of the Study

Feedback is absolutely essential to writing education. Page of students' writings, instructors would uncover the most revealing indicators of their course comprehension (Adrefiza & Fortunasari, 2020). Writing instructors have always had the finest possibility to just provide concrete examples of the values they have been promoting in class while they are able to observe what is gaining traction and what requires further moisture or light (Alfalagg, 2020). In this, writing instructors may assist students with the areas in which they require the greatest assistance as writers. Still, it is challenging and tricky since it involves each aspect of the course, including content texts, the assignment, genre, readership and rhetorical context, the objective of the course, the performance in classroom, the individual, the student's previous efforts, and the work of other students (Basabrin, 2019; Chen & Zhang, 2019). Writing instruction undoubtedly involves perpetual trouble and tension.

Indeed, researchers and scholars mentioned above explicitly illustrate the difficulty of addressing student writing. It is claimed that all writing courses contain instructor feedback on student writing. The emphasis of these studies on teacher feedback is instructors' written comments on grammar, spelling, word choice, organization, coherence, and substance. Students remember and depend on written comments from informal discussions and writing conferences more than spoken input (Hasanhdi & Albobdair, 2021; Jin & Seo, 2018; Kim, 2015). The comments of teachers tend to improve the revisions of students, particularly their grammatical accuracy, which causes writing instructors to be typically time- and energy-strapped (Listyani, 2021; Li, 2018; Lei, 2017). That what seems like a

simple process of writing comments on student drafts entails cycles of drafting and editing, as well as linked components: the written text, the teacher's comments on the text, and each student's attitudes and perspectives (Mamad, 2020; Mahfoodh, 2017; Min, 2013). Instructors struggle to provide effective comments on students' written works while students dread revising (Hasanhdi & Albobdair, 2021; Listyani, 2021; Li, 2018). Qin and Karabacak (2013) indicated that commentary or feedback (of some forms) is crucial to training in students' EFL writing performance. It is proclaimed that responding to student writing can be regarded as "the instructors' most vital task because it provides for specialized attention and one-on-one contact that is seldom feasible in the day-to-day operations of a class (Paltridge, 2021; Paek (2018). Besides, Rahman and Salih (2013) pinpointed that feedback on student writing has always been seen as a significantly crucial instructional technique to mutually bridge the communication between instructors and learners toward EFL writing.

*1.2 Significance of the Study*

Whereas investigation on L2 written comments, particularly in EFL situations, is fairly substantial though by no means exhaustive, shockingly minimal attention has been paid to this topic from the viewpoint of instructors. The majority of research examined the short- and long-term impacts of teacher remark and evaluated student attitudes and responses to teacher comments (White, 2020; White, 2017; Yu & Hu, 2017). Teachers' ideas, attitudes, inclinations, and experience have frequently been neglected in previous research and evaluations. Consequently, the emphasis of study has shifted. Using instructors' self-evaluations of their written comments and the association between such appraisals and overall ability in order to evaluate teacher written feedback primarily from the teacher's perspective would be essential. A study undertaken by Baker and Burri (2016) sheds attention on the instructor, a critical component in writing instruction. The function of the writing instructor in the writing process, especially delivering criticism, is vital. However, with relatively scant study, it would be difficult to provide a comprehensive picture of instructor's feedback on students' writing assignment. Due to the uniqueness of each circumstance and the contextual aspects that influence writing development, a stronger concentration on teacher-focused analysis, particularly in an EFL scenario, would improve our knowledge and assist instructors understand their role in offering feedback (Ghanbari & Abdolrezapour, 2021; Ghalib, 2018).

*1.3 Objectives of the Study*

The objective of this research is thus to explore the incomplete piece, namely teacher feedback from the writing instructors' perceptions, in order to facilitate communication. In addition to assessing writing instructors' beliefs and personal preferences in delivering advice, this research contrasts writing teachers' self-evaluations of their written comments with their overall results, i.e., what they might reflect and focus on, such as micro or macro mistakes. The precise research questions would be as follows:

1) How do writing instructors perceive the written feedback?

2) What exactly type of written comments do instructors focus on providing?

3) What positive or negative feedback would instructors mostly tend to give?

4) What challenges are associated with instructor's providing written feedback?

## 2. Literature Review

Numerous studies have shown the advantages of peer feedback, notably for the L2 writing skills of students (e.g., Memari Hanjani & Li, 2014; Wang, 2014; Yu & Hu, 2017). Several studies have been conducted to determine the usefulness and efficiency of this strategy for the self-learning of students (e.g., Malini & Indrawati, 2014). In addition, research has studied the obstacles and issues that students have while delivering peer comments to classmates, as well as the quality of the feedback (e.g., Memari Hanjani & Li, 2014). In addition, a number of studies provide fresh light on whether instructors should prepare students for peer response via appropriate training (e.g., Memari Hanjani, 2021). In addition, teacher feedback is analyzed for its characteristics, efficacy, and relevance in the present. The majority of instructors continue to think that their input is beneficial and important. It is critical and crucial for the development of students' writing skills that the teacher's feedback stays authoritative in comparison to other types (e.g. Srichanyachon, 2012).

Additionally, previous research on teacher responses employed the practical method, which categorizes instructor comments and assesses their influence on students. This method decontextualizes the answer and leverages feedback to encourage future rounds of adjustment (Wang, 2020; Walsh, 2019; Suherman, 2018; Ryu, 2017). Little research addressed instructors' aims and views, as well as students' perspectives and attitudes. Early research on L1 (First Language) and L2 (Second Language) composition was disheartening due to the fact that there was limited evidence that students comprehend instructor's comments to their writing, much alone utilize them to alter their instructional practices (Xie & Yuan, 2020; Wang, 2020). In succeeding years, research

extended to encompass larger datasets of teacher comments, student written texts, and student populations. Numerous studies have examined how teachers responded to students' drafts, the difference between direct and indirect teacher feedback, students' perceptions and reactions to teacher commentary and the impacts of input and suggestions on students' rewrites and successive productions (Yu et al., 2020; Xie & Yuan, 2020; Zheng & Yu, 2018). These studies demonstrated that written comments improved students' subsequent writing. Scholars stated that a theory of response is building, and research in composition is beginning to illustrate what instructors have long thought, hoped, or assumed that students read and use teacher comments, and that well-designed teacher comments may help students progress as writers (Memari-Hanjani, 2021; Ghufron, 2019; Lee, 2017).

However, the controversy about the usefulness and types of teacher feedback that are most and least beneficial may continue for a considerable amount of time. Despite such controversy, the majority of L2 learners continue to see such input positively (Yu & Lee, 2016). Numerous studies have shown that many student writers want such mistake correction and get irritated when it is not supplied (Zhang, 2022; Hamp-Lyons & Jin, 2022; Ghanbari & Abdolrezapour, 2021; Lee, 2017). Students believe that instructor feedback is beneficial and that it assists them in improving their writing (Meihami & Esfandiari, 2020). Numerous language learners, in particular, have appreciated input on their grammar and placed a high value on form-focused feedback (Ruecker & Crusan, 2018; Lee, 2017; Li, 2015) and have seen blunder-free work as highly desirable (White, 2020). Nevertheless, experts have had differing viewpoints as to which sort of feedback was most desired in the learner writing process. Some research revealed that giving feedback on local problems (micro-level, such as grammatical issues, sentence structural issues) problems would not be beneficial to students' making fewer local mistakes (White, 2020; Xu, 2018; Zhao, 2014), whereas others indicated that constructive criticism on local issues may directly lead learners to create more local errors (Abouabdelkader & Bouziane, 2016). To avoid restricting students' progress in parts of their writing, another set of experts recommended focusing on global (macro-level) concerns (subject matter, layout, and concepts) in early versions and on local issues in subsequent copies (Ahmed & Abouabdelkader, 2018; Arana, 2018). According to Lam (2018), the most popular sorts of feedback were highlighting with a narrative, straightforward correction, and modifying alone. Teacher comments that questioned students' reasoning or arguments were considered the least positive and often troublesome for EFL student writers (Farris & Werderich, 2019).

## 3. Methodology

### 3.1 Research Participants

This study was undertaken and completed with the involvement of eight EFL writing teachers of Thai nationality from three institutions in Bangkok, Thailand (N = 8) were selected as the primary sources of data for the investigation into writing instructors' perspectives of their comments on students' writings. These teachers hold master's degrees in ESL or similar fields. All eight teachers have master's degrees from the US, UK, and Australia. When this survey was completed in 2021, these Thai EFL writing teachers had taught basic English writing courses for at least two to six years, including online EFL essential writing courses for undergraduates. Thai undergraduates engaged in writing courses, and over the course of the semester, these students were required to create six 250-350-word essays. Students were given anything between seven and ten days to revise their essays after receiving teacher input. Table 1 provides an illustration of a summary of the demographic characteristics pertaining to the participants.

Table 1. Summary of 8 Teacher Participants' Demographic Characteristics

| Teacher Participants | | | |
|---|---|---|---|
| Category | Sub-Category | Frequency (N) | Percentage (%) |
| Gender | Male | 3 | 37.5% |
| | Female | 5 | 62.5% |
| Specialization (Master Degree) | TESOL | 4 | 50.0% |
| | ELST | 3 | 37.5% |
| | EE | 1 | 12.5% |
| Experiences of College-Level English Writing | Less than 1 year | 0 | |
| | 1-2 years | 3 | 37.5% |
| | More than 3 years | 5 | 62.5% |

Note: TESOL (Teaching English to Speakers of Other Languages); ELST (English Language Studies and Teaching); EE (English Education)

*3.2 Research Instruments*

At the end of the semester, the participating instructors were invited and asked to complete a questionnaire including both open-ended and Likert-scaled items about the amount of each form of comments they typically offered on their students' writings. This was carried out to ascertain what instructors thought of written feedback and how they preferred to do so. They received the surveys after grading the students' finalized, modified submissions. The interview questions, based on the research by Baker and Burri (2016), included 1)"How frequently do you make comments on organizational arrangement, content/ideas, lexical, grammatical structures, and mechanics; 2) Teachers could respond with a statement of "a lot" (referring to 70% or more), "some" (roughly 50%), "a little" (only about 30%), or "none (zero %)" regarding comments for every version of their students' writing. A sample of an adapted form of the questionnaire was illustrated in the follows in Figure 1.

1) What was the highest level of education you receive?

2) What was the specialization of your studies?

3) How long have you been teaching college-level writing course?

4) How long does it take you to read and provide written comments on an essay?

5) Explain what you do when reading an article and providing written input/feedback

6) What do you find yourself commenting on the most in student's written works?

7) Which sort of feedback consume the most of your time? What do you think about written feedback? That is, from your point of view, do you believe written feedback is good for students' learning of writing? If yes, in what way? If not, why not?

8) How much input do you offer in the following categories for Draft and Revision?

| Draft | A lot (70% &↑) Some (50%) A little (30%) None (0%) |
|---|---|
| Organization | _____ _____ _____ _____ |
| Content/Ideas | _____ _____ _____ _____ |
| Grammar | _____ _____ _____ _____ |
| Vocabulary | _____ _____ _____ _____ |
| Mechanics | _____ _____ _____ _____ |

| Revision | A lot (70% &↑) Some (50%) A little (30%) None (0%) |
|---|---|
| Organization | _____ _____ _____ _____ |
| Content/Ideas | _____ _____ _____ _____ |
| Grammar | _____ _____ _____ _____ |
| Vocabulary | _____ _____ _____ _____ |
| Mechanics | _____ _____ _____ _____ |

*9)* Do any of your written comments include an encouraging (constructive, supportive, positive) tone? If yes, please give *instances*

10) What are your thoughts on providing written comments on student's written essays?

What challenges have you encountered as a writing instructor?

Figure 1. Sample of Adapted-version Questionnaire of Teacher's Perceptions toward Feedback

Adapted from Baker and Burri's (2016) Questionnaire

Post-marked student works were collated and the rate of wide assortment of written feedback in terms of the genres of organization, content/ideas, lexical, grammatical issues, and mechanics was quantified and computed so that practical performance on written comments could be documented. A free-form question on this subject was added in the questionnaire in order to evaluate the challenges instructors faced while delivering feedback. Furthermore, after responding to the questionnaires, the eight instructors engaged in follow-up interviews and discussion to reflect a holistic overview of their responses to the statistical reports about the relationship between

their self-evaluation and overall performance. The interview was also leveraged as little more than a cross-reference to elucidate the questionnaire responses and to gather up relevant details that might not be disclosed.

*3.3 Data Collection and Analysis*

Adopting Baker and Burri's (2016) coding approach, quantitative questionnaire items were given numerical values. The types of comments made on the written works of students were analyzed, and frequency counts were generated. Due to the fact that students generated several essays, we calculated the mean for each draft. The "organization" frequency count was determined by aggregating "organization" comments from drafts 1, 2, and 3 and dividing by the number of drafts. Similarly, the frequency counts for each revision of a particular student were tallied and averaged; hence, the frequency counts for "organization" were the sum of essay 1 revision + essay 2 revision + essay 3 revision, divided by 3. Each teacher's students' draft frequency counts (for each category) were counted and averaged. All students' teacher-revision frequency counts were assigned in an identical way. Given the average number of occurrences of each category's input, four were assigned to "a lot," three to "some," two to "a little," and one to "none." To quantify the relationship between instructors' self-evaluations and performance, such comparisons were made with questionnaire scores.

## 4. Results

*4.1 Writing Instructor's Perceptions of Better Writer*

Teaching writing requires considerable time. These teachers indicated that, on average, they spent approximately 25 to 30 minutes evaluating each essay. Given the small class size of 13, it would still have taken a teacher roughly five hours to mark all essay tasks. A class of 21 individuals would have required exactly 7 hours to complete. To respond to the first study question: "How do writing instructors perceive the written comments?" The findings revealed that 87.5% of instructors (N=7) who responded to a question on the usefulness of written teacher feedback stated that students need precise fixes to their mistakes in order to thrive. Students learnt to write by emulating accurate or effective phrases based on the fact that one instructor pondered on her own writing education. According to this instructor, she learned to write better only after receiving noted mistakes with fixes and detailed instructions on how to edit the essay. It was simple for her to broaden the scope or enhance the subject of an essay, but very difficult for her to correct particular grammatical faults or embraced the well-formed sentences, make adequate word choices, or use idioms to articulate what she intended to say. In the stages of learning to write, particularly at the introductory level, students require specialized instruction on how to end up writing better or, at the very least, how to generate writings that are legible and understandable (Valizadeh, 2022; Valizadeh, 2020; Ünaldi, 2016; Al-Noursi, 2015). Helping individuals develop intelligible writing is the fundamental responsibility of any instructor of writing. Consequently, these instructors claimed that written feedback enabled them to provide more individualized assistance to each student than was feasible in a traditional classroom setting. A summary of these writing instructors' responses to research question one is shown in Table 2.

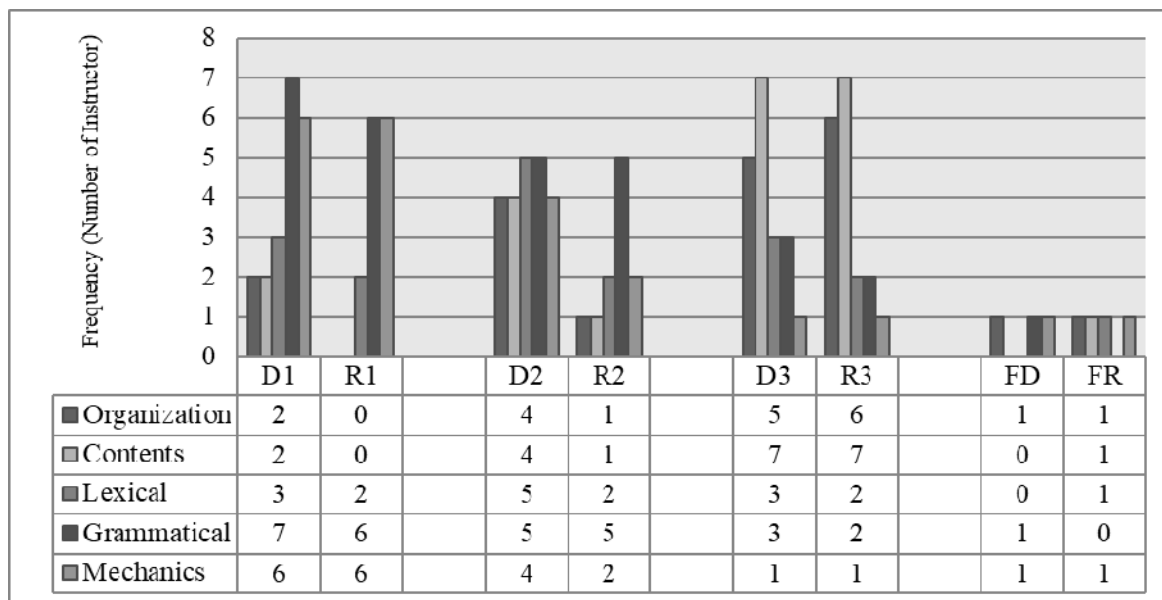Table 2. Sample of Writing Instructors' Excerpt toward Responses to RQ1

| **RQ1: How do writing instructors perceive the written comments** | |
|---|---|
| Instructor 1 | *….to become a better writer, learners need to get their writing problems corrected or fixed in an exact manner…And their ability to give more tailored help to each student was made possible by written feedback, which was not possible in a typical classroom context.* |
| Instructor 3 | *Correcting or repairing students' flaws in their writing is essential for them to become effective communicators* |
| Instructor 4 | *Students can only become better writers with the help of proper corrections or remedies to the problems they make while writing* |
| Instructor 5 | *In order to help students improve their writing, instructors of writing have a basic obligation to help students generate clear, understandable writing* |
| Instructor 6 | *Teachers of writing have an obligation to help students improve their written communication, with the goal of correcting grammatical errors and associated difficulties so they can write more clearly* |

Additionally, the outcomes of teacher evaluations about what they performed when they reviewed an essay and provided written comments revealed a consistent pattern of reading the entire written essay preceding reading it line by line while offering written input. These instructors indicated that it was simple to remedy deficiencies in

language and mechanics. It was absolutely straightforward to identify the inaccuracies in the Mother tongue (First Language/L1) direct translation. Lexical, word order, and grammatical problems that have been simple to spot were thus rectified first. Grading was labor-intensive due to the unclear texts, unintelligible phrases, and lack of correct paragraphing; sometimes, there was just one lengthy, unfocused paragraph. After reading these lines many times and determining that they were unintelligible, most instructors ended up highlighting the portion and adding a large question mark. 62.5% of respondents (N=5) stressed that they sometimes embraced a step further by inquiring "Do you mean? Do you refer to?...?" Some instructors mentioned that addressing the structure of an essay with learners whose submissions consisted of a single lengthy paragraph may be rather time-consuming when the teacher must explain in writing the correct structure of an essay. However, according to five instructors, the most time-consuming task is identifying illogical phrases, explaining their rationale, and offering correction ideas.

*4.2 Local Issues (Micro-Level) as Prior Focus*

Concerning the answer to the 2nd research question "What exactly type of written comments do instructors focus on providing", Chart 1 displays the quantity and type of comments instructors claim they deliver to students on their writings. The results are presented in chart indicated that these instructors remarked on all sorts of mistakes while reviewing essay drafts and revised versions, with a particular emphasis on local (micro-level: Grammatical) issues (D1:N=7 (87.5%); R1: N=6 (75.0%); D2: N=5 (62.5%); R2: N=5 (62.5%) and a modest focus on global (macro-level: Organization and Content) problems (D1: N=2 (25.0%); R1: N=0; D2: N=4 (50.0%); R2: N=1 (12.5%). Regarding the adjustments, the majority of instructors appeared to engage more on global concerns, but grammatical problems remained to somehow become the minority. Nevertheless, the concentration on mechanical mistakes also seems to have drastically decreased (D1,R1:N=6 (75.0%) to D3,R3: N=1 (12.5%). This may need the simplest form of correction: fundamental writing features including spelling and punctuation. In contrast to past studies (Farris & Werderich, 2019; Ahmed & Abouabdelkader, 2018; Abouabdelkader & Bouziane, 2016), which suggested that local mistakes should be addressed only when global errors have been resolved, the findings of this table reveals that the reverse order is often adopted in delivering written feedback. When marking essay draft versions, these instructors were much more concerned about local problems, notably grammar, and this sensitivity persisted throughout the essay's modifications. This heavy emphasis on grammatical correctness presents a conundrum: May instructors' predilection for and stress on grammatical correctness in their comments encourage students to conclude that a zero-blunder writing is always a better-performance essay?

| | D1 | R1 | | D2 | R2 | | D3 | R3 | | FD | FR |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ■ Organization | 2 | 0 | | 4 | 1 | | 5 | 6 | | 1 | 1 |
| □ Contents | 2 | 0 | | 4 | 1 | | 7 | 7 | | 0 | 1 |
| ■ Lexical | 3 | 2 | | 5 | 2 | | 3 | 2 | | 0 | 1 |
| ■ Grammatical | 7 | 6 | | 5 | 5 | | 3 | 2 | | 1 | 0 |
| □ Mechanics | 6 | 6 | | 4 | 2 | | 1 | 1 | | 1 | 1 |

Note: D: Draft; R: Revised; FD: Final Draft; FR: Final Revised

Chart 1. Teacher Judgements on the Type and Frequency of Delivered Input

*4.3 Positive Feedbacks on Global Issues (Macro-Level)*

To address the third study question— What positive or negative feedback would instructors mostly tend to give? Whenever asked or queried if they might offer positive reviews when necessary, all eight writing instructors (N=8) mentioned they would do that without any question. Intriguingly, the examples presented by these instructors were associated with global problems of writing, such as well-constructed, wonderfully-organized

essays, original ideas, engaging/appealing material, and strong instances/arguments. Table 3 provides a summary of the excerpt of these writing teachers' reactions to positive and negative feedback. The paucity of favorable response on local concerns is rather unexpected, although it may be due in large part to a variety of circumstances. Presumably, since instructors invested plenty of time fixing local inaccuracies, hardly any of the students' writings on local matters merited constructive criticism. Perhaps teachers anticipated "outstanding" writings in terms of grammar and hence would have no need to provide criticism in this regard. The other possibility could be that the instructors treated with respect so much about the global portions than the local sections, thus they reserved their appreciation for the more significant aspects.

Table 3. Sample of Writing Instructors' Excerpt toward Responses to RQ3

| *RQ1: What positive or negative feedback would instructors mostly tend to give?* | |
| --- | --- |
| Instructor 1 | *The essay is very well-written, with a crystal-clear structure and a wealth of fresh ideas* |
| Instructor 2 | *There is a great deal of thought put into the essay's arrangement and content* |
| Instructor 3 | *You've done an excellent job on this writing. It has a clear structure and significant issues* |
| Instructor 4 | *The article is well put together, with a clear organizational structure, and fresh concepts* |
| Instructor 5 | *The work is well placed together under a logical management structure, and it incorporates some really unique ideas* |
| Instructor 6 | *Essays with excellent organization, unique thoughts, content that is interesting or attractive, and compelling examples and arguments* |
| Instructor 7 | *fantastically ordered writings with novel concepts that are interesting to the reader, as well as powerful examples and arguments* |
| Instructor 8 | *Written works are well arranged, full of innovative thoughts and concepts, interesting and enticing content, and compelling examples and arguments* |

*4.4 Potential Difficulties When Delivering Feedback*

In order to provide a solution to the fourth research question, which is "What challenges are associated with providing written feedback?" In addition to issues over time-sacrificing commitment and the burdensome nature of essay marking, these Thai EFL teachers were particularly concerned about what they should comment on. The majority of teachers with master's degrees in English-related fields were forced to teach writing courses with insufficient preparation and training (Boonsuk & Ambele, 2021). Additionally, many instructors were uninformed of how other instructors instructed or evaluated students' writing performance. One teacher reported that she commented on almost every error that caught her eye. However, this assessment process often requires a considerable amount of her energy. Paradoxically, there was very little correlation between this expenditure with the revision efforts of individuals. The follow-up interview with this instructor and a cross-check with other respondents demonstrated that these lecturers missed professional training in the evaluation of student writing. Six of the eight instructors judged student writings in much the same manner that their own teachers rated them. Some lecturers with high school teaching expertise carried their writing grading method (which prioritized grammatical correctness) from high school to college under Thai education context, and this, it would seem, was consistent with the findings as Kalra et al. (2017) had predicted. Numerous instructors stressed that local issues are the most obvious and easiest to repair. Moreover, despite the fact that rewriting for local mistakes requires the least amount of work from students, the effects of such revision would be made possible (Ghalib, 2018).

All of these may explain how it is that instructors place so much attention on addressing learners' local shortcomings. Yet, such a concentration may confuse students toward putting local errors first. In all writing classes, instructors highlight the significance of a text's depth of material, originality of ideas, compelling arguments, and coherence (Zahawi, 2021). But even so, this attention could be often absent from student writing evaluations (Zhang & Wang, 2021) Consequently, the objective of writing practice should be thoroughly reconsidered. For instance, is there a need for writing classes if students write essays during class for the purpose of collecting correct spelling and grammar? What are the ultimate goals of a writing course beyond strengthening grammar? The lack of emphasis on substance, inventiveness, and coherence also implies that in-depth research on the requirement for expert feedback coaching should be promoted prior to teaching any EFL writing classes (González, 2021; Almahasneh & Abdul-Hamid, 2019; Ahmed & Abouabdelkader, 2016). This may then lead to the identification of which instructor comments assist student writers in significantly enhancing the global aspects of their works, and which comments actually help writers with the acquisition of skills and approaches that can be transferred from one writing task to another.

## 5. Conclusion and Discussion

On a final note, the study found that several more instructors end up writing comments on essays despite their ambivalent emotions concerning written feedback, as well as its time-consuming and intensive workload character. This is due to their belief that excellent corrective feedback plays a prominent role in educating and empowering students (Herlinawati, 2019; Honsa, 2011). In actuality, certain instructors have limited understanding of what other instructor colleagues have written on essays, and they are not ever trained or encouraged on how to make comments in the effective and efficient manner or on how practicing teachers determine what to reflect on after all. In attempt to grant a more comprehensive knowledge of teacher commenting across university facilities, this research investigated the attitudes and perspectives of instructors from various institutions considering teacher written feedback.

Also, the outcomes of this research first revealed the incredible amount of time invested by writing instructors evaluating essays. The large percentage of instructors stated that written feedback was one of the most promising strategies to educate learners to write. Individuals might strengthen their writing skills with the assistance of specialized instruction and expert written guidance (Hamp-Lyons & Jin, 2022; González, 2021). Thus, facilitating learners to create legible writings seems to be a primary consideration for these lecturers (Lu et al., 2021). Still, several other instructors believe that the value and quality of written teacher feedback is a significant factor in determining EFL learners' writing abilities. In terms of their long-term ramifications, many instructors have seen the utility of such comments without much speculation.

## 6. Implication

All in all, despite the fact that the instructors seemed to concentrate on correcting local errors, the positive feedback they offered was exclusively centered on global concerns. Undoubtedly, a good essay has many global features, such as clear substance, cohesive language, and strong arrangement, as well as numerous local qualities, such as accurate grammar, precise word selection, and readable phrases. The concentration of praise on global concerns may indicate that instructors placed a higher importance on these issues than on local ones. This underscores the question of how teachers should focus first on global error correction and then, where required, on local components of the essay in order to develop students' positive confidence in EFL writing (Paltridge, 2021; Alfalagg, 2020; Chen & Zhang, 2019). Slowly but surely, the mechanism for educating teachers to become writing instructors must be reconsidered, changed, revised, adapted and modified, etc. The present course for writing teacher training lays minimal stress on how to teach and assess writing. The instructors in this research, and maybe other academics as well, graded similarly to how their own writing instructors did. Writing is highlighted as an essential medium of communication, and writing teachers take up a significant amount of time and energy assessing student writing (Lu et al., 2021; Valizadeh, 2019; Honsa, 2011). Consequently, coaching on how to do this productively, as well as studies on how to start making feedback more advantageous, meaningful and valuable to students, are strongly suggested toward the domain of EFL writing in the near future.

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