Corrective Feedback: How has it been implemented in EFL Writing Class?

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Abstract: Studies have shown that during the process of Interlanguage development, language learners cannot avoid making grammatical errors in either spoken or written form. Although it is considered as a normal phase, errors can lower students' confidence to be active EFL learners in the class. Accordingly, they need teachers' appropriate corrective feedback (CF) to produce effective communication in the target language. Thus, considering the significant contribution of grammar knowledge and teachers' feedback on students' English proficiency, this paper aims to explore the perception of 12 EFL teachers' practices and 91 students, both of whom are involved in an English writing class, about CF. The instruments used to collect the data was closed- and open-ended questionnaire. The results indicate that teachers vary their CF in terms of frequency and types. In addition, students show a different perspective on the effectiveness of CF in writing class. Also, teachers need to become more familiar with electronic CF in order to implement it better in class including for writing instruction process and promoting peer corrective feedback. In line with these findings, suggestions for future research are provided.

Keywords: grammar; strategy; corrective feedback; challenge

Abstrak: Penelitian telah menunjukkan bahwa selama proses perkembangan antarbahasa, pembelajar bahasa tidak dapat menghindari kesalahan tata bahasa baik dalam bentuk lisan maupun tulisan. Meskipun dianggap sebagai fase normal, kesalahan dapat menurunkan kepercayaan diri siswa untuk menjadi pembelajar aktif EFL di kelas. Dengan demikian, mereka membutuhkan umpan balik korektif (CF) yang tepat dari guru untuk menghasilkan komunikasi yang efektif dalam bahasa target. Jadi, dengan mempertimbangkan kontribusi yang signifikan dari pengetahuan tata bahasa dan umpan balik guru pada kecakapan bahasa Inggris siswa, makalah ini bertujuan untuk mengeksplorasi persepsi dari 12 guru Bahasa Inggris dan 91 siswa, keduanya terlibat dalam kelas menulis bahasa Inggris. Instrumen yang digunakan untuk mengumpulkan data adalah angket tertutup dan terbuka. Hasil penelitian menunjukkan bahwa guru memvariasikan umpan balik mereka dalam hal frekuensi dan jenis. Selain itu, siswa menunjukkan perspektif yang berbeda tentang efektivitas umpan balik di kelas menulis. Selain itu juga, guru perlu menjadi lebih akrab dengan umpan balik elektronik untuk menerapkannya lebih baik di kelas termasuk untuk proses instruksi menulis dan mempromosikan umpan balik rekan sejawat.

Kata kunci: tata bahasa, strategi, umpan balik, tantangan

INTRODUCTION

In English learning, Corrective Feedback (CF) deals with the way how teachers guide learners to produce better or correct language use. This is necessary to discuss since in productive skill, particularly speaking and writing, errors are always there during the process of skill improvement. Errors are different from mistakes in which the language learners face certain condition when learning, namely they have not internalized the language yet, receive incomplete knowledge, and cannot correct the errors although the errors are pointed out during the speaking or writing activities. Considering its characteristics and the potential to be the challenges for producing accuracy, errors in English learning need more attention to be explored. In addition,

writing skill as one of the keys in communication has shown that errors seems to be more visible and observable for the readers. This issue attracts more concerns for English teachers to be more careful in training the learners. One of the efforts can be seen from the CF technique they applied. Thus, this paper would like to focus on CF in writing class.

Teaching writing cannot be separated from grammar mastery (Myhill, Jones, Lines, & Watson, 2012; Liao, 2016). Teachers can identify students' weaknesses in grammar through their writing. In response to the variety of errors, English teachers are expected to have sufficient grammatical competence to be included in the teaching package, namely, explanation and selection of materials, task, and assessment. Furthermore, teachers are expected to detect students' work from the two conditions associated with errors: the insufficient learners' knowledge in identifying a problem and the limited capabilities to solve the problem. Corrective feedback potentially provides benefits in solving grammatical errors in writing and training grammatical awareness. Although the usefulness of CF on the students' writing performance has been frequently studied, inserting teachers' and students' perceptions of CF, including the implementation of the electronic one in the context of EFL, is significant to be explored, specifically in higher education context. In addition to understanding teachers' and students' attitudes, doing preliminary investigation on electronic CF in today's learning as discussed in Ellis' typology (Ellis, 2008) seems to be less popular than the implementation of Learning Management System (LMS).

To date, researchers have investigated students' and teachers' perceptions as well as preferences on corrective feedback separately (Atma & Widiati, 2016; Mufanti, 2016; Nemati et al., 2017a; Chong, 2018; Bush, 2020), but few talked about the condition in EFL context and how CF affects both teachers and students. In response to this, Saeb (2017) has explored EFL teachers' view and students' preference in different quantities and kinds of oral CF in Iran. The result supported what Farahani & Salajegheh (2015) and Roothooft & Breeze (2016) found in their investigation. It revealed that students liked big number of explicit corrective feedback. In identifying learners' errors and make them able to correct the errors in the right way. Ellis' typology gives us a clear idea of how to classify CF in terms of teachers' strategy for providing CF and the students' response towards the feedback (Ellis, 2008). In their review, the researchers promote that CF strategy involves direct, indirect, and metalinguistic feedback and the focus of the feedback, electronic feedback, and reformulation. Meanwhile, for the students' response toward corrective feedback, two results are found: revision required and no revision required. From our perspective, Ellis organizes the typology into a systematic category from the very simple way to the most complex one followed by a clear procedure of how to practice each type of CF. The study's significance implies that teachers can consider several alternatives for CF, not only direct and indirect ones.

Before discussing the most effective corrective feedback to be applied in writing classes, we need to review some studies showing issues related to the ineffectiveness of CF. Although Ishikawa and Révész (2020) stated that quality of written Languaging (WL) is associated to L2 development, studies mention that corrective feedback is not always the solution to assist learners in improving their writing. Fukuta, Tamura, & Kawaguchi (2019) stated in their study that providing corrective feedback in written languaging did not show more power compared to written languaging without feedback. Concerning focused and unfocused CF, Castro (2017) highlighted two points regarding the drawbacks of corrective feedback based on the faculties' and students' point of view, namely, affective and pedagogical aspects. The former negative effect suggests that putting all kinds of marks on students' paper can be overwhelming and counterproductive to revision. Thus, too many local errors corrections are believed to be ineffective. As for the pedagogical aspect, teachers need to keep in mind that in constructing the learning objectives in their writing class, students are expected to be able to identify and correct their errors by themselves. Consequently, if the students merely apply the feedback during the writing process without rationalizing their errors, it can hinder their learning, especially in

developing their learning autonomy. Considering these disadvantages, we can look back to the typology of Ellis' classification before deciding the appropriate type of CF, and reflect into our students' levels of English proficiency and personalities.

To teach writing, teachers select a particular approach to develop the students' skill. The popular one is by implementing the process-based approach involving outlining, drafting, editing, revising, and publishing. In regard to this process, corrective feedback plays an important role in students' successful learning (Lee, 2013; Myhill et al., 2012). In line with this, in the revising step, in order to improve their draft, students need input which the teachers are responsible to provide. Accordingly, students can revise their drafts as well as re-think the concept of grammar rules through the teacher's CF. To make CF effective, the requirements of CF need to be met.

Basic principles in giving feedback consists of several points. First, feedback is recurrent. This means that during the writing process, feedback and responses must be integrated. Second, feedback is an input for revision. This input is beneficial to make revision and redrafting. Third, feedback is not grading. Thus, it is not appropriate if the teachers put a score in the students' assignments. Fourth, feedback is given appropriately. When we teach writing, we need to give proper comments to correct grammatical errors. Concerning the third principle, teachers do not need to mark the writing unless the students are ready to show the final draft after several revisions. In this respect, non-threatening comments are required.

Another important issue in developing writing skill is that teachers' only feedback is not sufficient to assist students in building autonomy and self-correcting skills. Therefore, Lee (2017) suggested teachers promote Assessment for Learning (AfL) in writing classroom where the students have to be involved. Both peer-feedback and self-assessment are strongly needed to be inserted in the writing process. In preparing peer-feedback, the teachers should provide a model on how to assess a friend's work. As suggested by Lee (2017), providing peer-feedback sheets is considered beneficial as students' guide. The form can be an open-ended peer-feedback sheet containing some questions as the prompt, peer-feedback rating scale which asks the students to put a checklist, or a peer feedback rating scale equipped with the space provided for open-ended inquiries. As far as this research concerned, the form that is suitable for positioning grammatical check is the latter since with this type of feedback the students can expand their ideas on the types of errors as well as the correction.

Technology advancement facilitates innovation for CF strategy, primarily due to the concern that writing CF is time-consuming. In real practice, teachers have to teach several students and a pile of written assignments to check. Through certain applications, such as Grammarly and gingersoftware.com, teachers can check errors quickly and accurately. Moreover, this computer-mediated feedback can be utilized by individual learners for peer-feedback and self-correction before the writing is handed-in to the teachers. In line with this, to promote writing classroom assessment, English teachers are recommended to allow the students to acquire individual feedback online (Deeley, 2018). This strategy is much more efficient for teachers' correction because the students can improve their grammar accuracy automatically and minimize errors. Related to the benefit, Ariyanti & Nur (2017) mentioned in their study that students prefer being corrected online when they had to write an essay assignment to receiving lecturers' manual feedback.

Regarding the importance of exploring both teachers and students' perception of CF practice in writing class and the shifting trend of teaching towards ICT-based framework, it is considered significant to know the perception of teachers, in addition to awareness and readiness, about the online system in supporting their English proficiency development (Huang & Renandya, 2020). Along this line of investigation, this study aims to identify the participants' attitudes and perceptions of CF practices on their writing classes and the types of feedback they believe to be more effective in developing writing ability for tertiary level students. Additionally, considering the role of technology advancement in the language learning process, this study also aims to investigate the teachers' familiarity with as well as views of online corrective feedback,

specifically its strengths and weaknesses in application. To meet the above-mentioned purposes, the research questions are formulated as follows:

1. Do EFL teachers use different types and amounts of written corrective feedback?
2. Does EFL teachers' corrective feedback suit with the students' perception of learning writing skill?
3. To what extent is electronic corrective feedback implemented by Indonesian EFL teachers in their writing class?

METHODS

Participants

This study involved ninety-one EFL learners and twelve writing teachers. The learners were all at the university level, some being in the fourth semester and some others being in the eight-semester. This indicated that their English proficiency ranges from lower intermediate to higher intermediate level. They came from two different provinces in Indonesia and three different regencies. Additionally, they had taken the writing course(s) and had had the experiences in receiving teachers' corrective feedback when finishing their writing. The teachers involved in this study were all teaching staff of English Department in different higher education institutions with various teaching experiences, ranging from four years to fifteen years. The majority of the teachers held a Master's Degree in ELT, four teachers were students of Doctorate Program in ELT, and one teacher had already finished her doctorate program in ELT. They were writing course lecturers in their respective institutions. The information for this study was collected from teachers in three different areas and seven different regencies.

Teachers' Questionnaire

Teachers' CF practice was investigated by administering an online questionnaire adapted from Thao & Duy (2017) which consisted of five sections with fourteen questions as the total number. It was taken anonymously from the EFL teachers in Indonesia. The questionnaire firstly inquired about the teacher's background information such as gender, affiliation, and writing course taught. Secondly, the respondents were required to contemplate their ideas on the general overview of feedback (questions 1 – 4). Likert scales that were used, ranging from Always, Often, Sometimes, Rarely to Never. The next part dealt with teachers' attitude towards feedback (questions 5-8), and they were written in the form of Likert scales ranging from Strongly agree, Agree, Disagree to Strongly disagree. The fourth part investigated teachers' practice towards students' writing (question (question 9A – 9F). The last section consisted of one Yes/No question and three open-ended questions (questions 11-14). Those questions asked about teachers' familiarity with and perception of electronic corrective feedback.

Learners' Questionnaire

Learners' CF preference was identified from their response towards the questionnaire. Similar to teachers' questionnaire, it was adapted from Thao & Duy (2017). There were nine questions broken down into four sections. The first section asked about the students' background information e.g. institution, semester, and the writing course taken. The second part dealt with the general overview of teachers' corrective feedback during writing class (questions 1-4). The answers were organized from Always, Often, Sometimes, Rarely to Never. Section three sought for students' attitude towards feedback which was presented in Likert Scales (questions 5-8) indicating different degrees of agreement --Strongly agree, Agree, Disagree to Strongly disagree--. The last part explored the students' ideas about effective corrective feedback in the teaching writing course.

Procedure

Data collection which involved gathering the data of students' online responses and obtaining EFL teachers' answer took ten days and six days respectively to complete. The questionnaire was distributed online on the same day to both teachers and students, specifically in the last week of May 2019. Related to the students' voluntary involvement in the research, the researchers asked EFL teachers selected randomly from three different institutions to share a link to an online questionnaire to their students. All of the participants here were allowed to clarify unclear questions during the questionnaire completion by sending an email or asking directly via WhatsApp.

Data Analysis

Close-ended questions

Data collected from close-ended questions were analyzed using percentage, and it was then visualized with charts to illustrate the participants' different responses in regard to the general overview, attitude, and practice of CF. To analyze the type of feedback which gives most benefits to the students and teachers, this study used Chi-square to know whether there is a difference or not in their perceptions according to the level of its usefulness.

Open-ended questions

Data gathered from the open-ended questions were arranged into two themes by using three steps, namely transcribing, categorizing and coding. Afterward, teachers' familiarity with electronic corrective feedback and strategy of electronic corrective feedback was selected as the themes. Each theme describes participants' answers supported by the selected statements.

RESULT AND DISCUSSION

Result

Teachers' and students' responses on the general overview of written corrective feedback

This section explains the answers to four questions dealing with the EFL teachers' and students' perception and practice on written corrective feedback through responding questions number 1, 3, and 4 as presented in Figure 1, Figure 2, Figure 3, and Figure 4.
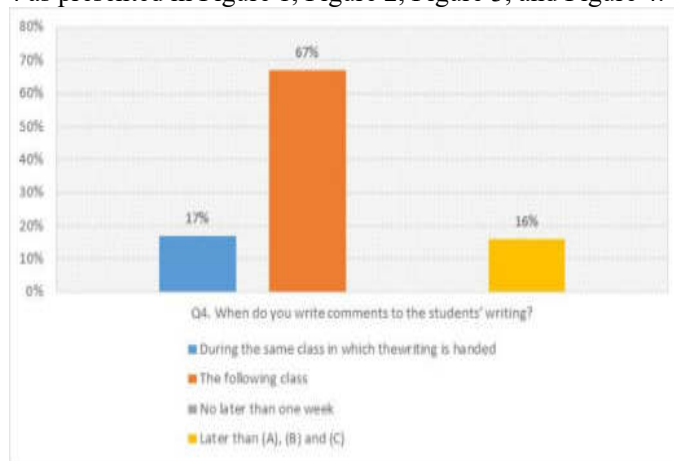

Figure 1. The Frequency of Corrective Feedback Process in Writing Class From Teachers' View
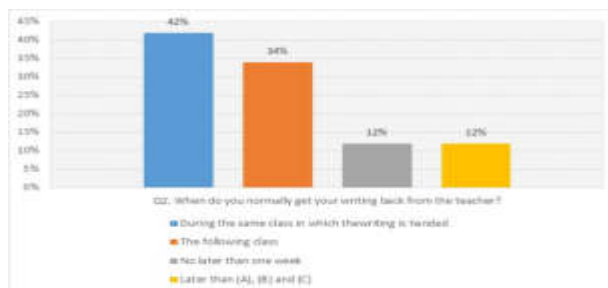
Figure 2. The Frequency of Corrective Feedback Process in Writing Class From Students' View

Figure 1 and Figure 2 show the frequency of teachers returning students' writing assignment, the effort to revise, and the need for writing draft consultation. Concerning the frequency of teachers' returning the students' work, it was found that relatively insignificant number of students did not get their writing back after completing the instruction. In the next question, for the practice, both students and teachers mostly mentioned always and often when asked about their experience of using written CF. This indicates that CF in higher education context is a crucial component of learning which helps students not only as a student but also as a future student-teacher who later will use their knowledge of writing skill for teaching. Related to revising, not all responses indicated the same idea. In other words, the implementation of CF was not completely conducted through a revising step. For consultation session, the responses were varied from the view points of students and teachers. The teachers' answers showed that consultation always, often, sometimes, and rarely occurred in the class, while 10% of the students' claimed that they were taught by teachers who rarely and never gave CF.

Figure 3 and Figure 4 describe teachers' preference in writing comments in the students' drafts. Regarding punctuality, the results did not indicate a consistent and ideal period in giving CF. Reflecting on the teachers' and students' answers, a significant number of participants mentioned that CF was likely to be given later than a week. The answer indicated that some difficulties were hindering the teachers from giving immediate CF.
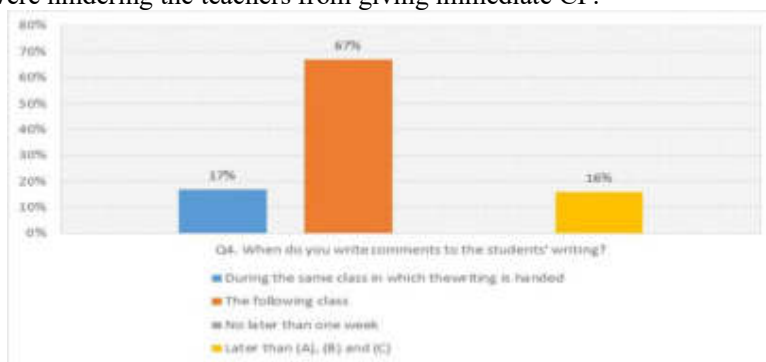

Figure 3. The time taken for teachers to provide corrective feedback on students' writing assignment from teachers' perspective

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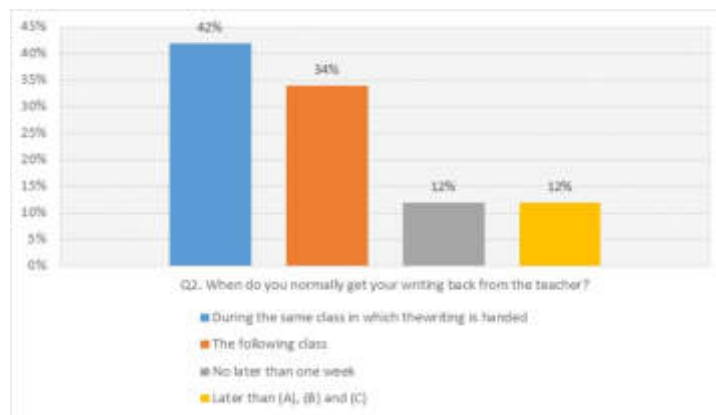
Figure 4. The time taken for teachers to provide corrective feedback on students' writing assignment from students' perspective

EFL Teachers' and Students' Attitude on written corrective feedback

To know how the EFL teachers view the benefits of CF for the students, teachers were asked to respond four statements shown in Figures 5 and 6. In expressing the attitude on the responsibility to give CF, both sides strongly agreed that teachers play an important role in that activity. However, the teachers' chart in Figure 5 shows otherwise. Quite significant number of teachers indicated that students also have self-responsibility to conduct self-correction on what they have written.
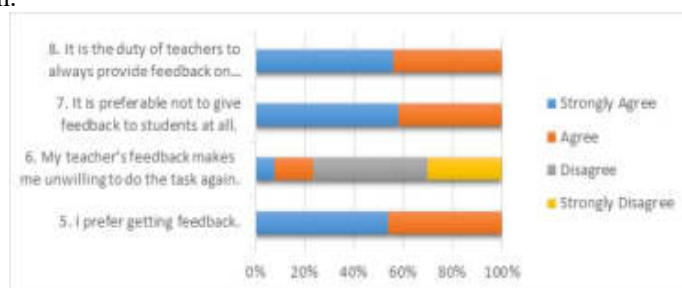
Figure 5. EFL Teachers' Opinion towards Corrective Feedback
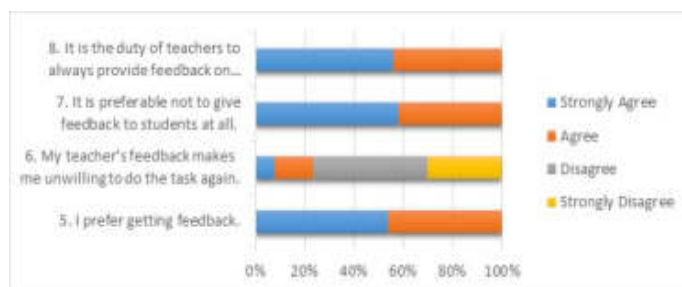
Figure 6. Students' Opinion towards Corrective Feedback

Interestingly, although the students mentioned that they prefer getting feedback, all of the students answered question number 7 regarding the absence of CF in the writing process with answers from the agree spectrum. For teachers, CF is a crucial part in the writing process. Similarly, majority of the students also showed appreciation on CF provided by their teachers. This response correlates with the improvement of students' self-esteem in their writing skill and their impression after being corrected by the teachers. It is clarified in the next response where teachers indicated that they believe students get a lot of advantages from their CF. The students,

on the other hand, showed various responses. More than 20% of the students confessed to have a bad experience after getting CF, while the rest testified that CF helped them in learning how to write in English.

The Ideal Practice of Corrective Feedback Given in Writing Course

To investigate teachers and students' opinion on whether or not all major and minor errors in drafts should be given CF, Figure 7 gives the information about the expectations in the classroom. Marking all major errors but not the minor ones was the highest response from the teachers, while the lowest selected answer was marking only a few of the major errors. In contrast, most of students mentioned that the ideal practice for CF was that teachers should mark all errors in their writing. The option with the lowest rate was select teachers should mark only a few of the major errors.
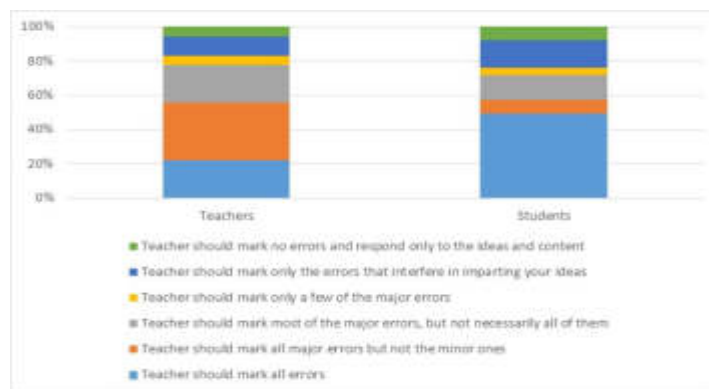

Figure 7. Answers regarding the experience of Corrective Feedback practice given in Writing Course

The Usefulness of Corrective Feedback Type applied in Writing Course

This part explores the usefulness of various types of CF that have been applied by the teachers and received by the students. In the questionnaire, there are seven options of the forms. In this case, Chi square was applied to conclude whether their responses are matched or not. The result of computation shows that there were only three types of corrective feedback out of seven types that were believed to give advantages in writing activities. Then those three CF were compared. The result is higher than the table (5.991), so it is concluded that there is a difference between teachers' and students' perception on the usefulness of the three types of CF implemented in the class.

Table 1. Teachers' and Students' Responses on the usefulness of different types of feedback Corrective Feedback Teachers

Corrective Feedback	Teachers	Students	Total
A	4 (A)	62 (E)	66
B	5 (B)	9 (F)	14
C	3 (C)	20 (G)	23
total	12 (D)	91 (H)	103

Table 2. The Computation of fh

Corrective Feedback	Teachers	Students	Total

A	4 (A)	62 (E)	66
B	5 (B)	9 (F)	14
C	3 (C)	20 (G)	23
total	12 (D)	91 (H)	103

$$X^2 = \frac{(4 - 7.6)^2}{7.6} + \frac{(5 - 1.6)^2}{1.6} + \frac{(3 - 2.6)^2}{2.6} + \frac{(62 - 58.3)^2}{58.3} + \frac{(9 - 12.3)^2}{12.3} + \frac{(20 - 20.3)^2}{20.3}$$

$$X^2 = 1.705 + 7.225 + 0.061 + 0.235 + 0.0885 + 0.004$$

$$X^2 = 10.115$$

The Usefulness of Corrective Feedback Type Applied in Writing Course

Drawing from the open-ended questionnaire, not all of the EFL teachers implemented electronic corrective feedback. To be more specific, six teachers chose Yes and the other six chose No. For the teachers choosing Yes, they mentioned some tools, from the simple to the more complex and integrated software in the computer. One teacher simply answered that "the website does the feedback", without mentioning any particular application. One teacher used the feature to track changes in Ms. Word. Three teachers described that they conduct online learning by using Learning System Management (LSM) such as Canvas and Edmodo and manually check their students' writing assignments. One teacher gave more alternative applications by sharing the websites she usually accesses online, including https://www.grammarly.com, https://smallseotools.com/article, https://prowritingaid.

Strategy of Electronic Corrective Feedback

As explained in the questionnaire, to simplify the teachers in providing feedback, the students submitted the soft file version of their assignment to the teacher. In this case, two strategies in implementing electronic corrective feedback were proposed by two EFL teachers. Firstly, the teacher combined the conventional and the online approaches through reading and computer scan. The teacher said that electronic corrective feedback is very beneficial for the article's initial screening, especially for checking spelling and grammar after the writing draft is handed in. Then manual check was used to confirm. Finally, the corrective feedback was written for the draft based on inputs which were obtained from checking the draft both electronically and manually.

Another strategy shows that the teacher used the combination but in a different process. After the writing drafts were submitted, the articles were scanned manually based on the teachers' English proficiency. Afterward, the teacher scanned the drafts using the following websites: Grammarly, prowritingaid, and smallseotool. Sometimes it was necessary to compare the results of different electronic corrective feedback programs. In short, the summary of an alternative strategy that can be applied for the writing classroom is presented in Figure 8.
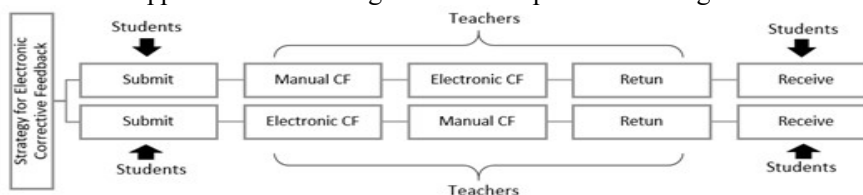

Figure 8. Strategies Used by the Writing Teachers

To run the electronic corrective feedback, some teachers recommended some points to highlight, especially rechecking the result of machine correction. Based on their experience, the applications have weaknesses when completing the scan. Sometimes what they correct does not reflect what the writer expects. Therefore, the teachers have to spend time reading the drafts to provide appropriate feedback. It is necessary to apply more than one applications in checking so that teachers can compare and contrast the features in order to maximize the feedback.

Teacher #2
The feedback provided by Grammarly is not all correct. So teachers need to recheck the feedback.
Teacher #5
You should not believe in the electronic corrective feedback because no matter how good the engine works it cannot be equated with humans.
Teacher #9
Try to explore as many electronic corrective feedback alternatives as possible and choose one or two to be applied.
In this case, there is a teacher who does not quite favour electronic corrective feedback unless discussion session follows. The following statement justifies the reason.
Teacher #3
My students need to hear and read the corrective feedback. Always discuss the result after you scan it.

Discussion

In regard to the students' attitude, the level of language anxiety may contribute to the phenomenon where the students feel high anxiety after being commented on their writing. This evidence is line with Jang (2011) and some other studies showing the lower anxiety results the positive perception on the CF (Rassaei, 2015; Di Loreto & McDonough, 2014). Similarly, Simard & Zuniga (2020) agree that emotions expressed after getting CF is associated with the text revision. The factors contributing to the anxiety is the type of feedback, topic of the lesson, proficiency. Although teachers can modify the CF based on their situation, looking at the content of the English materials may give different result to their performance. The degree of their familiarity and comprehension to the materials as well as the language proficiency also play a role in responding the teachers' CF (Nemati et al., 2019).

Related to the teachers' preference in writing comments, one of the common aspects hindering the process of giving CF is time constraints. In some other cases, it is revealed that teachers have to teach many students in one class. Conversely, in a large class, they need more time to assess the students' writing. To provide CF with good effect for the learner's uptake need hard work and consistence. In addition, teachers' writing proficiency as well as writing assessment ability also takes a part on this issue. These two important things help a lot to design the writing instruction, particularly to improve the students' writing skill (Nemati et al., 2017b).

The discrepancy between teachers and students' opinions on CF is a complex issue in the pedagogical aspect. If the teachers only provide CF based on their students' preferences, it may create student's dependence on the instructor. In order to cope with this issue, it is crucial for EFL teachers to introduce the use of effective types of CF, including those that are less favorable for learners. Since the learners are student teachers, they can be exposed to the function of different CF types. Promoting varieties of CF and let them practice to implement them will make students aware of the significance of producing a quality writing.

In this situation, the teacher considers that the students need to be guided in the audio and visual ways. There is a tendency that when the teachers want to build independent learning, the condition does not always support. The students are easy to be made aware of their errors if the teachers say it or discuss it face to face in the class. In line with this, Saeb (2017) suggested a conference which can be an alternative for building students' error sensitivity. Before they present, they will make serious preparation since the draft will be read by the whole class. As a result, self-correction is much needed for it. A collaborative approach through peer-feedback can also be implemented (Alshuraidah & Storch, 2019; Elfiyanto & Fukazawa, 2020). Further, being a feedback giver is beneficial for the learners (Rouhi, 2020). When the students attempt to check their classmates' errors, they supposedly activate their cognition in scanning their peer's work. To get more positive effects, the students are supposed to experience the two roles, feedback receiver and giver. To run the process, both need careful reading. To be more specific, being the

feedback giver requires the students comprehend the concept very well, while the feedback receiver need to think critically whether what is given by the peer can be accepted or not. Regarding the technology support, google doc feature may give alternative for teachers and students to sharpen their skill in proofreading and giving feedback to gain better quality of writing (Alharbi, 2020).

CONCLUSION AND SUGGESTIONS

This study explains the different concepts and practices of CF between teachers and students and assesses the readiness of teachers in using electronic CF. Highlighting the discrepancy between students' and teachers' responses, this finding does not represent a fixed situation for the implementation of language pedagogy and practice as a whole in Indonesian EFL contexts. The interpretation depends on the participants' background knowledge and experience. This result confirms the previous studies that found students' dependency of teachers' CF is prevalent, as reflected in students' expectation of receiving a lot of correction from teachers. Thus, students' autonomy in conducting self- or peer-correction need to be improved and practiced through an effective strategy. One of the ways is by promoting the appropriate use of electronic CF as the assisting tool in learning.

Writing class needs teachers who understand the concept of grammatical rules and are skilled in using their understanding to detect errors in order to be able to give suitable treatment. To get the most benefits of implementing the process-based approach in writing classroom, teachers and learners should work collaboratively in monitoring and processing of feedback. This concept is meant to improve writing skill and educate them to be independent and self-regulated learners. Another important point is that corrective feedback should be in line with three stages of learning, namely, what happens in learning before feedback "where I am going", during feedback "how I am going", and after feedback "where to next". Besides, to support the practice of online CF, it is necessary to know teachers and learners' readiness for the implementation. Thus, reflective practice may be a necessary activity to do. From the reflection, teachers can modify or change the form of CF for better learning.

To sum up, further researchers are recommended to explore more on CF in writing activities by involving different participants across countries, various level of teacher profession (pre-service, and in-service teachers—novice and experienced teachers) and level of student proficiency (beginner, intermediate, and advanced). The recommended study brings opportunity to seek for type of CF experienced by English teachers as well as the electronic or Online CF. Therefore, online CF in English classroom are also open for more investigation related to the advancement of technology in assisting English learning.

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