

Exploring Students' Engagement toward Indirect Corrective Feedback in Writing a Report Text

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ABSTRACT

Indirect corrective feedback is the type of feedback that requires the students to understand the teacher's signs, and they should understand the feedback independently. This study aims to determine the process of students' three aspects of engagement involve affective, behavior, and cognitive engagement. It is significant to discover the engagement of students concerning indirect corrective feedback to explore how the teacher and students' relationship happened. Specifically, this study mainly focused on one class of vocational high school students in multimedia class grade X. Writing a report text was the activity occurring in the study. Furthermore, this study used qualitative research to explore the students' process in a writing activity. This study had two instruments documentation of students' drafts and semi-structured interview. The study found that students were affectively, behaviorally, and cognitively engaged in the teacher's indirect corrective feedback. Although, a few students had different perspectives related to the implemented feedback.

Keywords: Student engagement, indirect corrective feedback, writing activity

INTRODUCTION

Implementing indirect corrective feedback is one of the ways to challenge students in revising their writing drafts, especially in high schools. The technique of indirect corrective feedback is the teacher giving signs of the students' errors in their writing without any explanation provided. Moreover, indirect corrective feedback requires students to analyze the mistakes independently (Eslami, 2014). On the other hand, there are weaknesses in the concept of indirect corrective feedback. This feedback could confuse students because they should understand the teacher's signs on the errors and the students should think deeply about understanding the teacher's signs. Consequently, the students should find their strategies in understanding and adjusting to the teacher's indirect corrective feedback.

The teacher should conduct several steps while using indirect corrective feedback for the students' writing. A study explained that the organizations of teachers' indirect corrective feedback are exhibition, questions understanding, language-based practice, spoken arrangement, and writing structure (Karim & Ivy, 2011). Furthermore, the study also revealed

several benefits for teachers while implementing indirect corrective feedback. The students may realize their efforts and lack in writing to help maintain focus in arranging the draft to the final writing and give strong belief in students about writing efficiently. Thus, implementing indirect corrective feedback may help the teacher notice each student's writing draft, and students may write and correct their writing confidently.

Besides the teacher and the feedback, engagement is an essential aspect for students in writing to explore how far students could captivate with the teacher's feedback. A relationship between students' engagement with corrective feedback and the accuracy of their revision is relatable in writing classes (Simard et al., 2015). Students' engagement is crucial to explore because it can help the teacher in students' revision comprehension (Zheng et al., 2020). Therefore, the quality of students' engagement sees from how the students understand the teacher's feedback and revise their drafts.

The early previous research argued that written corrective feedback is inappropriate for L2 writing classes, and corrective feedback rejects writing areas (Truscott, 1996). Many researchers and studies were trying to reveal and counter Truscott's statement since it was debatable (Bitchener & Knoch, 2009; Han, 2019; Kurzer, 2018; Zheng & Yu, 2018). The studies, which encounter statements from Truscott, are factual. Those prove that corrective feedback helps for writing class. A study resulted in indirect corrective feedback guiding the students in their strategies for understanding the teacher's feedback (Zheng & Yu, 2018). The results of those studies concluded that corrective feedback is eminently efficacious and valid for students (Khanlarzadeh & Nemati, 2016).

Previous studies had examined several factors involving the students' engagement with their teacher in indirect corrective feedback (Zheng et al., 2020; Zheng & Yu, 2018). The impact on the grammatical accuracy of students' writing has improved their writing at that time without affecting on their future writing (Khanlarzadeh & Nemati, 2016). Moreover, another study stated that there is difficulty in analyzing the context of written corrective feedback (Zheng et al., 2020). Both of the studies had not found the specific type of writing that students write, which affects the students' engagement toward indirect written corrective feedback. Those studies did not mention the specific type of text in the writing class. Both studies only explained the students' engagement and their misinterpretation of corrective feedback, which focused on both direct and indirect corrective feedback at the same time. To fill in the gaps, this study explored the students' engagement that involves the implementation of indirect corrective feedback in the writing class, students' attitudes, and part of the draft that should correct by the teacher in writing a report text to find out what kind of aspect that the teacher focusing in

students' errors.

Investigating the process of students receiving and revising their writing become the main objective of this study. According to the explanation, the researcher formulated the research question as follows; How do students engage affectively, behaviorally, and cognitively in indirect corrective feedback?

LITERATURE REVIEW

The Implementation of Indirect Corrective Feedback

According to a study stated that indirect corrective feedback is one of the feedback that the teacher could implement in a writing activity (Ellis, 2009). Furthermore, it explained that the students' development, improvisation, and writing skills are significant. The idea supports a study who claimed that the most important thing while writing is students' effort, confidence, and constructive feedback (Han & Hyland, 2019). Moreover, indirect corrective feedback is constructive for students in improving their writing skills (Khanlarzadeh & Nemati, 2016). By implementing indirect corrective feedback, the teacher challenges to the students to have more considerable efforts in revising their drafts.

There are several steps that teacher should conduct while implementing indirect corrective feedback for the students' writing in order to help students avoiding misinterpretations (Karim & Ivy, 2011). The study explained that the organizations of teachers' indirect corrective feedback are exhibition, questions understanding, language-based practice, spoken arrangement, and writing structure. Furthermore, the study also revealed several benefits for teachers while implementing indirect corrective feedback. The students may realize their efforts and lack in writing to help maintain focus in arranging the draft to the final writing and give strong belief in students about writing efficiently. Thus, implementing indirect corrective feedback may help the teacher notice each student's writing draft, and students may write and correct their writing confidently.

The Students Engagement

This study scopes how the students engage toward indirect corrective feedback. Moreover, the engagement adopted from a conceptual framework discussed by previous studies. It explains that there are three aspects of students' engagement toward written corrective feedback (Han & Hyland, 2019; Kiriakos & Tienari, 2018; Kurzer, 2018; Mao & Crosthwaite, 2019; Zheng et al., 2020). Furthermore, this study is scoping each aspect containing in the conceptual framework. The following explanations are each aspect of engagement which mainly focuses on the teacher's feedback in the writing activity:

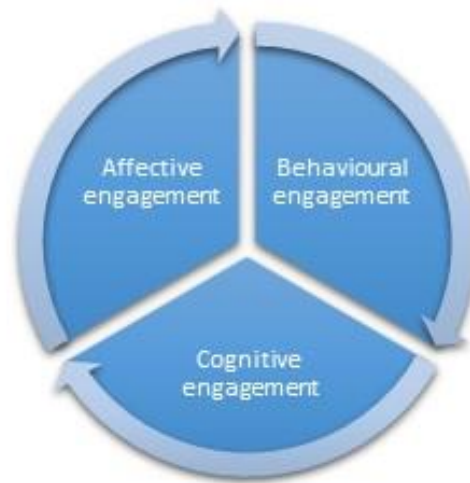


Figure 1. The Components of Conceptual Framework

Affective engagement captures students' emotions and reactions involving feelings, individual opinions, also recognition of students (Zheng et al., 2020). A study confirmed that students have various feelings while accepting and revising their drafts (Hassan & Mahfoodh, 2016). The study stated that eight EFL university students felt anxious, stressed, and shocked when they received feedback from the teacher.

Furthermore, behavioral engagement is students' action after they get indirect corrective feedback from their writing teacher (Han, 2017). Students' action could be in the form of the process of revising their writing. A study explained that behavioral engagement involves how the students process learning regularly without any negative perspective shown (Fredricks et al., 2004). Moreover, it illustrated that behavioral engagement includes improving students' revision ability (Zheng et al., 2020). Those studies support the idea that in writing, primarily academic writing, students should have better improvement writing, at least in revising their drafts. Students may have a variety of actions that they do in revising. In line with the study that the result clarified that students have actions that involve checking their correct and incorrect revisions, abolishment, and even doing nothing with the feedback (Han & Hyland, 2015). Applying indirect corrective feedback in report text is more challenging since the students can mislead in understanding the feedback from their students.

The definition of cognitive engagement is students' effort beyond the teacher's expectation and other perceptions of students facing their revision based on the feedback (Zheng et al., 2020). This statement confirms that cognitive engagement is an effort that students have to understand instructions and master skills in the writing process, specifically in the revision process. An activity that goes beyond the usual given by the teacher and students' foresight is the illustration of cognitive engagement (Fredricks et al., 2004). A study revealed

in his study that students use cognitive strategies such as retention and reflection while revising in corrective feedback (Kurzer, 2018).

A study revealed that indirect corrective feedback is successfully engages students' writing (Aziez & Asrori, 2021). As a result, it described that the students were enjoyable when the teacher used indirect corrective feedback in their argumentative essays. This idea confirms that the technique of indirect corrective feedback does not show negative engagement because it could increase the students' encouragement in revising their writing.

Indirect corrective feedback could guide students to have an independent analysis, such as understanding the teacher's signs of the errors and revising their strategies. Moreover, students will engage more in their writing and understand deeply what they should write (Zheng & Yu, 2018). This statement confirms the idea that indirect corrective feedback also can train students to have critical thinking and analysis skills.

According to a study, indirect corrective feedback helps modify the way of revision more attractive and challenging (Mirzaii & Aliabadi, 2013). As indirect corrective feedback is challenging, it is crucial to know the students' understanding in their revision. Since this type of feedback asks students to enhance their critical analysis and self-reflection based on their feedback (Poorebrahim, 2017), it is significant to know that the students' engagement with their teacher is running well.

Report Text in Vocational High School

The teacher in the tenth grader could implement indirect corrective feedback in the writing activity of a text. According to the Indonesian Ministry of Education and Culture, the report text is suitable for vocational high school students to train them write according to the fact. Report text defines as a text which generally describes something. As the main focus of vocational high school students prepare to work practically, report text is the most suitable subject to learn because it writes related to the fact of something. Moreover, they are preparing to have internship in their second year and by writing a report text they train to write and report every project by fact.

Nevertheless, report text compares to descriptive text. The specific differences between those two texts are the explanation of the texts. If descriptive text describes what the writer sees, report text explains based on the facts of something. The students in high school have opportunities to write thirteen types of text. Those texts are spoof, descriptive, recounts, analytical exposition, explanation, narrative, report, news item, discussion, reviews, procedure, hortatory, and exposition (Gerot & Wignell, 1994).

The generic structure of a report text contains two elements (Gerot & Wignell, 1994).

Those are:

1. A general classification defines as the classification of the subject. Furthermore, the subject may be in the form of people, animals, places, plants, and others. The subject should be discussed generally as the introduction of the subject in a report text.
2. Description of the thing is precisely according to the fact of the subject. The description's order should be in order to avoid the reader's confusion.

Another element of a report text is the language features (Gerot & Wignell, 1994). It focuses on how the language terms are applied appropriately to the text. The following points are the language features of a report text:

1. The subject might be in a group or individually and explained generally
2. The organization of reporting the text should be in order
3. The implementation of using logical conjunction such as so, that is why, and others
4. The tense should be present tense

It is revealed four criteria for labeling writing as good writing. It might see from the content, organization, grammar, and accuracy. Furthermore, to be included in good writing, the writer should notice several elements. Those are content, organization, vocabulary, language use, and mechanical skills.

METHOD

As the research questions formulated in the previous chapter, this study aimed to explore the students' engagement in the use of indirect corrective feedback for their writing. Furthermore, this study used qualitative research. This idea supported by Rahman (2016) who stated that qualitative research emphasizes detail and focused directly on a participants' feelings, ideas, arguments, and life experiences (Rahman, 2016). Thus, the researcher used the qualitative research method to determine the students' engagement from the students' point of view toward indirect corrective feedback.

The study took place in the vocational high school in Surabaya as the place where the participants study. Furthermore, the researcher used convenience sampling which is usually grouped with a qualitative study. Convenience sampling was preferring participants based on the researcher's preference and it can be chosen randomly (Taherdoost, 2016).

The study was taken in the second semester of grade X consisting fourteen students in a class, and the report text taught. The length of the time consisted of three meetings with eighty hours on each meeting. Participants had three activities in collecting the data. First, the participants should write the report text initially after the teacher explained the material.

Subsequently, the teacher collected the writing draft and gave feedback on each writing draft by implementing indirect corrective feedback. Finally, the original draft completed with the feedback was given to the students to have the revision based on the teacher's feedback.

Specifically, the participants were the students that learning in one class of vocational high school specifically multimedia class who studied a report text subject. However, the reduction of twenty participants became fourteen participants conducted to collect the data clearly and specifically in this study. The reduction was because the six students did not complete their final drafts and the document was incomplete.

As one detailed research question answer, the researcher used two instruments in the research question. The research question used two instruments as documentation of students' drafts and semi-structured interviews for the students as the central role in revising the students' drafts as the more substantial supporting evidence.

Furthermore, documentation used in this study was in the form of students' writing in two types; students' original writing with the teacher's indirect corrective feedback and a revised draft of the report text. As the supporting evidence of this study, the semi-structured interview conducts for the participants in the form of audio recordings and transcription analysis. As a final step, the comparison table arranged to synchronize the documentation and interview results. This step was purposed to make the data clearer and avoid confusion.

The topics of writing that students wrote consisted of two those were camera and laptop. The students created a report text, only limited to the two topics. The minimum paragraphs that students wrote were at least two paragraphs. Those students who succeed in completing their first until the revised draft and the interview process categorizing as the completed data. Furthermore, this study has one research question to be answered, which contains three aspects in it. Accordingly, the study results are separate based on each aspect directly.

RESULTS AND DISCUSSION

There were fourteen participants that succeed in completing the three steps (drafting – revising – interviewing) in this study. The following chart is the summary of the participants' results:

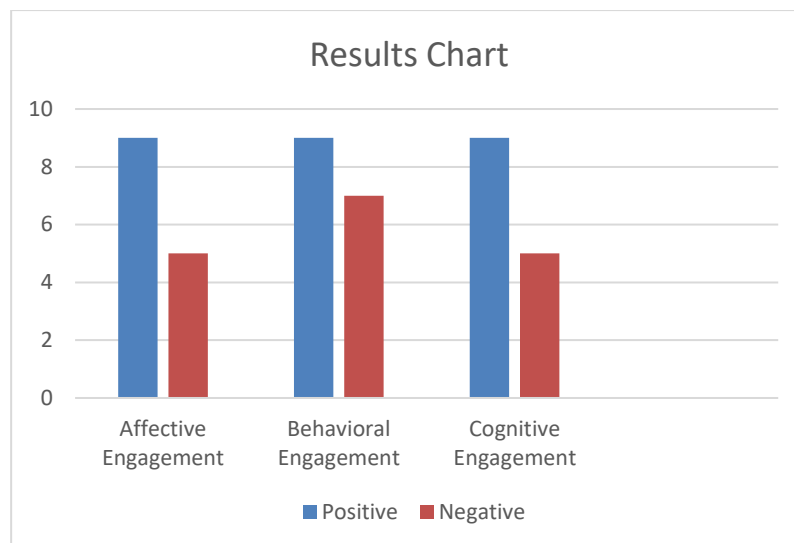


Figure 2. Summary of Results of the Study

The positive bars represent as the students' positive engagement in every engagement. Those positive aspects are the students' reaction in affective engagement, students' strategy in the activity of rechecking their revised draft before submission, and the opinion of how if the teacher implementing indirect corrective feedback in future writing activity. On the other hand, the negative bars show the negative engagement of students.

Affective Engagement

Previous studies claimed that affective engagement refers to students' early reactions and feelings about something. Furthermore, in this study, affective engagement was mainly investigated in participants' attitudes and responses toward indirect corrective feedback. There were three list questions related to affective engagement that the participants responded. Those questions were adapted from a related study, which focused on how the students' reactions and feelings while receiving and revising the feedback (Zheng & Yu, 2018). As this study used semi-structured interviews, the researcher asked additional questions according to the participants' responses.

The students responded variously and the researcher divided two categories which are positive and negative feelings. Nine students stated that they had positive feeling with the use of indirect corrective feedback. Participant one described that the use of indirect corrective feedback was more systematic and simpler. It relates with the advantage of indirect corrective feedback itself that help the teacher and students to simplify in writing activity.

Two students (participant two and four) felt that when the teacher used indirect corrective feedback, they got new experience that there was model of feedback without any words provided. As one of the students mentioned:

"I was happy, exciting. I could add experience and I know where my mistakes were."

He acquired from the errors on his writing that indirect corrective feedback led him realized the mistakes. Furthermore, participant three and ten illustrated their feelings that indirect corrective feedback was favorable. They enjoyed with the process of writing that the teacher implemented indirect corrective feedback. As participant three commented on the interview:

"I was enjoying that I could write and know my mistakes."

The participant three mentioned similarly with participant two that they knew their mistakes in writing and they felt positively.

Three participants (participant five, six and thirteen) did not describe their feelings specifically. They stated that they had nothing problem in receiving teacher's indirect corrective feedback. Those students felt that because they thought that writing was a part of the assignment, they should do their best to acquire the best score.

However, participant eleven illustrated that he felt comfortable with the teacher's indirect corrective feedback. Even though, it was his first impression with the feedback that the teacher used.

The students who had a positive attitude toward indirect corrective feedback responded variously related to their writing drafts that were given feedback from the teacher. Thus, a positive attitude is shown for students in this study. They felt satisfied with receiving the teacher's indirect corrective feedback. The results were closely similar to a study that resulted most of the participants reacted positively toward the teacher's indirect corrective feedback (Zheng & Yu, 2018). Indeed, the feelings influenced the revision of students. The students who had a positive feeling had no problems in the revision.

On the other hand, the five students negatively responded toward the teacher's indirect corrective feedback. However, all of them described that the process of writing made them lazy and tired. Specifically, they did not have any problems related to students writing. Participant seven stated that he was lazy to start writing because the teacher asked him to write twice, and he thought it was a long process. However, participant eight described his feeling as unfavorable because he was afraid to make mistakes since the first writing activity. The three students (participant nine, twelve, and fourteen) argued that they felt tired in writing a report text because it was long work. One student responded to the interview as follows:

"My experience was very tiring. The part while the most tired was I only asked to add s and should be rewritten."

While the researcher asked for clarification on the statement above, the student answered that there would be no problem with the feedback if the teacher did not implement the writing

process.

Thus, the negative feeling happened to certain students due to the long writing process. As a research resulted that the participants did not engage affectively due to the understanding of the teacher's feedback (Han & Hyland, 2015). Nevertheless, the participants in this study disagreed with the teacher's writing activity that they thought too complicated.

Regarding the students' reaction toward the teacher's indirect corrective feedback, it resulted in the same focus on their writing drafts. In the interview, the researcher asked what the first thing that students noticed while receiving feedback and they compactly answered the marked signs from the teacher was. The documentation of the teacher's feedback shows in figure 3.

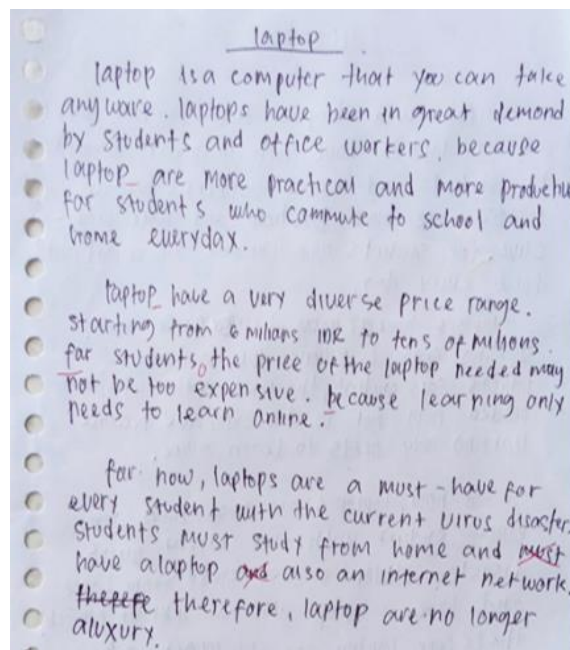


Figure 3. Document of A Student's Draft with Teacher's Indirect Corrective Feedback

On the student's writing, three signs were put by the teacher. The teacher used a red pen to highlight the errors in the students' drafts. It indicates that the teacher wanted to show the students' errors, and they could notice them directly from the feedback given. The teacher gave those signs with each meaning in the students' draft. The underlined letter meant there were error in the use of plural form and capital letters. The circle indicated as the missing punctuation and created a misunderstanding in reading the signs. Ultimately, the crossed words were the error that removed or excessed words.

A final point in affective engagement is the students' early responses. All of the students agreed that the main focus while the teacher distributed their first draft was the marked signs from the teacher. It could be seen from the use of a red pen purposed to highlight the error from students.

Behavioral Engagement

Behavioral engagement in this study merely focuses on how students processed revising their draft from the teacher's indirect corrective feedback. The focus in this aspect is comparing two documents (original and revised drafts) to find out if the students only depend on teacher's feedback or they improved in revised draft. It resulted that the students did not only depend on the teacher's indirect corrective feedback, but they also had improvisation in revising their writing. The documentation of student's original and revised writings is displayed in the figure 4 below:

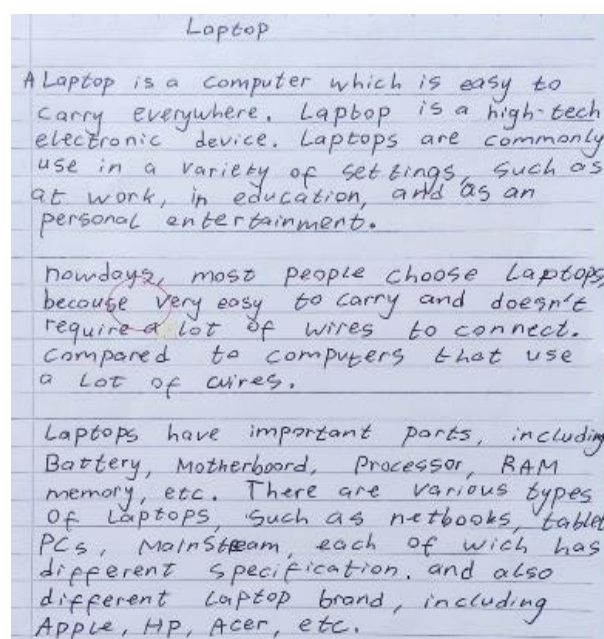


Figure 4. Documentation of Student's Original Draft

It shows that there contained three paragraphs and the teacher only gave feedback on the sentence missing the subject and verb. This student showed that he had followed the process of writing in the English class obediently. He followed the process of writing as to how the behavioral engagement happens. The following figure is the revised draft of his writing after receiving the teacher's indirect corrective feedback.

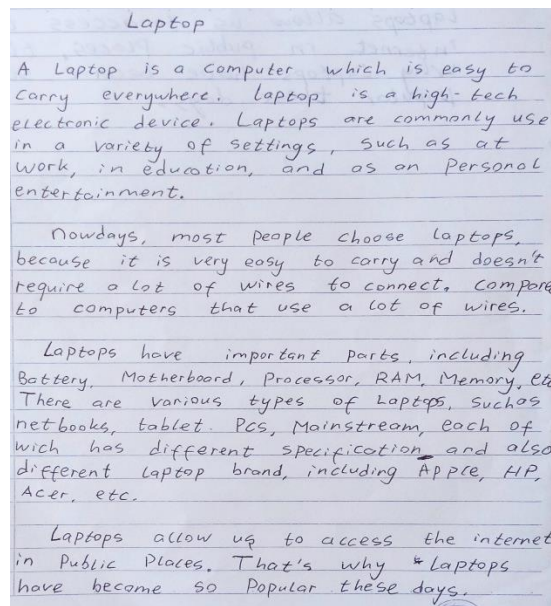


Figure 5. Documentation of Student's Revised Draft as His Final Submission

It shows that the student's first draft contained three paragraphs, and he added one more paragraph, which was the concluding paragraph in the revised writing. Therefore, the entire paragraphs of the revised draft became four paragraphs. Even though the teacher only gave one sign that was a circle to his writing, he did not only depend on the teacher's feedback.

Another behavioral aspect of this study was the students' steps in revising the draft. Specifically, the focus of step in this study was the final step before submission. There were three list questions related to the strategies that the students had before submitting their final draft of a report text. As a result, nine students rechecked and reread their writing before submitting the last writing of the report text as the final activity of writing. The following conversation excerpt represents the response to the same question:

"I reread it to avoid mistakes and got any revisions."

The reason for the student above was similar to other students. They were afraid that the teacher's indirect corrective feedback was still missing. The students described that they did not want to have any revision for the following writing activity. Contrastingly, five students admitted that they did not have time for rechecked their final drafts, and they just submitted it directly. In the following interview, the student described that he wanted to recheck his writing, but a particular condition did not allow him.

"I didn't have time, so I submitted it directly."

It concludes that all of the students wanted to recheck their revised drafts, but the limited time could not give a chance for them. Other students had the same idea that they did not have more time to check their revised draft. The students seemed fully interesting in having more

significant effort in rechecking their writing. However, the limited time for revision made them could not do that. A study claimed that the students in his study did not engage behaviorally since the participants had limited knowledge to revise their drafts (Zheng & Yu, 2018). He stated that behavioral engagement unsuccessfully occurred in his study. Otherwise, the students had much effort in rechecking their final draft in this study. They had more knowledge in writing a report text by looking at their improvisation in a revised draft.

Cognitive Engagement

Students' effort beyond of teacher's activity of revising their writing is the focus of this final aspect of this study. It was found that each student had an effort to understand the teacher's indirect corrective feedback. The researcher discovered two categories in students' efforts to understand the feedback.

The results show that the students were clarifying to the teacher and friends. As it is known that indirect corrective feedback is only in the form of signs, the students had similarities in a step, the clarification process. Some students were confused about the teacher's feedback, and they generally said that:

"I asked to my teacher how to revise it and made sure there would be no mistakes."

Before the students started to revise, the thirteen students asked their teacher purpose to make sure if the feedback was correct or not. Indeed, the students already understood what the signs on the feedback meant, but they clarified them to their teacher. As one student explained, he did an independent revision since he already understood what his teacher's feedback meant. The researcher asked him if he did not understand what way he would take to revise his revision. Afterward, he answered that he would ask the teacher. He explained that he did not believe in his friends and that asking for clarification from the teacher was enough as the first step in revising the draft.

Nine students preferred if the teacher could implement indirect corrective feedback in writing activities in the future. As one student described in the interview:

"I prefer to use this kind of feedback to avoid confusion, so I can think independently."

Four students had the same idea related to the teacher's indirect corrective feedback. They stated that independent correction was the challenging activity in writing that they were able to experience.

On the contrary, five students argued that the teacher should not implement indirect corrective feedback because they believed another type of feedback was more straightforward than the recent feedback. As one student said:

"It should be revised directly by him to make it simpler and easier."

He thought that the feedback made his writing process became complicated. Other students who disagreed with indirect corrective feedback preferred to receive the convenient type of feedback for their writing drafts. The teacher's technique was becoming the main focus since they were the primary role who revising their writing.

Compared to the study, the cognitive engagement in this study resulted that the students being able to understand and process the feedback effectively (Han, 2017). The students were unengaged cognitively since they could not process the revision independently. However, this study showed the students asked their teacher for clarification about what the signs on the feedback meant. The other ways were asking the friends or having a self-correction. Both of the options did not come from the teacher's instruction. They had their strategies to find clarification in the teacher's indirect corrective feedback. Furthermore, the students agreed to the implementation of indirect corrective feedback for their future writing. Using indirect corrective feedback for further writing activities could guide students to challenge themselves in revising and reactivating their strategies to have better writing.

CONCLUSION

The engagement of tenth-grade students in a vocational high school involving affective, cognitive, and behavior was generally well engaged. All students had a sense of responsibility for arranging and revising their report text drafts. In conclusion, the relationship between the teacher and students in the classroom was in a strong relationship.

Students' positive feelings affected their writing. They became creative and had improvisation during the revision. Otherwise, the negative feeling that came from the process of writing made them tired. The study is resulted in the students dominantly having a positive attitude toward the teacher's indirect corrective feedback.

All of the students had their strategies to understand and revise their writing. The signs of indirect corrective feedback did not stop the students from finding ways to understand the teacher's feedback. Indeed, it mentioned all of the students were engaged behaviorally toward indirect corrective feedback.

The engagement between teacher and students is from how far the students believe in their teacher in giving feedback. The students preferred their teacher to implement this type of feedback to challenge themselves to have an independent revision while one student disagreed with the use of this type of feedback because he considered that there must be other types of feedback that did not as complicated as indirect corrective feedback.

Considering the importance of implementing feedback in writing activities, it suggests

that other researchers expand this study by investigating other types of feedback and other class of students in vocational high school. Furthermore, other researchers could combine indirect corrective feedback and other types as to compare the effectivity. However, this study was only limited to one class and a particular major. It is recommended that further studies will have more prominent participants explored so that there will be more participants represented. The specific type of text taken in this study, the other researchers, are expected to explore other types of text at the same level of students.

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