



Students' perceptions of teacher feedback on EFL writing

Nguyen Tu Uyen, Nguyen Thi Bao Trang

Hue University, University of Foreign Languages and International Studies

ARTICLE INFO

Article history:

Received 04 November 2024

Received in revised form 23 December 2024

Accepted 20 January 2025

Published 20 October 2025

Keywords:

Teacher feedback

EFL writing

Students' perceptions

ABSTRACT

This study was conducted to investigate EFL students' perceptions of teacher feedback in writing classes in a Vietnamese tertiary context. The participants included 25 first-year and 15 second-year students at a private university in Vietnam. Data was collected via a questionnaire about their attitudes towards teacher feedback practices. It was found that the students had positive perceptions of their teacher feedback and reported preferences for comprehensive and direct corrective feedback. These findings offer important implications for EFL writing instruction and learning.

1. INTRODUCTION

In the context of writing in English as a foreign language (EFL) classroom, feedback can be understood as the practice of providing detailed comments on students' writing, which shows a reader's perspective on their work while also aiding their development as writers (Hyland, 2003). Teacher feedback plays a vital role in helping EFL students improve their writing skills and overall learning performance. It not only addresses specific errors in writing tasks but also supports students in enhancing their abilities across various learning activities, making it an essential component of EFL writing courses (Fadli et al., 2021; Raihany, 2014). While many studies have examined students' perceptions of teacher feedback practices in public university settings (L. Nguyen, 2024; Nguyen et al., 2021), little has been known about Vietnamese EFL students' attitudes toward EFL teacher feedback practices on their writings at private universities. The present research thus fills this gap by investigating students' perceptions of teacher feedback delivery practices in a Vietnamese private university context. The information gained about students' perceptions of teacher feedback on their written work could reveal how they feel about the feedback that they receive on their written work. This could facilitate the evaluation of the teacher feedback practices and inform writing instruction that corresponds to students' needs in the writing process, as well as help teachers refine their feedback delivery techniques to suit the demands and preferences of the students.

The present study seeks to answer the following research question: *What are the perceptions of EFL students regarding teacher feedback they receive on their writings?*

2. LITERATURE REVIEW

2.1. Theoretical framework

The research was conducted at a Vietnamese private university where the writing curricula for EFL students are based on the Common European Framework of Reference (CEFR). Consequently, its assessment criteria for writing tasks, such as paragraphs and essays, align with the guidelines for evaluating writing in Cambridge English Qualifications (Cambridge Assessment, n.d.). These modified criteria include content, organization (i.e., structure, cohesion, and coherence), and language (i.e., grammar and vocabulary). As a result, the feedback in the present research focused on two main aspects: corrective feedback and feedback on global

Corresponding author: Nguyen Tu Uyen;

E-mail: tuuyen1204@gmail.com

DOI: <https://doi.org/10.26459/jse.037.2025>

issues of writing, which are explained in the subsequent paragraphs. The study adopted the feedback definition proposed by Cheng et al. (2021) since it is the most comprehensive and accessible one. Moreover, Cheng et al.'s work has been cited in recent publications on feedback within similar Asian contexts, such as China and Saudi Arabia, making their framework particularly relevant to the Vietnamese context (Abdelhalim, 2023; Ajabshir et al., 2023; Liu & Chen, 2022; Yan et al., 2022). In addition, the way feedback is given, also known as the feedback delivery mode as defined by Liu and Wu (2019), is also taken into consideration.

There are different types of feedback. Corrective feedback (CF) is defined by Mao and Crosthwaite (2019) as a local issue that refers to a surface-level error in writing, specifically focusing on linguistic aspects such as grammar, word choice, and mechanics. Building on this, Cheng et al. (2021) categorize CF based on its scope and the explicitness of the feedback provided. Scope refers to the amount of feedback given to the student by the teacher. Cheng et al. (2021) distinguish between comprehensive feedback, where teachers address a broad range of errors, and selective feedback, where teachers focus on correcting only a few specific errors while leaving others uncorrected. Meanwhile, explicitness pertains to the manner in which feedback is delivered, which can be either direct or indirect. Direct feedback is when the teacher indicates the problems and gives students the correct form. It can be given in various formats, such as crossing out the redundant or erroneous items or adding the omitted items. On the other hand, indirect feedback is when an error is indicated without giving the correct form. Indirect feedback entails identifying errors or problems with or without metalinguistic solutions.

Mao and Crosthwaite (2019) explain that while corrective feedback deals with student's use of grammar, word choice, and the mechanics in their writing, a global issue relates to the broader content and organization of the writing. Cheng et al. (2021) identify several key components of global issues of writing. For example, content clarity ensures that information is communicated in a clear and precise manner, while adequacy ensures that all essential details are included, and relevance ensures that the content aligns with the writing topic. Organization, on the other hand, involves arranging the content logically, with a clear overall structure, smooth cohesion between ideas, coherence throughout, and effective paragraphing to improve readability.

In addition to CF and feedback on global issues of writing, the method by which teachers deliver this feedback is also an important consideration. Feedback delivery mode refers to ways of providing feedback (Killingback et al., 2020). According to Liu and Wu (2019), feedback can be given verbally, in written form or in a mixed form. Verbal feedback, which is delivered through spoken words, could be considered an effective form of feedback because it can be given immediately. On the other hand, written feedback, which is delivered in writing, is typically delayed. Last but not least, mixed modes include written form followed by real-time conversation between the teacher and students.

2.2. Students' perceptions of teacher feedback on their writing

Many studies have been conducted in different ESL and EFL contexts in order to gather learners' perceptions of their teacher feedback on their writings.

For instance, Sinha and Nassaji (2021) found that adult ESL students from a university in Canada preferred direct feedback and considered it useful for reducing grammatical mistakes. While this preference for direct feedback was also evident in the study by Liu and Wu (2019), their participants additionally favored a combination of written and oral feedback. However, studies conducted in EFL contexts have yielded mixed results regarding EFL students' attitudes and preferences toward teacher feedback on their written works. Research carried out in Indonesia by Saragih et al. (2021) showed that students appreciated both direct and indirect feedback, which reflected a balanced need for clear corrections and opportunities for self-reflection. Meanwhile, in Thailand, Zhang et al. (2021) discovered a strong preference among university students for direct feedback, which was seen as more effective for addressing their immediate learning needs. On the other hand, a study in Saudi Arabia by Salami and Khadawardi (2022) revealed a preference for comprehensive correction paired with indirect feedback, which helped students understand their mistakes more thoroughly and fostered greater engagement with their writing revisions. In Vietnamese context, similar results were found in N. Nguyen and N. Nguyen's (2024) research, which, contrasted with L. Nguyen's (2024) research, revealed that students had varied preferences for feedback focus, with some wishing for feedback on all errors and others preferring attention only to major mistakes. Additionally, most participants sought feedback that included detailed solutions to the errors. Despite these varied findings, there was common agreement among these two studies that teacher feedback plays a vital role in enhancing students' writing skills and motivation. N. Nguyen and N. Nguyen (2024) found that a significant majority of English major students view teacher feedback as essential for their writing development, while L. Nguyen (2024) reported that students perceive teacher feedback as not only improving their writing skills but also encouraging them to revise their work. These varied results show that EFL students' preferences for feedback might depend on a range of factors,

such as individual learning needs, their prior experiences or specific learning environments. This emphasizes the importance of adapting feedback strategies to suit different student preferences and learning contexts.

When it comes to feedback on global issues of writing, such as content, organization, and writing style, students in both ESL and EFL settings emphasize the importance of detailed comments. Liu and Wu (2019) reported that American students place considerable value on feedback related to the structure of their writing and the development of their ideas. In contrast, in EFL settings, particularly in Vietnam, students seek feedback not only on grammatical accuracy but also on how their ideas are organized and developed. Studies by Nguyen et al. (2021) and L. Nguyen (2024) emphasized that Vietnamese students appreciate feedback that addresses not only form-related issues but also larger concerns, such as content development and organizational structure. In line with this finding, research by Latif et al. (2024) in Saudi Arabia revealed that students value comprehensive feedback that provides both correction and further insight into how to improve their writing organization. In Indonesia, Saragih et al. (2021) also found that students appreciate feedback on both local and global issues, noting a strong desire for guidance on how to better structure and develop their written ideas. This indicates a need for students to enhance their writing skills holistically, addressing both local and global aspects of their work.

In terms of feedback delivery mode, students tend to prefer a combination of written and oral feedback. For instance, Liu and Wu (2019) found that students in the USA appreciate the ability to review written comments and seek clarification through oral discussions when necessary. This combination allows students to receive feedback at their own pace while still benefiting from direct communication for deeper understanding.

The review of previous studies in different ESL and EFL contexts has shown diverse outcomes in learners' perceptions of teacher feedback for their written works. Existing studies show inconsistent results regarding students' preferences for direct or indirect, comprehensive, or selective feedback. This highlights the need for further in-depth investigation to understand these differences in various contexts, particularly in Vietnam. Moreover, although numerous studies have focused on students' perceptions of teacher feedback practices in public university environments (L. Nguyen, 2024; Nguyen et al., 2021), the context of private universities remains underexplored, especially in Vietnam's EFL education. Since there are differences in admission criteria between public and private universities in Vietnam, students in private ones may have different levels of English proficiency compared to their counterparts in public ones. These differences might influence how students perceive and respond to teacher feedback. Therefore, it is essential to examine students' views on how teachers deliver feedback in the context of Vietnamese private settings to address this gap in the literature, which provides valuable insights for educators to better understand the role of feedback in enhancing students' writing and thus tailoring feedback strategies for diverse student needs.

3. METHOD

3.1. Background information

3.1.1. Participants

Convenience sampling was used to select participants, as the EFL students in this study "met certain practical criteria such as the ease of accessibility or the willingness to volunteer" (Dörnyei, 2007, p. 99). Forty English-major students from two writing classes (Writing 1 and Writing 3) at a Vietnamese private university participated in this research voluntarily. Twenty-five of them were first-year students and the rest were in their second year. Their age was between 18 and 26 years and there were 6 males and 34 females. Most students had at least four years of experience learning English. These students were just at the beginning stage of specializing in English. Their English language proficiency ranged from A2 to B1.

3.1.2. The writing classes

The two classes selected for the questionnaire included Writing 1 and Writing 3. Writing 1 used the textbook *NorthStar 1 Reading and Writing*, published by Pearson Education. This class had three main learning outcomes. The first was to enable students to memorize syntax, write sentences and structures correctly, and possess vocabulary related to topics covered in the course. Secondly, the course aimed to help students to distinguish types of English sentences, use punctuation and capitalization correctly, and grasp basic paragraph structures. The third outcome was related to the fluent application of linking words to generate coherent sentences and to generate a complete paragraph. By the end of this course, students would be able to achieve level A2+ writing proficiency. Furthermore, Writing 3 utilized the course book *Exploring Writing: Paragraphs and Essays*, published by McGraw Hill. This class aimed to help students write an essay in English and use appropriate linking words and vocabulary for each topic. After completing this course, students were expected to achieve B2 writing proficiency.

3.2. The questionnaire

Quantitative data were collected through a close-ended questionnaire. One of the prominent advantages of using a questionnaire is that a large amount of information can be collected quickly in a short time. According to Paltridge and Phakiti (2015), using questionnaires to gather information on a large scale is efficient.

The questionnaire used in this study was adapted from L. Nguyen (2024), Cheng et al. (2021) and Liu and Wu (2019). It was divided into three parts with a total of 14 items, which were in multiple-choice and Likert-scale formats: (A) Background information (7 items); (B) Students’ attitudes towards teacher feedback (3 items); (C) Students’ preferences for teacher feedback (4 items). The language used in the questionnaire was Vietnamese to avoid any misunderstanding and make it easier for the participants to answer.

The questionnaire was piloted with two selected students to ensure that their experiences with the questionnaire were similar to the expected experiences of the sample. These two students were excluded from the actual questionnaire data collection. In addition, the questionnaire was also delivered to two other colleagues of the researcher, who were also pursuing an M.A. course, to double-check the content and ensure its clarity and relevance. After the pilot session, the questionnaire was revised, specifically in terms of wording and clarity of instructions, so that it was more comprehensible to the student sample.

3.3. Data collection procedure

At the end of the course of each class, the participants were informed about the study and its purpose and about the questionnaire procedure itself. After they agreed to join the survey voluntarily, they were provided with a paper-based questionnaire (consent form included) to complete on-site. It took students approximately 7 to 10 minutes to complete this questionnaire.

After all the completed questionnaires were collected, some steps were taken to prepare for the analysis. First, the data were recorded in an Excel file, which consisted of columns with headings corresponding to the questions. Under each heading, the responses from the participants were listed. As such, the rows represented the answers from a single participant, whereas the columns represented the collective responses of all participants for one specific question. Second, the data were cleaned by ensuring that the values were in the correct format, that the columns were named correctly and aligned with the correct data, and that there were no missing values.

3.4. Data analysis

The Statistical Package for the Social Sciences (SPSS) (version 26) was used to analyze the data. First, the prepared data in the Excel file were imported into the software. Second, the descriptive statistics feature was employed to calculate the frequencies and respective percentages of the multiple-choice responses. For the Likert-scale items, mean and standard deviation values were calculated besides frequencies and percentages. Third, these values were interpreted to determine the response options that the majority of the participants agreed with, thereby reflecting the general attitudes of the students. The calculated values were transferred into tables and charts for visual representations of the data.

To ensure reliability, internal consistency was established by calculating the Cronbach’s alpha value of the numerical data and checking whether the value was within the acceptable range. Through SPSS, the Cronbach’s alpha value was calculated at 0.679, which is low but acceptable (Cohen et al., 2017).

4. RESULTS

This part shows the findings from the data collected from the research instrument.

4.1. Frequency of receiving feedback

Figure 1 shows the frequencies at which the students received feedback from their teachers.

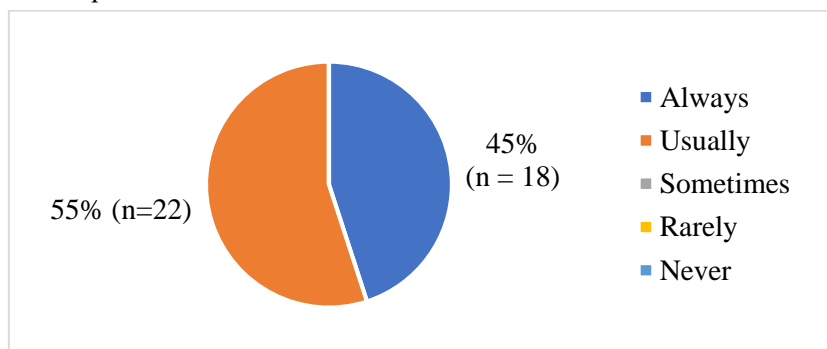


Figure 1. Frequency of teacher feedback received on students’ writings (N = 40).

More than half of the students (55%) reported usually receiving feedback and 45% choosing always. No students selected the other categories.

4.2. Actions after receiving feedback

Figure 2 presents the student’s self-reported actions after receiving feedback on their writing from their teachers.

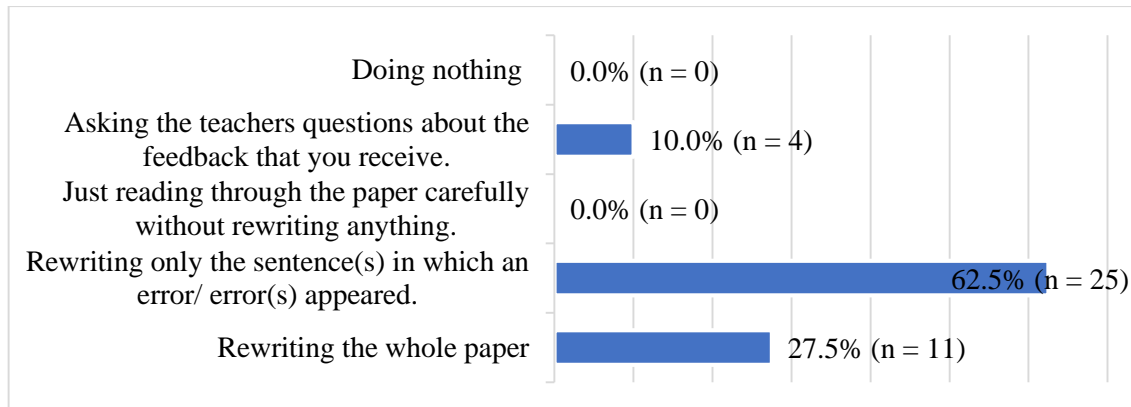


Figure 2. Students’ actions after receiving feedback on their writing from teachers (N = 40).

The most common action among students after receiving feedback on their writing from their teacher was to rewrite the sentences which contain errors (62.5%). A smaller proportion of students (27.5%) indicated that they typically rewrote their entire piece of writing while 10% typically asked their teachers questions about the feedback. None of the students indicated that they only read the content without rewriting or that they did nothing with the reviewed feedback.

4.3. General perceptions of teacher feedback delivery

The findings in table 1 relate to the students’ general perceptions of their teacher feedback delivery. The mean, standard deviation (SD), and percentage values are shown.

Table 1. Students’ perceptions of teacher feedback delivery (N = 40)

Statement	Mean	SD	Strongly disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly agree n (%)
Teacher written feedback helps me improve my writing skills.	4.57	.549	0 (0)	0 (0)	1 (2.5)	15 (37.5)	24 (60)
I feel motivated to revise and improve my essays after receiving written feedback from my teacher.	4.38	.628	0 (0)	0 (0)	3 (7.5)	19 (47.5)	18 (45)
I find it easy to understand and apply the written feedback from my teacher.	4.50	.599	0 (0)	0 (0)	2 (5)	16 (40)	22 (55)
Teacher feedback is timely and consistent.	4.40	.632	0 (0)	0 (0)	3 (7.5)	18 (45)	19 (47.5)
I would like to receive more feedback on my writing in the future.	4.32	.730	0 (0)	0 (0)	6 (15.0)	15 (37.5)	19 (47.5)
Teacher feedback is discouraging (showing only negative aspects and criticisms).	1.85	.662	12 (30)	22 (55)	6 (15)	0 (0)	0 (0)
Teacher feedback is overwhelming (containing too many feedback points).	1.95	.749	11 (27.5)	21 (52.5)	7 (17.5)	1 (2.5)	0 (0)
Teacher feedback is not helpful (offering no suggestions for revision).	1.35	.483	26 (65)	14 (35)	0 (0)	0 (0)	0 (0)

The results revealed that students had positive perceptions of their teacher feedback delivery on their written work. Accordingly, they felt that their teacher written feedback contributed to their writing skills development with 97.5% of the sample either agreeing or strongly agreeing with this idea. Moreover, 40% and 55% respectively agreed and strongly agreed that it was easy for them to understand and apply the written feedback that their teacher gave them.

In addition, 92.5% of the sample agreed to some extent that their teacher feedback was consistent and provided in a reasonable timeframe. Also, the vast majority of students felt motivated to revise and improve their essays after receiving written feedback from their teacher. Lastly, 85% of the students indicated that they wanted to receive more feedback on their writing in the future. None of the students strongly disagreed or disagreed with any of the positive statements.

The last three statements present potential difficulties students may experience when receiving teacher feedback on their written work. The students generally did not have any negative perceptions of their teacher feedback delivery on their written work with a majority of students disagreeing with the items. In particular, 85% of the students disagreed that their teacher feedback was discouraging and no student indicated that their teacher feedback was not helpful. Only a small percentage of students, 2.5%, felt that their teacher feedback was overwhelming, while 17.5% felt neutral and again, 80% disagreed.

4.4. Students' preferences for teacher feedback practices

Figure 3 shows the students preferences for feedback scope.

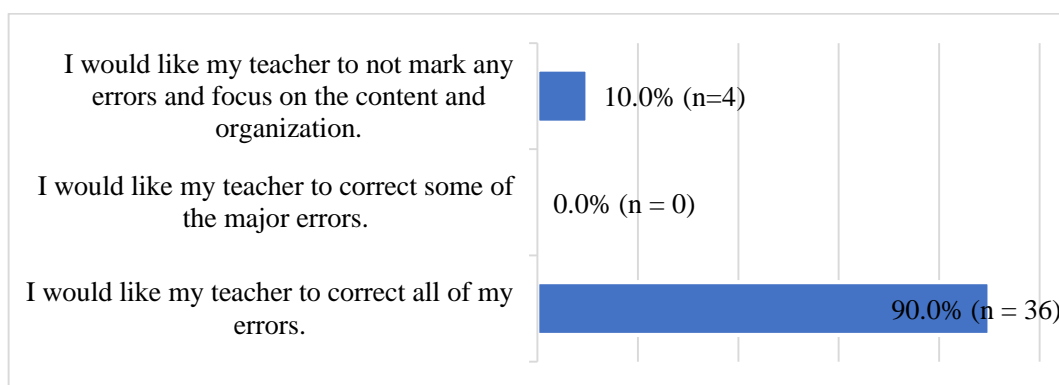


Figure 3. Students' preferences for the scope of teacher feedback practices (N = 40).

The vast majority of students (90%) reported preferring the teacher to correct all of their errors, while only 10% wanted the teacher to only check specific issues related to content and organization. This shows an overwhelming preference for comprehensive feedback in which various errors in writing are addressed.

Table 2 summarizes the students' preferences for the different aspects of the feedback received.

Table 2. Students' preferences for aspects of teacher feedback practices (N = 40)

Aspects of feedback	Yes n (%)	No n (%)
Grammatical errors	39 (97.5)	1 (2.5)
Vocabulary errors	30 (75)	10 (25)
Mechanical errors	18 (45)	22 (55)
Comments on the ideas/content	31 (77.5)	9 (22.5)
Comments on the organization	24 (60)	16 (40)
Comments on the writing style	19 (47.5)	21 (52.5)

The results showed that students' preferences for the teacher's aspects of feedback were varied. In terms of the local focus, most of the students, 97.5%, wanted the teacher to pay attention to grammatical errors. Furthermore, three-quarters of the sample wanted the teacher to pay attention to misuse of vocabulary while less than half of the students wanted the teacher to focus on mechanical errors.

Concerning the global focus, 77.5% of the students wanted the teacher to pay attention to ideas/content in their writing. A slightly smaller proportion, 60%, displayed a preference for feedback on organization, while 47.5% wanted feedback on writing style.

Figure 4 shows the students' preferences for the explicitness of feedback.

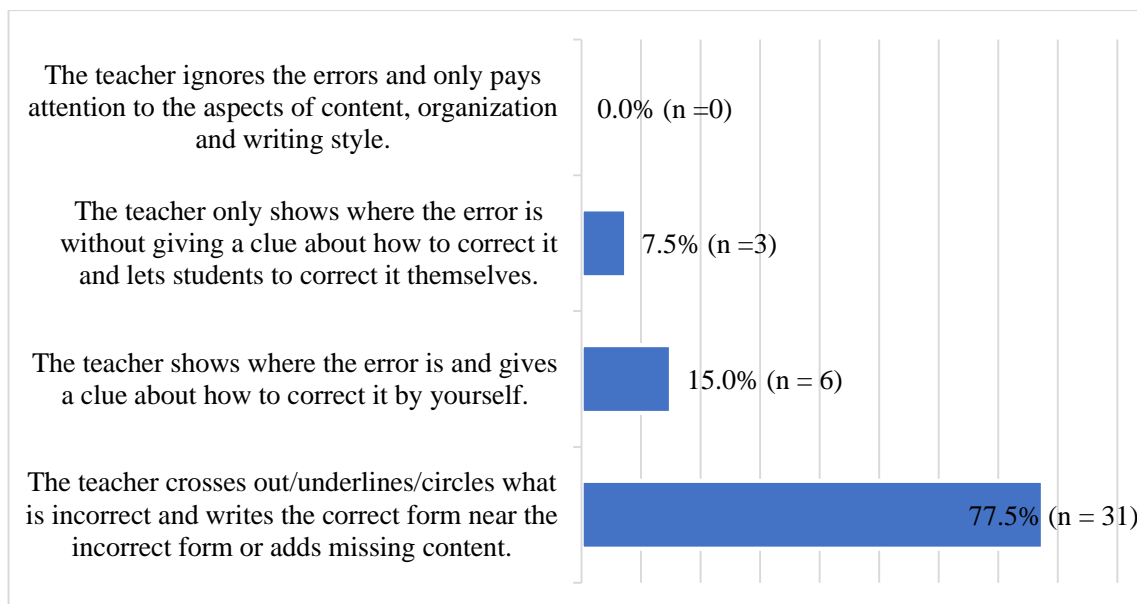


Figure 4. Students’ preferences for teacher feedback practices: Explicitness of the feedback (N = 40).

Most of the students (77.5%) wanted their teachers to indicate errors in their writing by marking incorrect language and writing the correct form near the incorrect form or adding missing content. The minority of students either wanted their teachers to show them the location of the errors and provide a clue about how to correct (15%) or indicate the error’s location without providing a clue (7.5%). No students wanted the teachers to ignore the error. These responses show that the students preferred direct feedback over indirect feedback.

The questionnaire also asked about students’ preferences for feedback delivery mode, and the results revealed that the vast majority of the students (93%) expressed their preference for both verbal (face-to-face) and written feedback. A far smaller proportion (7%) preferred exclusively written feedback, whereas none of the participants preferred verbal feedback alone.

5. DISCUSSION

The present research aimed to explore EFL students’ views on the feedback they receive for their writings. The findings revealed that students highly valued their teacher’s feedback. Notably, most of them agreed or strongly agreed that the feedback helped improve their writing skills, suggesting that feedback is essential for skill development in EFL writing (Wang, 2006, as cited in Klimova, 2015). In addition, there was general satisfaction with the feedback process because students found teacher feedback timely, consistent, and easy to understand. Very few students felt that their teacher feedback discouraged them, overwhelmed them, and was not helpful. This is in line with the study of L. Nguyen (2024) where “most students agree that feedback helps their writing skills and motivates them to revise (p.103).”

Most students in the present study preferred corrective feedback, particularly feedback on grammar. In addition, many students also expressed a preference for feedback on global issues of writing, particularly comments on ideas or content. This shows that while students recognized the importance of global aspects, they still prioritized accuracy and correctness in language use. One reason for this could be the learning outcomes of the writing classes. Since there was a focus on grammatical points during the lessons, along with students’ writing proficiency from A2 to B1, they might have desired more corrections for their grammatical errors.

Most students in the present study preferred corrective feedback, particularly feedback on grammatical errors. The findings indicate that students tended to prioritize feedback on language accuracy, especially grammar and vocabulary, rather than mechanical aspects of writing., although feedback on writing style was less strongly preferred. These results suggest that while students recognized the importance of global elements in writing, they still placed greater emphasis on linguistic accuracy..

Regarding the scope of feedback, students favored comprehensive feedback where their teachers corrected all of their errors. This echoed the perceptions of students in prior studies (Latif et al., 2024; N. Nguyen & N. Nguyen, 2024; Salami & Khadawardi, 2022). Furthermore, in terms of the explicitness of feedback, most students opted for direct feedback with clear or detailed indications of errors, which echoes the findings from other studies in other contexts (e.g., Liu & Wu, 2019; Sinha & Nassaji, 2021; Zhang et al., 2021) and contrasts

those in the survey in Vietnamese context conducted by N. Nguyen and N. Nguyen (2024), who found that students were in favor of indirect feedback. Similarly, the factors contributing to this different result could be the varied educational settings and students' language proficiency. The participants in the investigation by N. Nguyen and N. Nguyen (2024) were third-year English majors who had taken several writing courses as part of their curriculum. This experience could have made them more familiar with receiving and processing teacher feedback, thus preferring indirect feedback. In contrast, the participants in the current study were first- and second-year students with language proficiency levels ranging from A2 to B1. Being in their first and second years of study, they still had limited experience with academic writing, and as such, it is likely that they needed direct feedback from their teachers to better understand how to revise their work.

Lastly, most of the students advocated for a combination of oral and written feedback, which showed their strong desire for interactive forms of feedback. This finding contrasts with evidence from Latif et al. (2024), which uncovered that students mainly preferred written feedback thanks to its personalization, clarity, privacy and availability when needed. However, it aligns with Liu and Wu (2019) revealing that students often read teachers' written comments and were willing to ask for clarification if necessary.

6. CONCLUSION

Overall, through the lens of EFL students in the present study, the teacher feedback was beneficial for their writing improvement and was delivered in an optimal way. They had overwhelmingly positive attitude towards their teacher feedback practices. Specifically, they preferred comprehensive and direct feedback, error correction related to local errors, and a combination of oral and written feedback.

Taking into account the students' perceptions of the teacher feedback practices, the following implications can be made to other teachers who give feedback on their students' writings. First, since students appreciate frequent feedback, teachers should continue to provide regular feedback on their writing. The desire for more feedback in their written works indicates that students value it as a part of their learning process. Second, though students predominantly prefer direct feedback, some students may benefit from gradually being exposed to indirect feedback to develop their self-correction skills; therefore, teachers should consider adapting their feedback approach based on the proficiency level and individual needs of their students. Last but not least, as students expressed a preference for both written and verbal feedback, teachers might need to combine these methods for their feedback practices to facilitate a more interactive learning environment. Written feedback provides a reference for later revision, while verbal feedback allows for immediate clarification and real-time discussions.

The findings provide insights into EFL students' perceptions of teacher feedback on their EFL writing in a private tertiary context. However, its limitations should be clarified. Firstly, a primary limitation was related to the size of the sample, which consisted of 40 students from two classes at only one private university. This sample size partly limits the attempts to generalize the findings to other contexts, suggesting future research to be conducted in other settings with a larger number of participants to allow for inferential statistics. Second, the students' perceptions were recorded at a single point in time, which only explains their perceptions at that particular time. Future studies can therefore adopt a longitudinal approach by examining students' perceptions and preferences over a longer period of time to obtain more comprehensive insights into their evolving attitudes towards feedback and its impact on their learning experiences. Thirdly, students' views on teacher feedback practices might not accurately reflect what happens in their classrooms. Future research should consider examining the actual feedback given by teachers on students' writing through classroom observations or analyzing students' written work.

Acknowledgments: The authors would like to thank the students who voluntarily participate in this research.

REFERENCES

- Abdelhalim, S. M. (2023). Online writing instruction: Understanding university EFL instructors' beliefs and practices as a complex system. *Language Teaching Research* (online first). <https://doi.org/10.1177/13621688221150855>
- Ajabshir, Z. F., & Ebadi, S. (2023). The effects of automatic writing evaluation and teacher-focused feedback on CALF measures and overall quality of L2 writing across different genres. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(26), 1-16. <https://doi.org/10.1186/s40862-023-00201-9>
- Cambridge Assessment (n.d.). *Assessing writing for Cambridge English qualifications: A guide for teachers*. https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

- Cheng, X., Zhang, L. J., & Yan, Q. (2021). Exploring teacher written feedback in EFL writing classrooms: Beliefs and practices in interaction. *Language Teaching Research*, 29(1), 385-415. <https://doi.org/10.1177/13621688211057665>
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Fadli, K., Irawan, L. A., & Haerazi, H. (2021). English teachers' feedback on students' writing work in the new normal era. *Journal of Language and Literature Studies*, 1(2), 83-92. <https://doi.org/10.36312/jolls.v1i2.624>
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Klimova, B. (2015). The role of feedback in EFL classes. *Procedia-Social and Behavioral Sciences*, 199, 172-177. <https://doi.org/10.1016/j.sbspro.2015.07.502>
- Killingback, C., Drury, D., Mahato, P., & Williams, J. (2020). Student feedback delivery modes: A qualitative study of student and lecturer views. *Nurse Education Today*, 84(2020), 1-7. <https://doi.org/10.1016/j.nedt.2019.104237>
- Latif, M. M. A., Alsuhaibani, Z., & Alsahil, A. (2024). Matches and mismatches between Saudi university students' English writing feedback preferences and teachers' practices. *Assessing Writing*, 61, 1-17. <https://doi.org/10.1016/j.asw.2024.100863>
- Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.992360>
- Liu, Q., & Wu, S. (2019). Same goal, varying beliefs: How students and teachers see the effectiveness of feedback on second language writing. *Journal of Research Writing*, 11(2), 299-330. <https://doi.org/10.17239/jowr-2019.11.02.03>
- Mao, S. S., & Crosthwaite, P. (2019). Investigating written corrective feedback: (Mis)alignment of teachers' beliefs and practice. *Journal of Second Language Writing*, 45, 46-60. <https://doi.org/10.1016/j.jslw.2019.05.004>
- Nguyen, T. L. (2024). Analysis of teachers' written feedback on writing skills of third-year English-major students at a Vietnamese university. *VNU Journal of Foreign Studies*, 40(1), 103-123. <https://doi.org/10.63023/2525-2445/jfs.ulis.5188>
- Nguyen, N. T. N., & Nguyen T. B. N. (2024). Vietnamese EFL students' perception and preferences for teachers' written feedback. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 8(3), 23-29.
- Nguyen, T. N. L., & Nguyen, T. B. T., & Hoang T. L. G. (2021). Students' perceptions of teachers' written feedback on EFL writing in a Vietnamese tertiary context. *Language Related Research*, 12(5), 405-431.
- Raihany, A. (2014). The importance of teacher's written feedback on the students' writing in teaching learning process. *OKARA: Jurnal Bahasa dan Sastra*, 8(1), 91-106.
- Salami, F. A., & Khadawardi, H. A. (2022). Written corrective feedback in online writing classrooms: EFL students' perceptions and preferences. *International Journal of English Language Teaching*, 10(2), 12-35. <https://tudr.org/id/eprint/335>
- Saragih, N. A., Madya, S. Siregar, & R.A., Saragih, W. (2021). Written corrective feedback: students' perception and preferences. *International Online Journal of Education and Teaching (IOJET)*, 8(2), 676-690.
- Sinha, T. S., & Nassaji, H. (2021). ESL learners' perception and its relationship with the efficacy of written corrective feedback. *International Journal of Applied Linguistics*, 32(1), 41-56. <https://doi.org/10.1111/ijal.12378>
- Yan, Q., Zhang, L. J., & Dixon, H. R. (2022). Exploring classroom-based assessment for young EFL learners in the Chinese context: Teachers' beliefs and practices. *Frontiers in Psychology*, 1-15. <https://doi.org/10.3389/fpsyg.2022.1051728>
- Zhang, T., Chen, X., Hu, J., & Ketwan, P. (2021). EFL students' preferences for written corrective feedback: Do error types, language proficiency, and foreign language enjoyment matter? *Frontiers in Psychology*, 1-12. <https://doi.org/10.3389/fpsyg.2021.660564>
-

Nhận thức của sinh viên đối với phản hồi của giáo viên trong môn viết tiếng Anh

Nguyễn Tú Uyên, Nguyễn Thị Bảo Trang

Trường Đại học Ngoại ngữ, Đại học Huế

THÔNG TIN BÀI BÁO

Quá trình xử lý:

Ngày nhận bài: 04/11/2024

Ngày nhận bản chỉnh sửa: 23/12/2024

Ngày nhận đăng: 20/01/2025

Ngày xuất bản: 20/10/2025

Từ khóa:

Phản hồi của giáo viên

Môn viết tiếng Anh

Nhận thức của sinh viên

Tác giả liên hệ:

Nguyễn Tú Uyên

Địa chỉ e-mail:

tuyen1204@gmail.com

TÓM TẮT

Nghiên cứu này được thực hiện nhằm khảo sát nhận thức của sinh viên chuyên ngành tiếng Anh về phản hồi của giáo viên ở các lớp viết ở một trường đại học tư thục tại Việt Nam. Đối tượng tham gia khảo sát bao gồm 25 sinh viên năm thứ nhất và 15 sinh viên năm thứ hai. Dữ liệu được thu thập thông qua bảng hỏi về thái độ của sinh viên đối với các phương pháp phản hồi của giáo viên cho bài viết tiếng Anh của họ. Kết quả nghiên cứu cho thấy sinh viên có nhận thức tích cực về phản hồi của giáo viên và thích giáo viên phản hồi sửa lỗi trực tiếp và toàn diện. Những phát hiện này mang lại ý nghĩa quan trọng cho việc dạy và học viết tiếng Anh.