

Teachers' Perceptions of Providing Feedback in Application-Based Writing EFL Classrooms

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ABSTRACT

This study aims to explore EFL teachers' experiences with app-based feedback, specifically how they perceive its benefits, address the challenges, and employ strategies in this practice. This study employs a phenomenological qualitative design to explore teachers' experiences and interpretations of using apps to provide feedback in writing classes. The research participants were EFL lecturers at a state Islamic university in Central Java, selected through purposive sampling based on their experience in teaching writing and using app-based feedback. Data were collected through semi-structured interviews with open-ended questions and analyzed using thematic analysis. The results revealed three main themes: (1) the benefits of using applications to provide feedback in EFL writing classes, (2) challenges in implementing application-based feedback in EFL writing classes, and (3) teachers' strategies for providing application-based feedback in EFL writing classes. The findings indicate that the app facilitates the provision of more detailed, structured, and easily accessible feedback to students. However, there are several challenges, including time constraints, technical difficulties, variations in students' digital literacy, and potential misunderstandings about written feedback. To address these issues, teachers employ various strategies, such as focused feedback, a combination of direct and indirect feedback, and balanced feedback that combines corrective comments with praise. Overall, this study indicates that using the app can enhance the effectiveness of feedback delivery; however, its success remains dependent on technological readiness and appropriate pedagogical strategies.

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INTRODUCTION

In the context of digital feedback in EFL writing education, feedback serves not only as a corrective tool but also as an interactive one, enabling students to actively revise their writing (Yildiz & Gonen, 2024). Through features on digital platforms, students can review the comments provided, reflect on their mistakes, and improve the structure and content of their writing. This process not only improves the quality of their writing but also fosters students' critical thinking skills and language awareness (Zou et al., 2023). Therefore, the effectiveness of English language learning, especially in activities

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that emphasize productive outcomes such as writing, is greatly influenced by the quality and manner of feedback delivery (Ajabshir & Ebadi, 2023).

The rapid development of digital technology has transformed the way teachers provide feedback in English language learning through various applications and digital platforms. Applications such as Google Classroom and various Learning Management Systems (LMS) enable teachers to provide instant, more structured, and documented feedback (Ilie, 2024). The main advantages of app-based feedback are its time efficiency and accessibility. Students can receive feedback anytime and anywhere, and can review teachers' comments as many times as they need (Lefroy et al., 2017). A study comparing conventional and digital methods found that electronic feedback was more effective in helping EFL students improve their writing skills than manual corrections (Farshi & Safa, 2015). Hoa and Lap (2021) added that the use of Google Docs for collaborative peer and teacher feedback can significantly improve the quality of revisions and student writing performance. However, although shared findings show its benefits, the implementation of digital feedback also presents several challenges. Some teachers experience difficulties in adapting to new technology, particularly in relation to additional workload, time constraints, and digital readiness/competence (Pappa et al., 2024). Teachers who are uncomfortable or lack confidence in using digital media tend to provide less than optimal feedback, resulting in learning objectives not being fully achieved (Beardsley et al., 2021).

Previous studies have emphasized the important role of digital feedback in supporting the process of learning English as a foreign language. Gonzalez-torres and Sarango (2023) found that digital feedback, from both teachers and peers, helps students understand their mistakes in context. Meanwhile, Priyantini (2021) concluded that technological support for peer feedback provides more opportunities for students to engage and be motivated, although it does not always show a significant improvement in language performance. Putri et al. (2024) state that e-feedback is considered practical and accessible, but still poses challenges when students have difficulty understanding complex comments. In addition, Fahmi and Cahyono (2021) emphasize that a combination of teacher feedback and application is beneficial for strengthening student revision in an academic context.

Based on previous research, the use of technology for feedback generally improves students' understanding and engagement in English writing. However, some studies, such as those conducted by Gonzalez-torres and Sarango (2023) and Priyantini (2021) focus more on students' experiences as recipients of feedback. Additionally, Putri et al. (2024) and Fahmi and Cahyono (2021) also examined the effectiveness and practicality of e-feedback, particularly from the students' perspective. Although the number of studies on digital feedback is increasing, most research still emphasizes students' perspectives. Hence, attention to teachers' experiences and perceptions as feedback providers remains relatively limited, particularly regarding the use of digital applications. Based on this, this study addresses this gap by exploring EFL teachers' perceptions of providing feedback through digital applications in writing instruction. Theoretically, this study is grounded in the concepts of feedback in language learning and technology integration, emphasizing the teacher's role as a designer of effective feedback practices. This study aims to explore EFL teachers' experiences in providing app-based feedback, specifically regarding how they perceive the benefits, address the challenges, and employ strategies in this practice. This study seeks to provide a deeper understanding of the teacher's role in integrating technology to support the effectiveness of writing instruction. Additionally, this study can serve as an initial reference for educators seeking to optimize the use of digital feedback in the EFL context.

METHODS

Design

This study employs a phenomenological design. This approach was chosen because the study aims to explore EFL teachers' experiences providing app-based feedback, specifically how they perceive the benefits, address the challenges, and employ strategies in this practice. Through phenomenology, the researcher seeks to understand teachers' experiences in using apps during the feedback process. This

approach focuses on revealing participants' lived experiences as they are, aiming to identify the essence of those experiences without excessive researcher interpretation (Watson, 2025).

Participants

This study was conducted at an Islamic university in Central Java, Indonesia. The participants in this study were lecturers in the English language program; they were selected because they taught writing courses that integrated technology and app-based feedback. Participants were selected using a purposive sampling technique based on the following criteria: (1) currently teaching writing in EFL classes, (2) they have experience using application-based tools to provide feedback, and (3) they have at least one year of experience teaching with these tools.

The recruitment process involved identifying several lecturers who met the criteria, after which the researcher invited them to participate in this study. There are two participants who were willing and available to fully engage in the research process. Although the number of participants is limited, this is not a weakness in phenomenological qualitative research, as the primary focus of this approach is to explore experiences in depth, rather than to involve a large number of participants. Creswell and Poth (2018) emphasize that qualitative research prioritizes a deep understanding of a phenomenon over the number of participants. Therefore, the two participants in this study are considered to have met these criteria and to have provided rich descriptions of the phenomenon under investigation.

Data Collection

The research data were collected through semi-structured online interviews conducted asynchronously. The interviews were conducted using a set of open-ended questions developed by the author to serve as an interview guide. Participants were asked to provide written responses on their own time, at their own pace. The online method was chosen due to time constraints, distance, and participants' busy schedules, making in-person interviews impractical. Research by Carter et al. (2021) indicates that using online methods can broaden participant access and reduce the time and cost constraints typically associated with in-person interviews. This approach also provides participants with the flexibility to respond to questions from locations and at times that better suit their circumstances.

Instrument

The instrument used in this study was a semi-structured interview guide consisting of open-ended questions developed by the author. In the interview questions, the authors used several questions adapted from Alamri (2022), Albogami (2020), and Stahl (2021). Subsequently, these questions were modified and tailored to the research context regarding the use of applications in providing feedback in EFL writing classes. These modifications were made to ensure the instrument better aligns with the research objectives and to explore participants' perceptions regarding the benefits, challenges, and strategies of providing app-based feedback in greater depth.

An expert in English language education validated the research instrument to ensure the clarity, appropriateness, and relevance of the questions to the research objectives. This approach is consistent with Khidhir and Rassul (2023), who stated that expert judgment plays a crucial role in ensuring the content validity and reliability of research instruments. Additionally, the questionnaire was drafted in Indonesian to facilitate participants' understanding of the questions and elicit clearer, more in-depth responses.

Table 1. Interview Questions

No	Question
1.	If I ask you how you use feedback with students, what does that word mean to you? What is feedback? especially when you use digital or application-based platforms?
2.	What factors influenced your decision about using the type of feedback you described?
3.	To what extent do you think giving application-based feedback helps students to improve their writing?
4.	What are the limitations or challenges you find regarding providing feedback in an application-based environment?
5.	Can you tell me about the issues you focus on when providing feedback in application-based settings?
6.	What do you think is the importance of using specific strategies (techniques) in providing feedback through applications in EFL writing classrooms?
7.	What strategies do you usually use when providing feedback through applications in writing classes?

Data Analysis

The interview data were analyzed using thematic analysis following the steps outlined by Nowell et al. (2017). The analysis process began with repeated readings of the interview transcripts to understand the data. Next, the researchers developed initial codes for key sections relevant to the research focus. These codes were then grouped into initial themes, which were subsequently reviewed and refined to match the whole data. After that, each theme was named and clearly defined to describe the meaning that emerged. The final stage was to compile the analysis results into a narrative description, accompanied by direct quotes from participants as supporting evidence for the findings.

Data Validity

To ensure the study's accuracy and reliability, validity and reliability criteria were carefully considered. In this case, data triangulation was used to ensure the consistency of the findings. This technique was used to validate the data obtained from interviews by comparing it with relevant theories and previous research (Donkoh & Mensah, 2023). In addition, the active involvement of teachers during the interpretation process, along with ongoing discussion and clarification of their responses, helped to ensure that the interpretation of the data was clear, reliable, and accurate.

Ethical Consideration

This study was conducted in accordance with the principles of research ethics. Prior to data collection, the researcher first obtained consent from the participants through an informed consent form. Participants were provided with clear information regarding the study's objectives and procedures. Participants participated voluntarily and had the full right to withdraw at any time without any pressure (Dahal, 2024). Participant confidentiality and anonymity were also maintained by omitting personal identifiers from the research report. To protect the confidentiality and anonymity of the participants, the names used in this study are pseudonyms. Names such as "Della" and "Kevin" do not reflect the participants' real identities. The data obtained were used solely for academic purposes and were not disseminated outside the context of the research.

FINDINGS

Based on the results of the data analysis, this study identified three main themes that represent teachers' perspectives on providing app-based feedback in EFL writing classrooms, namely: (1) the benefits of using applications to provide feedback in EFL writing classrooms; (2) challenges in implementing app-based feedback in EFL writing classrooms; (3) teachers' strategies for providing app-based feedback in EFL writing classrooms. These themes are elaborated to provide a comprehensive

understanding of teachers' perspectives, in line with the study's objective of exploring the benefits, challenges, and strategies involved in providing feedback in EFL writing classroom.

The Benefits of Using Apps to Provide Feedback in EFL Writing Classrooms

The use of apps to provide feedback in EFL writing classes plays a significant role in supporting the learning process. In general, apps not only make it easier for teachers to provide feedback but also help students understand and revisit it. In the context of writing instruction, clear and documented feedback is crucial as it supports a more effective revision process (Charalampous & Darra, 2023).

Research findings indicate that the use of apps enables teachers to provide more detailed and specific feedback. Teachers also noted that apps allow students to reread comments, enabling the revision process to be carried out more thoroughly and continuously. Della stated this in the following excerpt:

*“Through the app, students can receive **more detailed and specific** feedback, and have the opportunity to review the teacher’s comments while revising their work.” (Interview with Della, March 4, 2026).*

Della conveyed this statement while explaining her experience using the app to provide feedback on students' writing assignments. In practice, Della uses the comment feature to provide notes on specific sections of the text, so that students can easily identify and understand the errors in their writing. Moreover, when comments are presented clearly, students do not just read the information as supplementary material, but as concrete guidance in the revision process. In addition to clarity, the app also includes a storage feature. With this feature, the feedback provided is not lost but remains accessible to students whenever needed. This allows students to review the teacher's comments during the revision stage, ensuring the improvement process is not a one-time event but an ongoing one.

In addition, using the app helps teachers manage the feedback process to be more structured and systematically. The feedback is delivered not only directly but also well documented, so that students can access it at any time. This is as Kevin stated in the following excerpt:

*“Through the app, the feedback process becomes **more systematic, well-documented, and easily accessible** to students.” (Interview with Kevin, March 12, 2026).*

Kevin's statement indicates that the app serves not only as a tool for providing feedback but also as a means of managing it more effectively. Through its features, comments can be systematically organized and stored, ensuring they are not easily lost and can be retrieved by students. This reflects a shift from previously ad-hoc feedback practices toward a more documented and structured approach. In the context of learning, this situation offers a dual benefit. For students, documented feedback allows them to revisit the teacher's comments without time constraints. Meanwhile, for teachers, the organized system helps monitor student progress over time, as every comment provided is well preserved and can be compared across assignments.

Overall, these findings suggest that using the app to provide feedback improves the quality of interactions between teachers and students during the writing process. Based on participants' experiences, the app not only facilitates the delivery of clearer, more targeted comments but also enables students to document and revisit such feedback. This finding is reflected in Della's statement, which emphasizes the clarity and detail of the feedback, as well as the opportunity for students to review the comments during revisions. On the other hand, Kevin highlighted how the app helps manage feedback in a more systematic and accessible way. These two perspectives complement each other, demonstrating that the app serves not only as a technical tool but also as a means of supporting a more reflective and sustainable revision process.

Challenges in Implementing App-Based Feedback in EFL Writing Classrooms

Although using apps to provide feedback offers various benefits, interview results with teachers indicate several challenges in their implementation. Various factors, both technical and non-technical, can influence these challenges. Therefore, it is important to understand the various obstacles that arise from teachers' experiences as the primary implementers in the learning process.

In practice, teachers are still required to provide detailed comments to each student, which takes a significant amount of time, especially in large classes (Williams, 2024). This situation can affect the extent to which feedback can be provided optimally. Della expressed this as follows:

*“One of the main challenges I face is the **limited time** available to provide in-depth feedback to all students, especially in classes with large class sizes.” (Interview with Della, March 4, 2026).*

Della stated that time constraints pose a challenge in providing in-depth feedback, particularly in classes with large student populations. Although technology offers features that streamline the process of providing comments, giving detailed feedback to each student still requires a significant time investment. In classes with many students, this situation can force teachers to balance quality and efficiency in providing feedback. Furthermore, this situation indicates that the use of the app has not fully reduced teachers' workload but has merely changed the way feedback is provided. Teachers are still required to give individual attention to each student's writing, so the process remains time-consuming and effort intensive. Therefore, the effectiveness of using the app depends heavily on teachers' ability to manage their time and determine the right strategies for providing feedback.

In addition to time constraints, technical issues are also a common challenge encountered when using the app. Some teachers noted that infrastructure limitations, such as internet connectivity and app features, can hinder the learning process (Sofi-Karim et al., 2023). Under certain conditions, external factors like electrical outages also affect access to the app. This is reflected in the following statement.

*“**Technical problems** such as internet connectivity and limited app features also present their own challenges.” (Interview with Della, March 4, 2026).*

*“Some of the limitations and challenges I have encountered include **limited access to technology** when internet connectivity is disrupted, or power outages prevent access to the app.” (Interview with Kevin, March 12, 2026).*

Both statements indicate that technical challenges are not only related to the application itself but also to the readiness of the infrastructure supporting the learning process. Unstable internet connections and limited access to electricity can directly hinder the continuity of feedback exchange. Under such conditions, technology, which is supposed to be a supportive tool, can become an obstacle when not backed by adequate facilities. This indicates that the success of an app's implementation cannot be separated from external factors beyond the teacher's control. In other words, the effectiveness of using technology in learning is heavily influenced by the readiness of the overall learning environment.

Another challenge faced by teachers relates to differences in students' digital literacy levels. Not all students have the same ability to use the application, which can affect the effectiveness of learning. Students' lack of readiness in using technology can be a barrier to understanding or accessing the feedback provided. As Kevin stated:

*“Variations in students' **digital literacy levels** can also pose a challenge if teachers fail to identify them from the outset.” (Interview with Kevin, March 12, 2026).*

Kevin stated that differences in students' levels of digital literacy are among the factors influencing the success of using apps for learning. Not all students have the same ability to operate technology, so this can affect how they access and understand the feedback provided. In this context, the use of applications requires not only teacher readiness but also student readiness as users. When students do not yet possess adequate skills, the potential benefits of technology cannot be fully maximized. Therefore, teachers need to consider students' circumstances and abilities when integrating applications into the learning process, so that technology use can be more effective and inclusive.

Additionally, there is also the potential for misunderstanding when interpreting feedback provided digitally. Since feedback is conveyed in written form, students may interpret comments differently from the teacher's intended meaning. This presents a unique challenge due to the absence of a direct verbal explanation. This finding is illustrated in the following statement:

*“Not all students have the same **level of understanding** of written comments, so there is a risk that feedback will be **misinterpreted**.” (Interview with Della, March 4, 2026).*

*“Because feedback is provided through digital media, there is a possibility that students will **misinterpret the teacher’s comments**.” (Interview with Kevin, March 12, 2026).*

Both statements indicate the potential for misunderstandings when interpreting feedback provided in writing via an app. Unlike face-to-face interactions, digital feedback is not always accompanied by immediate clarification, which can lead to differing interpretations between teachers and students. This situation underscores that clarity in conveying comments is a crucial aspect of digital-based learning. Teachers are required not only to provide feedback but also to ensure that students accurately understand the messages they convey. Thus, the use of apps in providing feedback also demands more careful communication skills to avoid misunderstandings.

Overall, the data indicate that implementing app-based feedback is not without its technical and pedagogical challenges. Although the use of apps facilitates the feedback process, its success remains influenced by technological readiness, student conditions, and the teacher's time management during instruction. So, appropriate strategies are needed to optimize the use of apps in supporting the writing learning process.

Teacher's Strategies for Providing App-Based Feedback in EFL Writing Classrooms

In the practice of teaching English as a foreign language, teachers not only use apps as a medium for providing feedback but also employ various strategies to ensure the feedback is effective and understandable to students. These strategies are used to tailor the delivery of feedback to students' needs and the characteristics of their writing errors. Additionally, teachers also consider how feedback can assist students in the revision process. This underscores that the success of an app's use is determined not only by the technology itself but also by the strategies employed by teachers.

One strategy used is to provide feedback focused on specific aspects of students' writing. In practice, teachers do not always correct all aspects simultaneously; instead, they emphasize specific areas such as organization, content, or grammar. This approach is used so that students can more easily understand the corrections in their writing. This is reflected in the following statement:

*“Some of the strategies I typically use include providing feedback that emphasizes specific aspects such as **organization, content, or grammar**.” (Interview with Della, March 4, 2026).*

*“There are several strategies I typically use when providing feedback through the app to ensure the feedback is effective and helps students improve their writing skills. First, **focused feedback**, which involves concentrating the feedback on specific aspects of the student’s writing, such as the **organization of ideas, grammar, or vocabulary usage.**” (Interview with Kevin, March 12, 2026).*

Both statements indicate that teachers consciously limit the focus of their feedback to specific aspects of students’ writing. This approach reflects an effort to simplify the revision process by avoiding providing too many corrections at once. When students are faced with too many corrections at once, they tend to become confused about which ones to prioritize. By focusing on one or a few specific aspects, students can more easily understand the purpose of the feedback provided. This strategy also allows students to process information more gradually, making the revision process more focused and less overwhelming. In the context of writing instruction, this approach helps students develop their skills gradually by allowing them to focus on one aspect before moving on to another.

Additionally, teachers use a combination of direct and indirect feedback. In practice, the type of feedback is tailored to the level of difficulty of the errors found in students’ writing. For more complex errors, teachers tend to provide direct corrections, whereas for simpler errors, students are encouraged to correct them on their own. Kevin explained this as follows:

*“I also use a **combination of direct and indirect feedback**. For some fairly complex errors, I provide direct feedback by showing the correct form. However, for simpler errors, I use indirect feedback by marking the incorrect part so that students can try to correct it themselves.” (Interview with Kevin, March 12, 2026).*

Kevin’s statement indicates that he does not rely on a single type of feedback but rather adapts it to the severity of the errors identified. This approach reflects flexibility in providing feedback, where teachers consider when students need direct assistance and when they need encouragement to think independently. Direct feedback clarifies complex errors, ensuring students do not become confused about how to correct them. Meanwhile, indirect feedback encourages students’ active engagement in the revision process, as they need to identify and correct errors on their own. Thus, the combination of these two types of feedback not only improves writing but also supports the development of students’ thinking skills and independence in learning.

Additionally, teachers also employ a feedback strategy that combines corrective comments with appreciation for well-written sections. In practice, teachers not only highlight errors but also reinforce correct aspects. This approach is used to maintain a balance between correction and student motivation in learning. This is reflected in the following statement:

*“.... **combining corrective feedback with positive comments** (Examples of positive comments: *Your argument is clear and relevant to the topic*’ (when discussing the idea/content), *Your sentence structure in this part is clear and effective*’ (in terms of language).” (Interview with Della, March 4, 2026).*

*“I also try to provide balanced feedback, which means **combining corrective comments with appreciation** for the parts of the writing that are already good.” (Interview with Kevin, March 12, 2026).*

Both statements indicate that the teacher does not focus solely on mistakes but also on the positive aspects of the students’ writing. This approach reflects an effort to strike a balance between correction and reinforcement, so that students not only recognize their shortcomings but also acknowledge their strengths. For example, as demonstrated by Della through comments such as “*Your*

argument is clear and relevant to the topic” to highlight the quality of the ideas or content of the writing, as well as “*Your sentence structure in this part is clear and effective*” to point out strengths in terms of language. This example shows that feedback is not only about corrections but also about acknowledging students’ successes in writing. Such appreciation can help boost students’ self-confidence and maintain their motivation throughout the learning process. Additionally, knowing which parts are already on point gives students a benchmark they can maintain and build upon in their future writing. In this way, feedback serves not only as an evaluation tool but also as a means to build students’ understanding and confidence in writing.

Overall, these findings indicate that teachers employ various strategies when providing feedback through the app, including focused feedback, a combination of direct and indirect feedback, and a balanced approach that combines correction and appreciation. These strategies reflect teachers’ efforts to tailor feedback to students’ needs and the learning situation. Furthermore, the strategies employed also indicate that the effectiveness of feedback is determined not only by the medium but also by the manner of delivery. Thus, the approach teachers use plays a crucial role in the feedback process.

DISCUSSION

Based on the findings presented, this study’s results are discussed in relation to existing theories and previous research to clarify their significance and implications.

The Benefits of Using Apps to Provide Feedback in Writing Classrooms

The findings of this study indicate that using applications to provide feedback offers various benefits in the practice of teaching English as a foreign language. Participants highlighted that through applications, feedback can be delivered in a more detailed, structured manner and is easily accessible to students. This not only helps students clearly understand the comments provided but also allows them to review the feedback as they revise their work. Consequently, the use of applications in the feedback process is no longer a one-time event but becomes part of a continuous learning process.

The findings of this study indicate that using the app not only makes it easier for teachers to provide feedback but also supports a more structured revision process for students in EFL writing classes. Previous research has shown that written feedback that is clearly and systematically presented can help students identify errors and improve the quality of their writing (Singhkum, 2023). Additionally, Nurfaidah (2021) revealed that easy access to digital feedback also allows students to reread and reflect on the comments provided by teachers, thereby encouraging a more independent revision process. Based on this, it can be understood that the use of the app not only serves as a medium for delivering feedback but also facilitates more reflective learning. Teachers are not only facilitated in compiling more systematic comments but also have the opportunity to ensure that the feedback provided can be accessed by students whenever needed. This indicates that the app helps teachers extend the impact of feedback, enabling students’ revision processes to proceed more effectively.

Overall, this study confirms that the use of apps plays a crucial role in supporting more effective feedback practices in EFL writing classrooms. The use of apps not only helps teachers provide feedback in a clearer, more structured manner but also supports the continuity of students’ revision process by providing easier access to feedback. Unlike previous studies that focused more on the benefits of digital feedback from students’ perspectives, this study examines how apps help teachers manage and deliver feedback more systematically. Therefore, this study demonstrates that apps serve not only as a technological medium but also as a tool that supports the feedback process, making it more targeted, reflective, and aligned with students’ writing learning needs.

Challenges in Implementing App-Based Feedback in EFL Writing Classrooms

The implementation of app-based feedback is not without its challenges for teachers. These obstacles arise not only from technical issues, such as limited internet access, but also from

pedagogical factors and student characteristics. Furthermore, differences in students' digital literacy levels pose a unique challenge, as not all students can fully understand and make optimal use of feedback provided through digital media. Additionally, there is a risk of misinterpreting written comments, which can hinder the effectiveness of the feedback. On the other hand, time constraints, particularly in classes with large student numbers, also pose a challenge for teachers in providing in-depth feedback.

The integration of technology into foreign language learning often faces practical obstacles in the field. Alamri (2021) explains that infrastructure issues, such as unstable internet connections and limited access to devices, remain barriers to implementing digital learning. Furthermore, varying levels of digital literacy can also affect the success of learning implementation (Maleki, 2025). Research by Kirana and Gupta (2023) found that in online writing instruction, students often struggle to understand both the material and the feedback from teachers, especially when there is no direct face-to-face interaction. On the other hand, Shahab and Saeed (2024) demonstrate that providing feedback in writing classes, particularly in classes with large student numbers, requires significant time, making it a distinct challenge for teachers to offer in-depth, individualized feedback.

Based on these findings and previous studies, the challenges in implementing app-based feedback are not merely technical but also relate to teachers' readiness to adapt their feedback practices to existing learning conditions. This situation indicates that the use of apps does not automatically simplify the feedback process. Teachers still need to adjust their strategies to ensure the feedback they provide remains effective. This indicates that the application of technology in writing instruction still involves various challenges.

In general, the findings on this topic indicate that using apps to provide feedback is not without its challenges, both technical and pedagogical. The results of this study confirm previous research highlighting obstacles to the use of technology and feedback practices in writing instruction; however, it offers a more specific explanation of the dynamics of these challenges in the context of app-based feedback in writing classrooms. These findings emphasize that the successful implementation of app-based feedback is determined not only by technological readiness but also by pedagogical readiness and classroom conditions.

Teacher's Strategies for Providing App-Based Feedback in EFL Writing Classrooms

Teachers do not merely use apps as a medium for delivering feedback, but also employ various strategies to ensure that the feedback is effective and understandable to students. The strategies used include providing feedback focused on specific aspects of writing (such as organization of ideas, grammar, and vocabulary), using a combination of direct and indirect feedback, and balancing correction with appreciation. This indicates that, in practice, teachers not only use the app as a medium but also actively adapt their feedback delivery methods to students' needs to support the writing improvement process optimally.

A study by Cheng et al. (2025) shows that the effectiveness of feedback is greatly influenced by the focus and clarity of the comments teachers provide regarding specific aspects of students' writing. Additionally, Reinoso (2023) found that teachers tend to use a combination of direct and indirect feedback: direct feedback is used for complex errors, while indirect feedback encourages students to think and make corrections independently. Meanwhile, Yang et al. (2023) emphasize that balanced feedback is crucial for maintaining student motivation and helping them understand their errors more effectively.

The findings indicate that the strategies used by teachers reflect an effort to balance the need for improvement with students' ability to understand feedback. Teachers do not focus solely on errors but also consider how students can effectively receive and process feedback. The choice of strategies, such as a combination of direct and indirect feedback, indicates an adjustment to the difficulty level of the errors students face. Additionally, providing feedback accompanied by appreciation suggests that teachers also pay attention to motivational aspects in learning. This indicates that, in the context of app

use, the success of feedback is determined not only by the medium used but also by how teachers design and deliver that feedback pedagogically.

In conclusion, the findings on this theme show that teacher strategies play a crucial role in determining the effectiveness of app-based feedback. These research results reinforce previous findings on the importance of using appropriate feedback strategies, while also enriching our understanding by demonstrating how these strategies are applied in digital learning contexts. Therefore, simply using the app is not enough; rather, it must be complemented by appropriate pedagogical strategies so that feedback can effectively support the improvement of students' writing skills.

CONCLUSION

This study aims to explore teachers' perspectives on the benefits, challenges, and strategies they use in providing app-based feedback in EFL writing classes. Based on the data analysis, three main themes were identified: (1) the benefits of using apps to provide feedback in EFL writing classrooms, (2) the challenges in implementing app-based feedback in EFL writing classrooms, and (3) teachers' strategies for providing app-based feedback in EFL writing classrooms. The findings indicate that applications help teachers provide more detailed, structured, and easily accessible feedback to students. However, there are several challenges, such as time constraints, technical difficulties, variations in students' digital literacy, and the potential for misinterpretation of written comments. To address these issues, teachers employ strategies such as focused, combined (direct and indirect), and balanced feedback.

Nevertheless, this study has several limitations, particularly the small number of participants and the fact that it involved only two lecturers within a single institutional context; therefore, the results cannot yet be widely generalized. Furthermore, online semi-structured interviews may limit the depth of data exploration compared to face-to-face interviews. Despite these limitations, the findings of this study still provide meaningful insights into EFL teachers' experiences in using the app to provide feedback, while complementing previous studies that have primarily focused on students' perspectives. Future research is recommended to involve a more diverse group of participants and to combine data collection methods such as direct observation or in-depth interviews. Future research could also explore the relationship between teachers' perceptions and student learning outcomes, thereby providing a more comprehensive understanding of the effectiveness of app-based feedback in writing instruction.

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