

THE LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS ON THE WRITTEN CORRECTIVE FEEDBACK: BASIS FOR STANDARDIZED CORRECTIVE FEEDBACK MECHANISM

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Abstract

Throughout the past years, written corrective feedback has been a constant part of second language teaching more specifically, teaching writing in ESL learners and it gained its status when it proved its efficacy in this field. Many claimed that written corrective feedback has a positive influence on the writing skills of the ESL learners and that's why according to Ferris & Hedgcock, 2005 feedback has been an investment of time and energy, eclipsing even the amount of time spent preparing and conducting lessons. Cognizant to this, the researcher is in pursuit of the lived experiences of the senior high school students regarding the written corrective feedback they received from their teacher. It also includes the reactions of the participants and personal experiences. This study employed methods on phenomenology under qualitative research design for it plays a vital role in underscoring the lived experiences of the participants. Based on the result of this study, the participants had positive reactions regarding the written corrective feedback they received. Moreover, through the given feedback, the participants revised their works and take better decisions on revising. The following conclusions were drawn: First, written corrective feedback helps learners identify their mistakes. Second, when learners received it, they tend to immediately revise their papers. Next, corrective feedback mechanism is proposed as the output of the study since it helps the learners identify their mistakes and learn from it. Lastly, written corrective feedback should be given by the teachers to the learners and be done immediately and religiously.

Keywords: Language, ESL, English.

Introduction

Throughout the past years, written corrective feedback has been a constant part and has become a corner stone of second language teaching more specifically, teaching writing in ESL learners and it gained its status when it proved its efficacy in this field. Within the dynamic domain of language education, emerging patterns suggest a growing emphasis on the significance of feedback in the process of language acquisition because of this, there were a lot of researchers who claimed that written corrective feedback has positive influences on the writing skills of the ESL learners. In fact, Rouhi, et.al (2020), claimed that feedback could empower learners, encouraging them to independently navigate their language learning journey. It also has the capacity to heighten learners' self-awareness regarding their proficiency in L2 writing, shedding light on both strengths and areas for improvement. Additionally, it cultivates a familiarity with the broader dimensions of L2 writing and critical reading, fostering a reflective mindset. Likewise, Lim, et.al (2020) concluded that written corrective feedback is viewed as significant part of teaching writing, and it shows a positive influence on written output thus brings about improvement in L2 written accuracy.

Feedback, as claimed by Wahyuningsih (2020), has led to better improvement in students' academic writing performance and the learners had become more confident in performing their academic writing task. One factor that aids in the learning of a second language is feedback. Feedback in language acquisition is divided into two basic categories: positive and negative. Negative feedback reveals linguistic weaknesses in the learners. In addition, as revealed on the study conducted by Yu et.al (2021), most of the learner-participants stated that feedback lacks specifications and customization.

Furthermore, Boggs (2019) claimed that the incorrect use of the target language is the focus of corrective feedback. Moreover, Cheng, (2021) underscored that feedback is widely utilized by L2 writing teachers to inform students of their writing problems and weaknesses so that students can improve their writing performance in both local (language) and global (content and organization) aspects.

A qualitative study was chosen over gathering bigger pools of data because a lot of the prior research on written corrective feedback has been conducted in a decontextualized manner.

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This allowed for a far more in-depth understanding and degree of detail to be provided in order to link the learning context toward written corrective feedback.

With the above-mentioned literature, the researcher is in pursuit of the lived experiences of the senior high school students regarding the written corrective feedback they received from their teacher in their subject, Practical Research 2, which allows for a more contextualized exploration of WCF. It also includes the reactions of the participants, personal experience and viewpoint regarding written corrective feedback by prioritizing in-depth insights over larger data pools, this study aims to establish a connection between the learning context and the impact of WCF to learners and facilitates a richer exploration of the students' perspectives and experiences, shedding light on the intricate dynamics on their experiences receiving written corrective feedback.

Theoretical Framework

The theoretical framework guiding this endeavor is based on Sociocultural Theory and the Cognitive Theory of Learning. According to Vygotsky's Sociocultural theory, that is cited by Rahmatirad (2020), it deals with language development that is influenced by social interactions and cultural contexts. This theory posits that learning occurs through collaborative interactions with others, where more knowledgeable individuals, such as teachers, provide guidance and support to learners. Feedback, as a form of teacher intervention, plays a crucial role in this process and it enhances the writing motivation and classroom engagement of the learners. (Yu, Jiang, Zhou, 2020)

On the other hand, Cognitive Theory of Learning is an active process that involves the acquisition, organization, and application of knowledge (Ormrod, 2016). In the context of written corrective feedback, this theory suggests that learners actively engage with the feedback provided by teachers, process the information, and make adjustments to their writing skills.

Cognitive Theory emphasizes the importance of feedback in promoting metacognition, self-regulation, and cognitive development (Ormrod, 2016). Through receiving written corrective feedback, it helps the students to produce accurate writing, and effective in promoting learning of new linguistic features through collaborative writing (Kim et.al 2020) and learners become aware of their writing errors, understand the rules and conventions of the target language, and make the necessary modifications to improve their writing proficiency. The feedback serves as a guide for learners to monitor and regulate their own writing process, leading to enhanced learning outcomes.

Research supports the application of Cognitive Theory in the context of written corrective feedback. Studies have found that learners who receive specific, timely, and explicit feedback are more likely to make improvements in their writing (Ferris, 2006; Bitchener & Knoch, 2009). Cognitive Theory aligns with the belief that learners actively engage with the feedback provided and use it to guide their future writing endeavors.

Conceptual Framework

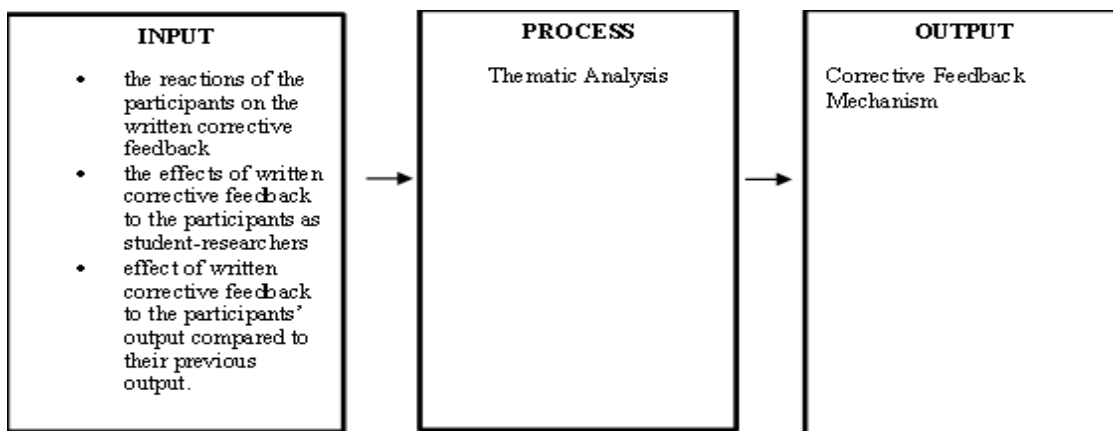


Figure 1: The conceptual Framework of the Study

This study followed the IPO style in conceptual framework. The input is consisted of the problems that are to be answered in the study such as the reactions of the participants towards written corrective feedback, the perceived effect of written corrective feedback of the participants, and the

perceived effect of written corrective feedback towards the participants' output. The researcher processed the data gathered through carefully employing thematic analysis. Lastly, the output of this study is a proposed corrective feedback mechanism.

Statement of the Problem

1. What are the reactions of the participants on the written corrective feedback?
2. How does written corrective feedback affect the participants as student-researchers?
3. How does written corrective feedback affect the participants' output compared to their previous output?
4. What written corrective feedback mechanism can be proposed based on the findings of the study?

Scope and Delimitation

The study primarily investigated the lived experiences of Grade 12 students regarding the written corrective feedback they received from their teacher in the subject Practical Research 2. The participants of this study were the 15 grade 12 students at a public high school in Bataan during the first semester of School Year 2022-2023.

The researcher made sure that the study remained focused by stating its boundaries and scope in detail. This has allowed it to offer insightful information about the context of written corrective feedback among Grade 12 students in a public school in Bataan, during the academic year 2022–2023.

Methodology

Research Design

This study employed methods on phenomenology under qualitative research design. Phenomenology plays a vital role in underscoring the lived experiences of the participants, thus informing the readers, support, or oppose an action and therefore the qualitative data will give way as the basis for a theory. According to Lester (1999), Phenomenological methods are particularly successful at highlighting the experiences and perceptions of individuals from their own perspectives. Phenomenological research can inform, support, or oppose policy and action by being given an interpretive component that makes it suitable for use as the foundation for practical theory. In addition, this study will be concerned on gathering lived experiences and personal opinions and narratives, explanations, and/or even justifications relevant to the participants' perception about the written corrective feedback they received after submitting their papers in Practical Research 2.

Participants/Respondents of the Study

The target participants of the study were selected using stratified sampling technique. As Crossman (2017) emphasized, the stratified sample is one that ensures that subgroups (strata) of a given population are each adequately represented within the whole sample population of a research study. It was used

when the researcher wants to examine subgroups within a population. Therefore, the researcher only included those students who received written corrective feedback on their papers on Practical Research 2. They are 15 grade 12 students who served as the participants of this study during the School Year 2022-2023.

Instrument/s of the Study

To gather data in this study, the researcher employed a structured interview in order to find out the lived experiences of the learners regarding the written corrective feedback they received.

Data Collection and Analysis

The processing of the qualitative data was done with the strictest regard and adherence to research ethics. The qualitative data was presented in the discussion part in accordance with each theme and without any deliberate attempt to misinterpret it. The gathered qualitative data will be supported by Transcripts of Interviews (TOI).

Permission letter was secured first and that was addressed to the concerned institution. This was followed by an informed consent which was given to the identified participants' parents since some of the participants are minors. The interview guide was also given to them beforehand, and the schedule of the interview was set on their convenient time.

Furthermore, the data gathered in the semi-structured interviews were treated using the thematic analysis employing the 6 phased proposed by Clarke and Braun (2013). These six phases are as follows: Phase 1. Familiarizing oneself with the data gathered; Phase 2. Generating initial codes that involved the production of initial codes from the data; Phase 3. Searching for themes which re-focused on the analyses at the broader level of themes and collating all the relevant coded extracts within the identified themes; Phase 4. Reviewing themes which involved two levels of reviewing themes. Level one involved all the levels of the coded data extracts. Level two involved a similar process but in relation to the entire data. This level also considered the validity of individual themes in relation to the data set; Phase 5. Defining and naming the themes and involved the themes to be presented for analysis; and Phase 6. Producing the report which involved the final analysis and writes up of the report. Moreover, after the interview, key points from the conversations were coded and categorized to reveal themes. These themes helped unveil the significant experiences of the participants regarding written corrective feedback, leading to the proposal of a corrective feedback mechanism.

Ethical Considerations

Proper coordination with the authorities and key informants was facilitated in the conduct of the study. A confidential disclosure agreement/non-disclosure agreement/secretary agreement was signed by the researcher and the participants in order to maintain the anonymity of their identity and their lived experiences to assure them of the integrity of the intention of the study. Also, the identity of the participants was retained anonymously. The objectives of the study were relayed on them as well as the informed consent soliciting their active participation as the key informants. In the course of the interview, the participants asked if their responses can be recorded either through audio or video. If there some who wish to narrate their experiences in written, they are also free to do so.

Results and Discussion

The Reactions of the Participants on the Written Corrective Feedback

On this part, the researcher focused on three bases to identify the participants' reactions about the written corrective feedback provided by the teacher. First is the feelings of the respondents as soon as they received the feedback, second is their thoughts about it and their response to these written corrective feedbacks.

1. Feelings of the respondents: Mixed emotions

Upon reviewing the written corrective feedback on their papers, most respondents conveyed a dual emotional response. They expressed gladness, appreciating the meticulous examination and analysis as part of corrective feedback undertaken by the teacher. However, a sense of sadness emerged as they confronted the realization of multiple areas requiring editing or refinement in their papers. Nevertheless, respondents demonstrated a commendable acceptance of the feedback, acknowledging its role in paper enhancement and fostering their own learning and improvement. As Participant 6 answered: *"I am sad but grateful kasi po may mali kasi syempre pinag effort-an po naming yun tas may mali pa rin kahit na nag effort kami. Pero thankful kasi po ayun po nalaman naming ang mga mali sa ginawa naming. Mababago pa po namin."*

English Translation: [I am sad but grateful. Sad because we exerted effort in doing it (research) only to find out, there are mistakes to be researched. But I am still thankful because I know my mistakes. We can still edit it.]

Also, Participant 14 stated: *"I'm not disappointed po but I'm happy because at first po, we expect that in learning, kailangan po talaga natin ng feedback para yung mga mistakes na nagawa natin, alam natin kung papano sya aayusin pa. kailangan ko po ang feedback na ito to grow and to learn more."*

English Translation: [I'm not disappointed but I'm happy because at first, we expect that in learning, we really need feedback for the mistakes we've made, we know how to fix them. I need this feedback to grow and to learn more]

In addition, most of the participants were happy since the feedback given to them were considered to be so much helpful in their academic improvement. Participant 2 narrated that: *"Masaya po dahil nagkaroon po kami ng improvement and because may mga positive feedback po na naibigay samin."*

English Translation: [I'm happy because we had improvement and because there are positive feedback given by the teacher.]

Furthermore, Participant 4 stated that: *"Masaya po kasi na e-explain ng maayos sa amin mas na motivate po ako sa mga feedback dahil mas nakita po naming ang tama sa mal isa paper namin."*

English Translation: [I'm happy because it was explained well and I am motivated because of these feedbacks I know what are right and wrong.]

According to Lee and Schallert (2016), learners often experience mixed emotions when faced with written corrective feedback. They feel both gratitude for the feedback and sadness or disappointment upon realizing their mistakes. This aligns with the participants' reactions in this study, expressing gratitude while also acknowledging the need for improvements.

2. Thoughts of the participants in written corrective feedbacks: Positive and motivating thoughts

This represents the second aspect of the initial problem statement which is specifically centered on participants' perspectives regarding the corrective feedback they received. A majority of respondents held favorable views regarding the written corrective feedback provided by the teacher. Notably, Participant 10 affirmed the constructive nature of the feedback, emphasizing its utility for personal improvement and its beneficial role in their academic development as students. He then added that: *"these feedbacks have pros and cons. The cons are the negative comments which will be seen on the brighter side na instead na magreklamo po kami o magsisihan, those comments will be our basis para mas gumanda ang aming gawa; while the pros are the positive comments which will be used para naman po ma motivate kami."*

English Translation: ["these feedbacks have pros and cons. The cons are the negative comments which will be seen on the brighter side that instead of us complaining or blaming each other, those comments will be our basis to make our work better; while the

pros are the positive comments which will be used to motivate us.”]

Additionally, Participant 1 indicated that the written corrective feedbacks were really helpful in their members in improving their works. “*Nakakatulong po sya sa members ko lalo na sa pag improve po ng research namin.*”

Also, through the written corrective feedback given, the participants claimed that since there were sound feedbacks given, it helped them in their research. As Participant 3 specified: “*Maayos naman po ang feedbacks at mas naintindihan na po naming nung naglagay po kayo ng feedback dun sa papers naming at mas napaayos pa po nakin ang paper.*”

English Translation: [*“The feedbacks are good, and we understood better when you put feedback on our papers and we improved the paper even more.”*]

In relation to this result, Hovington (2021) claimed that feedback helps students build their confidence, get motivated and improves their positive self-talk. Meaningful feedback provides building blocks to help students become self-regulated learners and builds their confidence and motivation to do better.

3. The participants' response to the written corrective feedbacks: Incorporate the feedback immediately by editing the paper

The immediate response of most of the respondents is to incorporate, follow and edit their works based on the written corrective feedback they received from the teacher. As Participant 15 narrated: “*As soon as we received the feedback po, inayos po naming. Opo, inedit po naming ang gawa naming by placing the paragraphs with the same ideas together. Sa scope and delimitation po may mga tinanggal kami kasi po mam minsan po lumalayo na po ang ideas na nilagay nakin dun at may nailagay po kami na hindi naman pala po dapat ilagay at may mga kulang kami sa research na dapat po pala nandun. Opo, lahat po yan nakasulat sa feedback.*”

English Translation: [*“As soon as we received the feedback, we fixed it. Yes, we edited our work by placing the paragraphs with the same ideas together. In terms of scope and delimitation, we removed some things because sometimes the ideas that we put there are getting too far away and we put in some things that shouldn't have been put in and there are things that we lacked in research that should have been there. Yes, that's all written in the feedback”*]

Likewise, Participant 11 reported that they responded immediately to the given written corrective feedback by editing their works by following the written corrective feedback given to

them. it was also added that: “*Tinanggal po naming yung mga nakalagy dun na dapat tanggalin at inalis na po naming uyung “we” sa research kasi po nakalagay sa feedback nyo, it suggests subjectivity at hindi po ginagamit ang pronoun we sa research. At may mga mali kami sa grammar based po sa feedback na meron sa paper naming kaya po inayos muna naming ang mga ito.*”

English Translation: “*We have removed the ones that should be removed, and we have removed the “we” from the research because it is in your feedback that it suggests subjectivity and the pronoun we is not used in the research. And we have mistakes in grammar based on the feedback on our paper, so we fixed them first.*”

According to Sheen (2007, the students who received comprehensive and focused feedback were more likely to make appropriate revisions to their writing, resulting in enhanced accuracy and linguistic complexity. The feedback provided them with guidance on specific areas to address, leading to improvements in their written output. In addition, the feedback provided to the learners helped them identify specific areas of improvement and make necessary revisions to their work. (Bitchener and Ferris, 2012)

The Effect of Written Corrective Feedback to the Participants as Student-Researchers

This part highlighted the effects of written corrective feedback provided by the teacher to the students and its effects on them as student-researchers.

1. The student-researchers' actions after receiving the written corrective feedback: Communicate with groupmates to edit or revise their papers.

Most of the participants had to discuss the feedback with their groupmates and decide on how they are going to edit their works. Also, most of them stated that they tend to analyze and study the feedback first before they take decision and action. One of them narrated that: “*After receiving the feedback, bale nag usap-usap po kaming magkka grupo, tapos po nag analyze kami ng mga mistakes naming na nasa feedback. Afterwards, we decide to edit these mistakes.*”

English Translation: [*After receiving the feedback, we talked to each other as a group, then we analyzed our mistakes in the feedback. Afterwards, we decided to edit these mistakes.*”]

In addition, according to most of the participants, they edited their work because it is the right thing to do to improve their paper and because of these feedbacks, they got the chance to identify their mistakes. In addition, they narrated that they edit their work by analyzing the feedback first,

identifying their mistakes and finally editing their paper or revising the things that need revision.

Participant 7 claimed that: “Bago po kami mag edit, binabasa po muna naming ang feedback and we analyze where our mistakes are and we finally edited our work po na based po sa feedbacks na binigay.”

English Translation: [“Before we edit, we first read the feedback and we analyze where our mistakes are, and we finally edited our work based on the feedbacks that were given.”]

This is in line with what Leki (1991) found out in ESL students as they engaged in collaborative efforts when incorporating feedback into their writing. They discussed the feedback with their peers, exchanged ideas, and collectively made decisions on how to revise their papers. This collaborative approach allowed them to benefit from multiple perspectives and enhance the quality of their revisions.

2. The effect of written corrective feedback on the participants’ output compared to the previous ones: The soundness of the participants’ output

Almost all the participants underscored that they considered the revised output as the better one since they all incorporated the things that needed to be incorporated based on the provided written corrective feedback. Also, the participants point out the great help and significant assistance of the written corrective feedback in the improvement of their works. Furthermore, they highlighted that it is through these written corrective feedbacks that they had a wider understanding of research, an easier grasp of the things to include in research and the broader perspective on research concepts. Lastly, most of them pointed out that through the written corrective feedback, their outputs were better compared to the previous one. As one of the participants stated: “Mas nag improve po ang gawa naming dahil sa written corrective feedbacks na meron ang papel naming at mas nag bigay po ito ng wider perspective samin na ito po pala ang mga bagay-bagay na dpat nasa research. Dahil po sa mga feedbacks, mas naunawaan po naming ang

research at syempre po mas naging maayos po ang paper namin.”

English Translation: “Our work has improved more because of the written corrective feedbacks that our paper has and it has given us a wider perspective that these are the things that should be in research. Because of the feedbacks, we understood the research better and of course our paper was better.”

In addition, Participant 2 concluded that: “Buti na lang po tinanggap naming ng maluwag sa dibdib naming ung written corrective feedbacks sa papel naming kasi kung hindi po, baka hindi na po naging mas okay ang papel naming. Kaya buti na lang po we accepted the feedback kasi it leads po to the improvement and soundness of our works.”

English Translation: [“It’s a good thing that we accepted the written corrective feedbacks on our paper with ease, because if we didn’t, our paper might not have been any better. So it’s a good thing we accepted the feedback because it leads to the improvement and soundness of our works.”]

Since the result has dealt with the improvement of the participants’ improved paper or output, it could be stated that feedback is effective in the improvement of their works. Barbetta (1994) mentioned that feedback is often noted as the single most powerful tool available for improving student performance. Guinness et.al (2020) strengthened this claim by affirming that written corrective feedback is a powerful tool for addressing errors and solidifying expectations.

Proposed written corrective feedback mechanism

The figure below is the proposed written corrective feedback mechanism based on the result of this study. The learners’ output must be incorporated with written corrective feedback upon submission of this output. Then, based on this corrective feedback employed by the teacher, the learners would experience the 3Rs of written corrective feedback which are as follows:

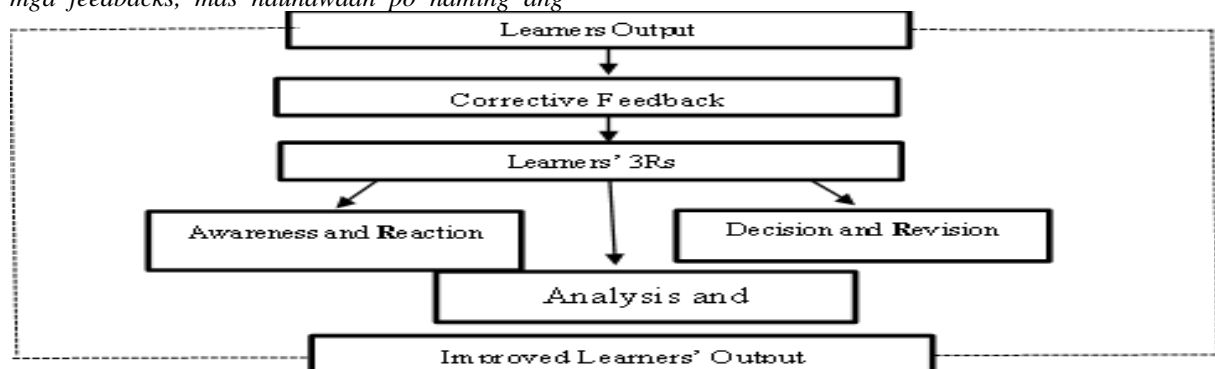


Figure 2: The Proposed Written Corrective Feedback Mechanism

First, **Awareness and Reaction** wherein the learners are informed of their mistakes or the parts they must improve. Second is **Analysis and Response**. Here, the learners employ their skills in analyzing their mistakes and respond to it by correcting them or look for ways to improve them. Lastly, **Decision and Revision** focuses on the learners' judgement or assessment as to how they are going to edit or revise their work. Here, the learners are also revising their paper and convene with other groupmates and decide and revise what they have to. The expected output is considered to improve or better than the first output since the inclusion of changes found on written corrective feedback occurred.

Based on the result of this study, the participants had positive reactions regarding the written corrective feedback they received. They also narrated that this feedback helps them identify their mistakes and correct them which led to the improvement of their works.

Moreover, through the given written corrective feedback, the participants were able to analyze, understand and revise their works easier and to take better decisions on revising the paper based on the provided feedback.

Hence, it is through the written corrective feedback that they considered their revised paper a better output compared to the previously submitted one.

Conclusion

In light of the findings of the study, the following conclusions were drawn:

1. Written corrective feedback gained a positive reaction on the learners since it helps them to identify their mistakes and the next decision and course of action.
2. When learners received written corrective feedback, they tend to understand, analyze it and immediately revise their papers.
3. The revised paper is a better paper compared to the previous one which suggests that written corrective feedback is a helpful tool in improving the learners' skills and academic competencies.

Recommendations

Based on the findings of the study, the following recommendations were drawn:

1. Since written corrective feedback helps the learners identify their mistakes and eventually learns from it, teachers should always provide written corrective feedback to ensure the mastery of the subject matter as well as the building of skills needed by the learners.
2. Written corrective feedback should be given by the teachers as a response to the learners'

papers. Hence, it should be done immediately since the learners are editing and revising their papers right after they received feedback.

3. Written corrective feedback mechanism should be done and followed religiously in order to enhance the skills and talents of the learners

Conflicts of Interest

The author declares that there is no conflict of interest in this manuscript.

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