WRITTEN CORRECTIVE FEEDBACK IN ENGLISH CLASSROOMS AT THE UNIVERSITY OF DANANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES: TEACHERS' PRACTICES AND STUDENTS' EXPECTATIONS

PHẢN HỒI SỬA LỖI TRONG LỚP HỌC TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC ĐÀ NẴNG: THỰC TẾ TIẾN HÀNH CỦA GIÁO VIÊN VÀ MONG ĐỢI CỦA SINH VIÊN

Nguyen Doan Thao Chi*

The University of Danang - University of Foreign Language Studies, Vietnam

*Corresponding author: ndtchi@ufl.udn.vn

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Abstract - Providing written corrective feedback (WCF) for students' written work is a common practice in the writing classrooms at the Faculty of English, The University of Danang-University of Foreign Language Studies (UD-UFLS). To optimize teaching strategies, teachers must comprehensively understand their students' attitudes towards this process. Through questionnaires and interviews, this study gathered data from 10 teachers who are in charge of the English language classes and 120 first-year English-majored students to explore their perspectives on the practice of giving WCF in writing lessons. The findings reveal that a majority of students anticipate receiving more focused and direct feedback from their teachers. In addition, the results provide insights into teachers' expectations regarding students' post-WCF activities and the extent to which students fulfill these expectations. The study also offers recommendations for refining teaching strategies to better align with students' expectations, thereby narrowing the gap between teachers' methods and students' preferences.

Key words - Written corrective feedback; teachers' practices; students' expectations; post-WCF activities; teaching strategies.

Tóm tắt - Cung cấp phản hồi sửa lỗi (WCF) là một hoạt động thường xuyên trong các lớp học viết tại khoa Tiếng Anh, Trường Đại học ngoại ngữ - Đại học Đà Nẵng (UD-UFLS). Nhằm tối ưu hoá các chiến lược giảng dạy, giáo viên cần hiểu rõ thái độ và mong đợi của sinh viên đối với hoạt động này. Thông qua khảo sát và phỏng vấn, bài nghiên cứu thu thập dữ liệu từ 10 giáo viên và 120 sinh viên năm thứ nhất chuyên ngành Tiếng Anh nhằm tìm hiểu quan điểm của họ về hoạt động cung cấp phản hồi sửa lỗi trong các lớp học viết. Kết quả nghiên cứu cho thấy, đa số sinh viên mong muốn nhận được nhiều phản hồi cụ thể và trực tiếp từ giáo viên hơn. Ngoài ra, kết quả chỉ ra những kỳ vọng của giáo viên đối với các hoạt động của sinh viên sau khi nhận được phản hồi sửa lỗi cũng như mức độ mà sinh viên đáp ứng được những kỳ vọng này. Nghiên cứu cũng đưa ra đề xuất nhằm xây dựng các chiến lược giảng dạy phù hợp hơn, giúp thu hẹp khoảng cách giữa phương pháp giảng dạy của giáo viên và sở thích của sinh viên.

Từ khóa – Phản hồi sửa lỗi; thực tế tiến hành của giáo viên; mong đợi của sinh viên; hoạt động sau phản hồi; chiến lược giảng dạy.

1. Introduction

Written corrective feedback plays an important role in the teaching of English writing skills, providing valuable guidance for learners to improve their language proficiency. Research by Truscott [1] highlights the significance of corrective feedback in addressing grammatical errors and enhancing students' understanding of language structures. Moreover, Ferris [2] emphasizes the role of WCF in fostering error awareness and promoting accuracy in written expression. According to [3], by systematically identifying and correcting errors, WCF not only assists in immediate improvement but also contributes to long-term language development. This feedback process, as advocated by [4], encourages students to engage in iterative learning, where revisions and edits lead to continuous improvement in writing skills. In essence, the thoughtful integration of WCF is essential for cultivating effective written communication skills in English language learners.

At the Faculty of English, UD-UFLS, offering corrective feedback to students is a regular activity in academic writing classes. A feedback-giving process can be briefly described as follows: after students complete a writing assignment in class and submit it to the teacher, he/she then reviews and provides feedback at home. In the next class, the teacher comments on the essays based on the prepared feedback, and then students revise their writing. However, specific information regarding how teachers' practices of correcting essays are conducted, how students interpret teachers' feedback, what types of feedback are preferred, and what types of errors are emphasized during feedback provision, are yet to be explored and clarified in the teaching of writing at the faculty.

Moreover, from the researcher's observations, teachers lack comprehensive information about students' attitudes after receiving feedback on their essays. Without insight into how students perceive and respond to feedback on their writing, teachers may struggle to tailor their instructional methods effectively. This knowledge gap may hinder teachers' ability to implement student-centered approaches and address individual preferences, potentially impacting the overall engagement and receptivity of students.

Given this circumstance, there arises a pressing necessity for a thorough study that delves into the practical aspect of teachers' WCF provision in writing classes. In addition, it is essential to explore what students think and

expect from teachers' feedback as more efficient feedback-giving strategies would result in significant improvements in their writing skills. Therefore, the findings of this study are anticipated to offer viable solutions for addressing and narrowing any existing gaps between the feedback-related activities undertaken by teachers and the expectations held by students in relation to feedback on their writing. The research questions of this study are as follows:

a. How do teachers provide WCF in writing classes?

b. What are the expectations of students regarding the WCF given by their teachers?

c. What are the differences between the practices of teachers and the expectations of students regarding WCF?

2. Written corrective feedback

2.1. Definition of WCF

In the context of teaching English writing, WCF is generally considered the practice of providing comments and corrections on written assignments to help learners improve their language proficiency and writing skills. Acknowledging its focus on providing feedback specifically for linguistic errors, Bitchener and Storch defined WCF as "a written response to a linguistic error that has been made in the writing of a text by an L2 learner" which "either corrects the inaccurate usage or provides information about where the error has occurred and/or about the cause of the error and how it may be corrected." [5, p. 1] This pedagogical practice involves addressing issues related to grammar, vocabulary, syntax, and overall writing conventions, offering learners constructive guidance for improvement.

2.2. Types of WCF

There are different types of WCF, which can be classified into three main groups. The first one is focused and unfocused feedback. While focused feedback directs attention to particular linguistic elements, unfocused feedback offers a broader evaluation of overall content, organization, or writing style without explicitly targeting specific language features [6]. Advocates of focused feedback [3] argue that this approach allows for systematic improvement and a deeper understanding of language elements. Meanwhile, critics [7] claim that the lack of specificity of unfocused feedback may impede students' ability to identify and address specific errors.

The second group deals with direct and indirect WCF. The distinction between them has been a focus of research. Direct feedback involves explicitly marking and correcting errors, while indirect feedback offers more subtle hints, allowing students to identify and correct errors themselves [7]. A study by Bitcherner and Ferris [8] shows mixed results concerning the effectiveness of these two approaches, with some suggesting that direct feedback is more helpful in certain contexts, while indirect feedback can promote autonomy and self-regulation.

Finally, the emergence of digital technology has introduced electronic modes of WCF. Hyland and Hyland [9] compared electronic and paper-based feedback, highlighting the convenience of electronic feedback and its potential to include multimedia elements, such as audio comments. However, further research is required to gain a comprehensive understanding of students' preferences regarding these two forms of feedback.

2.3. Students' attitudes towards teachers' WCF

Students' attitudes towards WCF vary widely. Some students appreciate and value feedback as a means of improving their writing skills, while others may feel overwhelmed, frustrated, or demotivated by the correction process [2]. Moreover, Lee [10] claims that students' prior educational experiences, cultural backgrounds, and individual learning styles can shape their attitudes towards feedback. Some students may prefer explicit correction, while others may find indirect or general feedback more beneficial.

According to prior studies, several factors may influence students' attitudes towards WCF. When students perceive feedback as constructive, specific, and aligned with their needs, they are more likely to view it positively [3]. Students' self-efficacy beliefs, their levels of motivation, and the classroom environment, including the teacher's feedback style and the presence of peer collaboration, also impact their attitudes towards WCF [11]. It is therefore suggested that teachers should use a variety of methods when giving feedback, such as a combination of direct and indirect feedback, to address individual learners' needs and promote positive attitudes towards feedback.

3. Research methods

3.1. Setting

The study is conducted at the Faculty of English, UFLS-UD. The faculty is running a Bachelor Programme in English Language Studies. The Bachelor Programme offers different modules in English skills, and Integrated English Skills B1.1 is a compulsory module in the training program. The coursebook currently used for teaching this module is "Pathways 2: Reading, Writing, and Critical Thinking" (Second Edition, 2018) written by Laurie Blass and Mari Vargo, and published by Cengage Learning. This module provides students with the theory and practice of writing different types of essays at B1 level of The Common European Framework of Reference for Languages (CEFR). It aims to make academic writing more understandable and teach students essential skills for effective writing in different academic areas. Students will learn to engage with other authors' claims, create clear arguments, structure essays logically, incorporate external sources, and enhance their writing through revision. Each lesson in the module will involve various readings, multiple writing assignments, and valuable corrective feedback from the teacher.

3.2. Participants

There are two groups of participants in the study. The first group includes 10 teachers who are currently in charge of the academic writing classes at the faculty. These teachers have been teaching English for more than 15 years with extensive expertise in teaching academic writing skills. The second group includes 120 English-majored students who are randomly chosen from 10 writing classes at the faculty.

They are in their first year at the University and are taking the Academic Writing module as a compulsory part of their training program. The students are required to take four Academic Writing modules during the first two years at the University. The writing module examined in this study is Integrated English Skills B1.1, which was taught in the first term of the academic year 2023-2024.

The study only targets first-year students. The reason for this selection is that follow-up research on the strategies for giving effective WCF will be done based on students' responses to questions in the current study, and this group of freshmen will continue to be the subject of these research projects, as they are attending other writing modules in the next academic year. If senior students are asked to participate in this study, they will have finished all of the writing modules required in their training program by the time further research is conducted.

3.3. Data collection

The current study collected data from the use of a questionnaire and interviews to answer the research questions. The questionnaire was adapted from those designed by [12] and [13]. The questionnaires from these previous studies underwent thorough validation processes which helped to ensure the validity and reliability of the instrument used in the current study. Furthermore, they have already identified relevant constructs and factors related to the topic of WCF, providing a solid foundation for designing the current questionnaire. The questionnaire comprises 15 questions categorized into three sections: Section A (Personal Background), Section B (Teacher's Practices), and Section C (Students' Preferences). Sections B and C are divided into four sub-sections: amount of feedback, types of feedback, types of errors, and post-WCF activities. The types of questions included close-ended questions with multiple choice or Likert scale formats to assess participants' tendencies and open-ended questions to explore the reasons behind their choices.

In addition to the questionnaire, interviews were employed to gather qualitative data from the teachers. Semi-structured interviews were conducted with 10 teachers from the 10 writing classes to investigate the actual implementation of WCF in their teaching practices. The semi-structured interview format offered the advantage of enabling respondents to explain and provide detailed information about the topic, while the researcher retained control over the interview's progression. The semi-structured interviews focused on teachers' practices of providing WCF in English classes. The interview questions inquired about the frequency and types of WCF commonly employed by teachers, their prioritization of error types, and the post-WCF activities they implemented. The reasons behind their preferences were also explored in the interviews.

3.4. Data analysis

The data from the questionnaire and the interviews were analyzed and processed to answer the three research questions. Specifically, quantitative data from the questionnaire were analyzed with the use of SPSS software version 29.0.2.0, and results were visually presented on charts when needed. Meanwhile, qualitative data from the interviews were transcribed and analyzed using Thematic analysis. The combination of qualitative and quantitative data analysis was essential as qualitative data helped to validate or provide additional insights into the results derived from quantitative data.

4. Findings and discussion

The findings from the questionnaires and interviews are presented under three categories 4.1, 4.2, and 4.3 which correspond to the three research questions of the study. Specifically, Category 4.1 provides insights into teachers' practices of giving WCF in writing classes, aligning with Research Question 1. Likewise, Category 4.2 thoroughly addresses Research Question 2 by examining students' expectations regarding the provision of WCF by teachers. Lastly, Category 4.3 discusses the disparities between teachers' practices and students' expectations, as explored in Research Question 3.

4.1. Teachers' practices of giving WCF

4.1.1. How much WCF is given?

When it comes to the amount of feedback, 8 out of 10 teachers claimed that they aimed to strike a balance between providing enough feedback to guide improvement and not overwhelming students with an excessive number of corrections. According to these teachers, feedback was given on multiple drafts of a written assignment. Initially, teachers would focus on global issues such as organization, coherence, and argument structure. As students revised their work, the focus shifted to more specific language errors in subsequent drafts. The other two teachers did not provide too much feedback on students' writing. Instead, they preferred to write general comments and remarks, which helped to guide students in revising their drafts.

4.1.2. What types of WCF are favoured

Regarding types of WCF, most teachers decided to provide more unfocused feedback in the first draft of students' written assignments. This type of feedback looks at broader elements of writing, such as overall organization, argument coherence, and thematic development. Then, in the subsequent drafts, teachers offered more focused feedback which addressed particular language errors and provided clearer guidance on areas for improvement.

In terms of direct and indirect feedback, eight teachers responded that they preferred to implicitly identify errors in students' writing so that students could correct the errors on their own. Various techniques used by these teachers included underlining or highlighting errors, using symbols or abbreviations to indicate specific types of errors, or suggesting alternative vocabulary. The other two teachers often used comments, questions, prompts, and examples to draw students' attention to problematic areas. They also highlighted strengths to encourage students and shared some resources to assist them in self-correction for future improvement.

When asked about the preference between paper-based and electronic feedback, the majority of teachers stated a

preference for traditional feedback methods. Their corrections and comments were typically in the form of handwritten notes, marginal comments, and overall annotations. According to teachers, paper-based feedback was considered faster and more convenient, particularly in cases where they needed to evaluate a significant number of written assignments or when working in environments where computers were not readily available.

4.1.3. What types of errors are prioritized?

Regarding the types of errors, teachers commonly shared in interviews that they tailored their corrective feedback based on the nature of the draft being assessed. For initial drafts, they emphasized corrections related to content and the organization of the essay. Conversely, when correcting second or final drafts, the focus shifted towards addressing grammar, vocabulary, and spelling errors. However, in terms of prioritizing these error categories, teachers asserted that they accorded more significance to grammar, vocabulary, and spelling errors compared to content, organization, and punctuation errors. This preference was attributed to considerations of student proficiency levels and curriculum requirements.

4.1.4. Activities after WCF is given

In response to the question regarding post-WCF activities for students, teachers expressed their desire for students to carefully review the feedback, correct all types of errors, and subsequently revise their writing. Teachers also promoted open discussions and encouraged students to seek clarification on any uncertainties. However, most teachers recognized that only a restricted number of students sought guidance from them after receiving feedback.

4.2. Students' expectations of teachers' WCF

4.2.1. Frequency of WCF

Findings from the Students' questionnaire indicate a strong desire for an increased frequency of WCF. Students believed that ample feedback from teachers regarding their essays would significantly enhance their ability to produce error-free writing in subsequent assignments. In addition, students warmly welcomed the comments and remarks from teachers on their writing, valuing the personalized attention and encouragement that they provided. This personal touch contributed to a supportive learning environment where students felt seen and understood in their academic journey.

4.2.2. Students' favourite types of WCF

Responding to the question about their favorite types of WCF, 82% of the students demonstrated a clear preference for focused feedback. Rather than receiving general feedback on overall organization, ideas, or style, they appreciate targeted guidance that pinpoints specific areas of improvement. According to students, this focused feedback enabled them to better grasp different aspects of language such as grammar, syntax, vocabulary, and word use, facilitating a more efficient learning process.

In terms of direct and indirect WCF, survey data indicates a distinct preference among students for more direct forms of feedback. Notably, nearly 79% of respondents expressed interest in teachers directly correcting errors by crossing out the incorrect word and replacing it with the accurate one. Also, 55% preferred teachers to identify errors and provide some prompts on how to correct them, while 18% and 14% agreed with the approach of solely indicating errors by underlining or highlighting them or utilizing symbols or abbreviations to identify errors, respectively. These findings show a predominant inclination among students for clear and explicit correction methods in their feedback, emphasizing the importance of directness in the WCF process.

Regarding feedback format, the findings reveal a preference split among students, with 54% favoring electronic feedback for its convenience, efficiency, and ease of access on digital platforms. Conversely, 46% expressed a preference for handwritten feedback. For this group of students, handwritten notes fostered intimate interactions, creating a personalized and meaningful connection between students and teachers during the feedback process.

4.2.3. Students' preferred error types for correction

Results from the questionnaire indicate a clear preference among the majority of students for teachers to address grammar errors (77%), vocabulary errors (67%), and spelling errors (46%), as opposed to content errors (35%), organizational errors (22%) and punctuation errors (6%). According to students, linguistic errors are considered more foundational and widespread, with the potential to impact the entire essay significantly, whereas organizational and punctuation errors are more localized and less influential on the overall meaning of the essay.

4.2.4. Post-WCF activities undertaken by students

Data from the questionnaire reveals a diverse range of post-WCF activities among students. Predominantly, 64% engaged in activities such as reading the feedback, correcting errors, and rewriting the assignment. Concurrently, 53% opted to take notes in their handbooks for future reference and 50% consulted additional materials for clarification. Meanwhile, a much smaller percentage (16%) sought assistance from teachers when faced with unclear feedback.

4.3. Differences between teachers' practices and students' expectations

4.3.1. Amount of WCF

As illustrated from the collected data, there was a difference between the quantity of feedback provided by teachers and the amount expected by students. Teachers aimed to avoid excessive feedback, while students expressed a desire for more, believing that an increased amount of feedback correlates with improved writing skills. The finding that students tend to expect more and more feedback from teachers has been proved in different research [12, 14, 15]. For students with limited experience in learning English, such as the first-year students in this study, this result appears reasonable. These students often feel unsure about their writing or grammar and seek explicit guidance to avoid making the same mistakes again. Another plausible explanation for students desiring more

feedback from teachers is their potential belief that frequent feedback correlates with accelerated progress and enhanced accuracy, prompting them to actively seek additional guidance.

4.3.2. Types of WCF

Responses from teachers and students show a contradiction between the types of WCF that teachers used and those expected by students. Teachers offered both focused and unfocused feedback on students' writing, depending on the nature of the drafts they were assessing. Meanwhile, a majority of students (82%) expressed a preference for receiving more targeted feedback that addresses specific aspects of language. This finding aligns with earlier research that also highlights certain factors explaining students' preference for focused WCF. According to [16], students often have specific areas where they lack knowledge or understanding, such as a particular grammar rule or vocabulary usage. Focused feedback directly addresses these knowledge gaps, allowing students to learn and improve more efficiently. A study by Henriks [17] finds that when students receive feedback that helps them identify and correct specific errors, they feel a sense of accomplishment and increased confidence in their writing abilities. Participants in this study share the same rationale, as they prefer receiving specific feedback on language elements over being overwhelmed by general comments from teachers.

Differences can also be found regarding direct and indirect feedback. While teachers prioritized indirect feedback and required students to self-correct the errors based on their suggestions, students expected to have their errors directly corrected. Direct feedback is preferred over indirect feedback thanks to specific benefits identified in various research studies. Ellis [18] claims that indirect feedback can leave students unsure about what they did wrong and how to improve. Direct feedback alleviates this confusion and anxiety, providing them with a clear direction to move forward. Likewise, Li and Zhu [19] believe that direct feedback explicitly identifies errors and suggests corrections, providing students with a clear understanding of what needs to be improved. This confirmation helps them avoid repeating mistakes and solidifies learning. Furthermore, Yunus [15] contends that teachers' explanations of errors offer students a valuable source of metalinguistic information, thereby enhancing their language learning.

Regarding the feedback delivery method, it is noteworthy that there is not a substantial difference between students expecting e-feedback and handwritten feedback - 54% for the former and 46% for the latter. E-feedback is favored because it offers the advantage of accessibility anytime, anywhere, facilitating convenient review and reflection [20]. It can also save students significant time, as online platforms typically provide faster turnaround times for feedback, especially across multiple drafts [21]. In addition, a study conducted by [22] suggests that these platforms may offer features such as audio comments, embedded annotations, or multimedia resources, enriching the delivery of feedback.

On the other hand, handwritten feedback remains favored for its distinct strengths. Handwritten comments often target specific errors, allowing for in-depth exploration of individual concerns [23]. Furthermore, this type of feedback can be more personal and engaging, fostering a sense of connection with the teacher [22]. However, it is important to highlight that teachers in this study still prefer handwritten feedback to e-feedback. This underscores the necessity for teachers to understand the reasons behind student preferences for different feedback formats and to create a balance between student desire and effective practice.

4.3.3. Types of errors

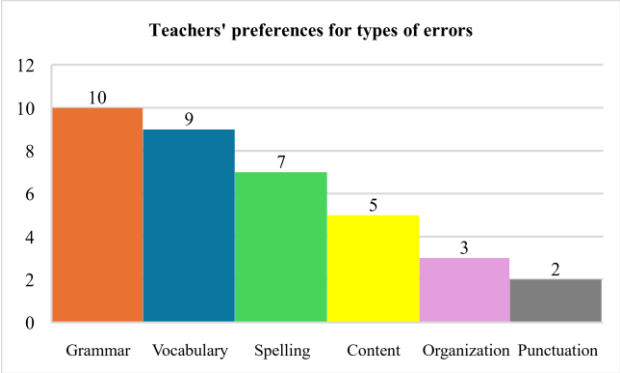

Figure 1. *Teachers' preferences for types of errors*

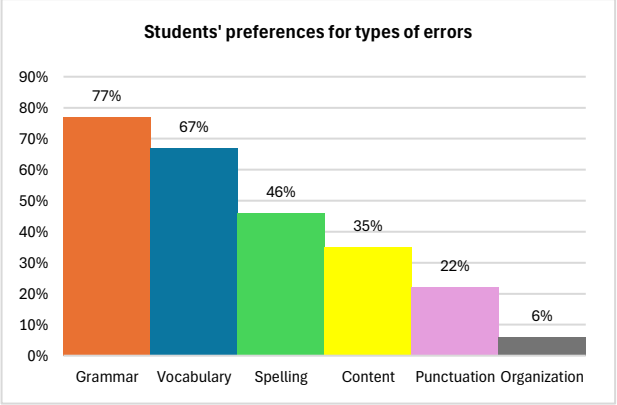

Figure 2. *Students' preferences for types of errors*

As can be seen in Figure 1 and Figure 2, there is an alignment between the types of errors teachers prioritize and those preferred by students. According to Hendriks [17], grammar, vocabulary, and spelling are areas that have established rules and clear guidelines, so it is easier for teachers to identify and suggest corrections. Students' preference for these types of errors can be explained by the fact that students are more aware of their shortcomings in grammar, vocabulary, and spelling compared to other aspects like organization or content. This makes them seek feedback in these areas first [16]. Moreover, cultural expectations and standardized testing contribute to the prioritization of grammar, vocabulary, and spelling errors by both students and teachers. Ellis [18] finds that educational systems in many Eastern countries place a significant emphasis on proper mechanics in writing instruction, fostering an expectation for feedback in these domains. Similarly, Li and Zhu [19] conclude that standardized tests with a focus on correct grammar,

vocabulary, and spelling often encourage students to prioritize feedback on these aspects to enhance their academic performance.

4.3.4. Post-WCF activities

Figure 3 and Figure 4 compare teachers' requirements for post-WCF activities and the actual activities undertaken by students after receiving teachers' WCF. As requested by teachers, most students (64%) spent time reviewing the feedback, correcting errors, and rewriting their texts. Although teachers did not ask students to take notes of their mistakes or consult additional materials, 53% still opted for the former and 50% for the latter. This mismatch reflects the personal effort of students in leveraging teachers' feedback for self-improvement. Interestingly, teachers' observation about a lack of student consultation was validated, as only 16% indicated seeking assistance from teachers to clarify unclear feedback.

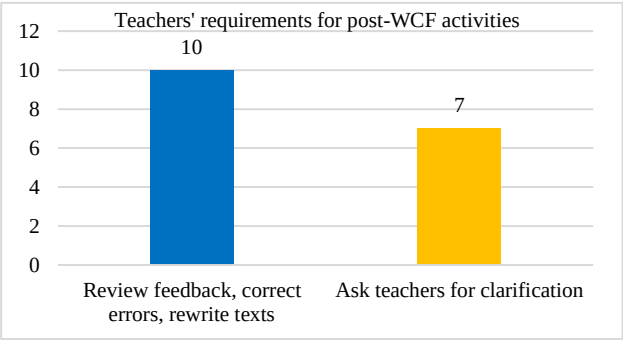

Figure 3. *Teachers' requirements for post-WCF activities*

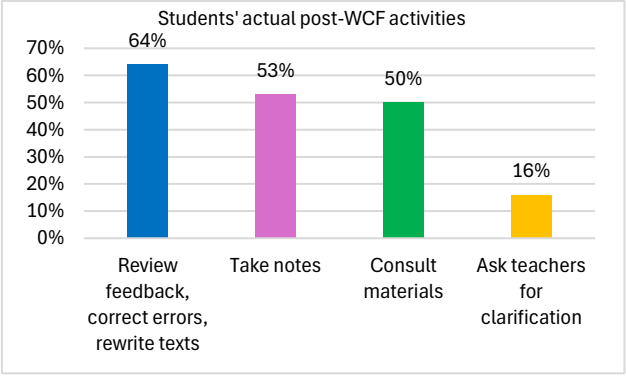

Figure 4. *Students' actual post-WCF activities*

From previous research, students' reluctance to ask for teachers' help can be explained by several factors. Lee [24] suggests that students may refrain from asking for clarification due to the fear of being considered incompetent or inadequate in their abilities. This fear of judgment can be amplified by a perceived power imbalance between teachers and students. Moreover, time constraints and limited accessibility pose additional barriers to seeking assistance. The pressure of deadlines and restricted availability of teachers during office hours may hinder students from seeking clarification in person [20]. Furthermore, cultural influences play a significant role. It is noted that students from certain educational backgrounds may hesitate to question authority figures like teachers. This could be due to respect for hierarchy or fear of appearing disrespectful [25].

5. Conclusion

The current study explores teachers' practices of providing WCF and students' expectations regarding WCF in academic writing classes. The findings reveal differences between teachers' approaches and students' desires. While students often anticipate receiving extensive feedback from teachers, it is vital to recognize that more feedback is not necessarily advantageous. Several studies [17, 25, 26] indicate that excessive feedback can have adverse effects, leading to anxiety and reduced motivation. Thus, striking a balance between meeting students' expectations and maintaining effective practices is essential. Teachers can engage in discussions with students to better understand their feedback preferences and expectations. Furthermore, instead of burdening students with an extensive list of corrections, teachers can prioritize two or three key areas for improvement based on writing objectives and individual student requirements.

The research findings indicate that students expect a higher level of direct feedback than what is typically provided in writing classes. Although teachers always have their reasons for prioritizing a particular type of feedback, such as emphasizing student autonomy and discovery-based learning over explicit instruction, students' preferences for explicit feedback and detailed explanations for corrected errors should be taken into consideration. Therefore, a balanced approach that incorporates both direct and indirect feedback, depending on the situation, is recommended. For instance, teachers might offer direct feedback on specific errors while using indirect questions to encourage reflection and further improvement. Moreover, providing guidance on self-assessment can empower students to identify and address issues in their writing independently, reducing their dependence on teacher feedback alone. Besides, allowing students to choose between direct and indirect feedback based on their needs and the purpose of the writing task can enhance the effectiveness of feedback in different contexts, thereby supporting teachers in providing appropriate feedback types accordingly.

Regarding feedback delivery methods, it is noted that teachers were not inclined towards e-feedback, which is concerning given the preference of many students for digital feedback. Despite the charm of handwritten feedback, the efficiency, accessibility, and interactivity of e-feedback present strong arguments for its adoption by teachers. With students' widespread use of technology and computers, e-feedback remains relevant and should not be overlooked in teachers' feedback provision strategies.

One challenge among various post-WCF activities is students' hesitance to seek help from teachers, which goes against what teachers hope for. To address this, teachers can foster a supportive atmosphere, provide easy ways to communicate, and highlight the advantages of seeking clarification. Through clear feedback and open dialogue, both students and teachers can enhance their writing experience, leading to greater success and empowerment.

Overall, this study could benefit from additional research to gain a deeper understanding of WCF. However, it is important to note that WCF was examined within a

narrow context, as data was gathered from a relatively small group of first-year students, limiting its generalizability to the wider student population across different levels within the faculty. Future investigations should consider broader contextual elements and employ diverse data collection methods, such as classroom observations and analysis of students' papers, to yield more comprehensive insights. Moreover, further research could explore specific teaching strategies aimed at enhancing feedback efficacy in writing classes.

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APPENDIX

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Preferences[a]	120	100.0%	0	0.0%	120	100.0%

a. Dichotomy group tabulated at value 1.

$Preferences Frequencies

		Responses		Percent of Cases
		N	Percent	
$Preferences[a]	Grammar	92	30.5%	76.7%
	Vocabulary	80	26.5%	66.7%
	Spelling	55	18.2%	45.8%
	Content	42	13.9%	35.0%
	Organisation	26	8.6%	21.7%
	Punctuation	7	2.3%	5.8%
Total		302	100.0%	251.7%

a. Dichotomy group tabulated at value 1.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$WCF[a]	120	100.0%	0	0.0%	120	100.0%

a. Dichotomy group tabulated at value 1.

$Activities Frequencies

		Responses		Percent of Cases
		N	Percent	
Post-WCF activities[a]	Review feedback, correct errors, rewrite texts	77	35.0%	64.2%
	Take notes	64	29.1%	53.3%
	Consult materials	60	27.3%	50.0%
	Ask teachers for clarification	19	8.6%	15.8%
Total		220	100.0%	183.3%

a. Dichotomy group tabulated at value 1.