

Students' Development of Writing Skills on Grammatical Units Through Peer and Teachers' Correction Strategies

David Opeyemi Adebayo ¹, Ugochi Chidinma Nduka ², Adaeze Precious Onebunne ³, Lovia Karikari ⁴, Jessica Amabea Obiri ⁵

¹ *Adekunle Ajasin University*

P. M. B. 01, Akungba-Akoko, Ondo State, Nigeria

² *The University of Abuja*

Main Campus Airport Road, Abuja, FCT, Nigeria

³ *University of Nigeria*

Obukpa Rd, Nsukka 410105, Enugu, Nigeria

⁴ *Kwame Nkrumah University of Science and Technology*

PMB, University Post Office, 40080, Kumasi, Ashanti Region, Ghana

⁵ *University of Cape Coast*

The Registrar, University of Cape Coast, Cape Coast, Ghana.

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Corresponding Author:

David Opeyemi Adebayo

david4life112@gmail.com

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Abstract. Students must learn to write to succeed in school, work, and personal life. This essential skill does not develop naturally and requires sufficient practice and instruction. One of the core goals of education is to teach students to use writing effectively and adaptively. However, many schools worldwide fail to meet this goal, leaving many students without the writing skills necessary for success in today's society. A major contributing factor is the lack of appropriate writing instruction for students. This chapter explores the development of students' writing skills, mainly focusing on grammatical units, through peer and teacher correction strategies. It also identifies key barriers to effective writing instruction, such as limited instructional time, insufficient teacher preparation, and the influence of national, state, district, and school policies, along with historical, social, cultural, and political factors. The chapter offers insights into addressing these obstacles and transforming classroom writing practices globally. By increasing the knowledge of relevant stakeholders about writing, it aims to foster a vision for improving writing instruction at the policy, school, and classroom levels through peer and teacher correction strategies. Specific recommendations help school administrators, teachers, and students realise these changes.

Keywords: Peer Feedback; Writing Skills; English as a Foreign Language; Grammar; Development.

INTRODUCTION

Author [1] asserts that foreign language acquisition is a deliberate and conscious process. He emphasises the importance of understanding the relationship between speech and inner speech and the connection between written language and inner speech. For successful writing, particularly in second language (L2) learning, written language must align with inner speech. Vygotsky

explains that writing is a form of abstraction, requiring learners to detach from the immediate context. Unlike spoken language, which is context-dependent, writing necessitates the explicit presentation of details to ensure clarity. Thus, writing is considered a higher-order skill than listening, speaking, and reading, presenting more significant challenges for L2 [2].

Writing is a critical, productive skill in language learning involving the transcription of graphic symbols to convey meaning to the reader. Authors [3] argue that thinking about writing can enhance its quality and that anyone can learn to write effectively. Author [4] characterises writing as a complex cognitive activity that requires control over multiple variables, such as content, format, sentence structure, vocabulary, and spelling. Beyond the sentence level, writing involves organising and integrating information into cohesive and coherent paragraphs and texts. Author [5] defines writing as the systematic expression of ideas using the conventions of written language, aiming for clarity and refinement.

Author [6] describes writing as a method of human communication through visible marks, while authors [7] view it as a thinking process in its own right. Writing is not merely the transcription of spoken language but also a tool for expression and communication. Writing involves mental, psychological, rhetorical, and critical skills. Effective writing depends on mastering capitalisation, spelling, punctuation, and correctly using word forms and functions. Additionally, writing serves as a means of clarifying and generating ideas, requiring sustained intellectual effort over time. The writing process is multifaceted and involves several stages, including drafting, revising, and editing. Process writing, which emphasises these stages, is considered one of the most critical approaches to teaching writing. It enables learners to refine their ideas and improve the quality of their written work through continuous feedback and reflection [7].

Writing as a Process. Writing is a learned skill that extends beyond simple message transmission, requiring mastery of various stages. Authors [8] argue that writing is a recursive process involving continuous interaction between the writer's inner thoughts and audience expectations. The writing process consists of several key stages: planning, drafting, aligning, revising, and monitoring, each crucial for effective communication.

Planning is a critical distinction between novice and expert writers. According to authors [9], novice writers often plan minimally, while experienced writers set clear objectives and globally revise their work. Effective planning involves goal-setting and knowledge mobilisation through strategies like outlining and mind mapping, en-

suring the writer tailors their content to the intended audience and purpose.

Drafting begins when the writer organises ideas into a rough structure, focusing on clarifying the main points. This stage lays the groundwork for further revisions and involves aligning the content with the audience's expectations. Aligning requires ensuring coherence and consistency, considering the audience's needs, and refining the writer's stance [10].

Revising is a crucial phase where writers evaluate and improve content. It involves refining arguments, enhancing coherence, and ensuring clarity. Hinkel emphasises that revision goes beyond accuracy, focusing on the overall flow and argument effectiveness. Peer and teacher feedback plays a vital role in this stage, helping learners identify areas for improvement [11].

Monitoring, the final stage, entails reviewing the entire writing process to ensure each phase is completed effectively. Tools like peer evaluations and error logs help writers assess their progress and make necessary adjustments, preparing them for final revisions. Regular reviewing fosters new insights, enabling writers to refine their content and communicate more effectively [12].

Statement of the Problem. When students treat the English language as merely an academic subject, they focus on passing exams and obtaining academic degrees rather than developing language proficiency. Among the various language skills, students often find writing the most challenging, both in practice and during examinations. Writing is commonly assigned as homework, with students viewing the teacher's answer as final and unquestionable. In secondary schools, such as those in Akungba Akoko, Ondo State, many students heavily rely on teacher-provided notes, guess papers, and general textbooks, with only a few consulting more authoritative reference materials.

The solution to this problem is fostering the continuous pursuit of knowledge and skill development. Students need to cultivate the habit of independent learning to face the challenges of mastering English effectively. However, the lack of independent learning habits is a significant issue in the Nigerian educational system, leading to a gap in the overall development of students. Therefore, rethinking English language teaching requires a shift in teachers' and students' perspectives on learning.

Several previous studies have addressed aspects of English language teaching and writing skills but have failed to address the critical need for independent learning and how it impacts writing proficiency:

1) Harmer focused primarily on classroom techniques for improving writing skills but did not explore how fostering independent learning habits could enhance students' overall language proficiency and performance in writing.

2) Nunan emphasised the difficulties students face in mastering writing but did not investigate the role of self-directed learning or how students' reliance on teacher-provided materials impacts their writing development in the long term.

3) Ur discussed general challenges in English language teaching but did not address the lack of independent learning culture as a specific hindrance to improving writing skills in Nigerian students or other EFL contexts.

4) Grabe & Kaplan analysed process writing and its implications for learning but did not focus on the independent learning gap, particularly in regions like Akungba Akoko, where students have limited access to supplementary learning resources.

Thus, while previous research has highlighted the importance of writing skills and teacher instruction, a notable gap exists in understanding how fostering independent learning habits can improve writing proficiency, particularly among secondary school students in Nigeria. This gap highlights the need for studies focusing on strategies to encourage independent learning, helping students become autonomous writers capable of mastering writing challenges without over-reliance on teacher input.

Purpose of the Study. As mentioned earlier, many studies have explored the role of peer feedback in enhancing writing skills. However, this research investigates explicitly how peer and teacher correction contributes to developing students' writing abilities. The study will examine whether peer feedback can positively impact the ESL writing process among pre-intermediate non-major students at this Centre. It also seeks to determine whether students can effectively revise their writing to improve their skills and how this process unfolds. This research will address gaps by assessing how peer and teacher feedback contributes to error reduction and skill develop-

ment in the context of secondary school students in Nigeria.

Research Questions. This study aims at finding answers to the following research questions:

1) How can peer and teacher correction help EFL learners reduce mistakes in their written compositions?

2) Are students fragile in their writing ability?

3) Are there any alternative ways of teaching to improve their writing skills?

4) Will teachers' educational qualifications affect students' writing skills?

5) What effective correction methods could teachers use to train students?

6) Is there any difference in students' performance when evaluated by their teachers compared to direct evaluation of writing skills?

Hypotheses

H1: Peer and teacher correction will significantly help EFL learners reduce mistakes in their written compositions.

H2: Students who receive peer and teacher feedback will significantly improve their writing skills more than those who do not.

H3: A significant relationship exists between teachers' educational qualifications and students' writing performance.

H4: Students will perform better in writing when teachers evaluate them than when direct evaluation methods assess them without teacher input.

Significance of the Study. This study holds significant implications for various stakeholders involved in the educational process.

For students, mainly those still developing their English writing skills, this research offers practical guidance on improving their language proficiency. Students can enhance their academic performance and gain confidence in their writing abilities by understanding the strategies and methods explored. The study provides valuable learning opportunities that can positively influence their overall use of the English language.

For teachers, the findings serve as a critical resource for shaping effective teaching methods to improve students' writing skills. It highlights the importance of peer- and teacher-based correction strategies and emphasises the value of structured feedback, assessed through pre-tests and

post-tests. By incorporating these insights into their practices, teachers can ensure that their guidance helps students reduce errors and strengthens their writing competency.

School administrators also play a vital role in this process. The research calls attention to adequate facilities and materials to improve students' writing skills. Administrators are encouraged to facilitate activities and events that create opportunities for students to practice and develop their English language skills in a supportive environment. By providing the proper infrastructure, schools can enhance the overall learning experience.

Parents are acknowledged for their crucial role in supporting their children's academic growth. This study reinforces the importance of parental involvement, emphasising that consistent motivation and encouragement are vital to helping students succeed. Parents' active engagement can create a conducive environment for students to excel in their studies and overcome challenges in language learning.

Finally, for future researchers, the study offers a foundation of knowledge that can be further explored. The findings and recommendations can guide future investigations into using peer and teacher correction strategies to foster writing development. Researchers can build upon this study to explore new avenues for enhancing language instruction and improving student outcomes in different educational contexts.

By addressing the needs of these diverse groups, this research contributes to a more holistic understanding of how writing skills can be nurtured and improved through targeted strategies and collaboration among teachers, administrators, parents, and students.

Review of related literature

The author [13] highlights the pivotal role of writing in academia, asserting that teaching writing reinforces grammatical structures, idioms, and vocabulary students learn. Additionally, writing instruction fosters creativity and exploration. She identifies several crucial elements of the writing process, including: a) Grammar; b) Purpose; c) Audience; d) Writer's Process; e) Mechanics of Writing; f) Content; g) Organisation; h) Word Choice.

According to the author [13], effective writing requires a solid grasp of grammar, covering as-

pects like verb rules, subject-verb agreement, articles, pronouns, syntax, and stylistic choices. The purpose of writing must be clear, with the intended audience in focus. Author [14] adds that writing serves as a method for learning across disciplines, functioning as a teaching and learning strategy. Author [15] distinguishes academic writing for native and non-native speakers, noting that their experiences differ significantly.

Author [16] describes the process approach to writing as a multifaceted activity where students interact continuously with instructors and peers through stages such as planning, drafting, revising, editing, and publishing. Author [17] observes that English as a Foreign Language (EFL) students often face considerable challenges and stress in academic writing due to their language proficiency levels. The author [17] proposes a Structural Process Approach to help learners enhance their writing skills. This approach is supported by the author [12], who emphasises the benefits of collaborative writing, which involves peer interaction throughout the writing process. This interaction allows students to collaboratively revise and produce shared texts, leading to 'joint ownership' of the writing. Collaborative writing promotes peer discussions that enhance language use and meaning creation. Social interaction in collaborative writing also enables students to engage in meaningful dialogue and receive candid feedback.

In the English language classroom, writing activities fulfil dual roles. They help students develop personal, academic, or professional writing skills applicable to their daily lives while also reinforcing learning achieved through listening, speaking, and reading exercises. Writing assignments are commonly used to follow up on listening and speaking activities or reading exercises for beginners or advanced students. In secondary education and beyond, students are often required to produce well-organised, reasoned essays for national examinations and standardised English proficiency tests, such as the Test of Written English and the Cambridge First Certificate in English, which includes a composition paper.

Concept of Writing Proficiency. Author [18] argues that writing is a dynamic process that conveys meaningful messages and achieves specific objectives. This process demands significant effort from students, contrasting with the view of writing as a simple task. In the context of language teaching, author [19] defines writing as

more than just a graphical representation of speech; it involves the structured development and presentation of ideas; this implies that writers must organise their thoughts coherently and systematically. There are various methods for teaching writing in English as a Foreign Language (EFL) contexts, with the product and process approaches being the most prominent. Often seen as traditional, the product approach emphasises the outcome of writing, focusing on grammar, form, and mechanics. Students typically write paragraphs modelled on examples, incorporating new structures and vocabulary, which the teacher corrects. According to authors [20], feedback in this approach primarily addresses language errors, making it challenging for students to understand the reasons behind their mistakes and how to avoid them in future tasks. Although this method may help students recognise errors, it does not foster creativity, as it relies on imitating fixed language patterns.

There has been a growing interest in the writing process in recent decades. Researchers and educators like authors [21] advocate focusing on the writing process rather than just the final product. The process approach involves several stages, including drafting, revising, and editing. Author [22] expands this approach by adding three additional stages: responding, evaluating, and post-writing. The responding stage emphasises peer feedback, which is crucial in improving writing.

The stages of the writing process are as follows:

- Prewriting: Activities before drafting, such as topic selection, brainstorming, data collection, and organisation.
- Composing/Drafting: The actual writing of the text.
- Revising: Refining the organisation, structure, and wording.
- Rewriting: Finalising the draft through iterative steps.
- Responding: Receiving feedback from teachers and peers and discussing improvements.
- Evaluating: Receiving grades or feedback from teachers.
- Post-writing: Activities after rewriting and assessment, such as role-playing.

Author [23] notes that having students exchange drafts is an effective strategy for promoting learning autonomy and improving their critical

reading skills when reviewing their peers' work. This practice helps students develop critical thinking and self-correction abilities in their writing. Allowing ample time for writing, receiving feedback, and revising drafts enhances students' ability to express their ideas clearly.

Effective writing instruction fundamentally relies on the allocation of sufficient time. Teachers who dedicate more time to writing instruction can employ various methods that enhance writing development. Without adequate time, it is challenging to provide high-quality instruction. However, time alone is not enough; clear instructional goals, a well-defined curriculum, and the application of effective teaching practices are also crucial [24]. If high-stakes assessments are the primary focus, the aim of writing instruction might become limited to producing specific types of text solely for testing purposes, often relying on long-term memory [25]. To improve writing instruction, educators should shift their goals towards using writing for authentic purposes and engaging students in realistic practices, such as accessing source materials and critical thinking. Additionally, instruction should foster motivation (e.g., writers' self-efficacy, appreciation for writing, and positive self-concept), knowledge (e.g., using diverse writing tools), process (e.g., flexible application of writing strategies), and social contexts (e.g., adapting writing to different contexts).

The current writing curriculum lacks a unified set of skills, knowledge, processes, and dispositions for teaching writing. While recent initiatives like the Common Core State Standards (CCSS) [26] aim to set minimal teaching expectations, they do not fully address all instructional goals or align well with practices proven to enhance writing [27]. Effective writing instruction is more likely when curriculum goals, instructional methods, and assessments are aligned. Research by the author [28] and colleagues has identified evidence-based practices that contribute to effective writing instruction, including frequent writing for diverse purposes, providing support during writing, teaching essential writing skills, creating a motivating environment, and linking writing with reading and learning. Their findings offer a framework for establishing writing curriculum objectives, such as foundational skills (handwriting, spelling, typing), sentence construction, knowledge of different text types, characteristics of good writing, vocabulary, and writing processes (planning, drafting, evaluating, revising).

Envision a scenario where teachers, principals, district superintendents, or policymakers tasked with shaping writing education goals cannot articulate a unified vision for teaching writing or provide inconsistent answers. For students to receive the comprehensive writing instruction they need, there must be a cohesive vision for writing education that spans individual classrooms, schools, districts, states, and even nationwide. While achieving such uniformity might not always be feasible, striving for a coherent, well-defined vision at various levels is essential. This vision does not imply that every teacher or school must follow identical methods but that all work towards common objectives. This necessitates having shared goals for writing, akin to the Common Core State Standards (CCSS) in the United States, and clearly defined roles and responsibilities for writing instruction. Moreover, this vision should extend beyond the classroom, integrating writing with reading and learning and connecting writing instruction within and beyond school settings. An effective plan for writing instruction should be:

- a) Based on a thorough understanding of writing, developmental theories, and instructional methods discussed previously;
- b) Created with input from teachers;
- c) Supported by those responsible for implementation, including school leaders and educators.

Recognising significant caution when formulating specific visions for teaching writing is crucial. While detailed visions can guide districts, schools, and teachers, they may also become overly restrictive, limiting instructional flexibility. These visions should be dynamic and adaptable rather than rigidly fixed. Even with collective decisions about writing goals and instructional responsibilities, individual teachers must make numerous decisions that impact how the vision is realised. These include setting priorities for writing, determining the types of writing assignments, defining the audience, establishing classroom norms, and shaping the class's writing identity [29]. Teachers also need to decide on student roles, strategies for encouraging positive social interactions, the degree of student autonomy, classroom layout, writing tools, routines for achieving writing and classroom objectives, and instructional procedures. These decisions should reflect the students' needs and the teachers' beliefs about effective writing instruction.

Teaching Writing. Writing is recognised as one of the essential language skills taught in schools, playing a significant role in shaping students' communicative competence in English. As the National Education Standards Agency [30] outlines, communicative competence encompasses understanding and producing spoken and written texts. This competence is cultivated by developing four core language skills: listening, speaking, reading, and writing. Each skill contributes to the overall goal of enabling students to engage in meaningful communication.

When it comes to writing instruction, the objectives and outcomes are well-defined. According to BSNP [30], the target for Junior High School students is to reach a functional level of proficiency. At this level, students should be able to communicate effectively in both spoken and written forms to manage everyday tasks. They are also expected to develop the ability to create functional texts, such as procedure, descriptive, recount, narrative, and report, while improving their grammatical and vocabulary knowledge.

Writing is inherently a complex process, demanding both cognitive and linguistic abilities. Author [31] emphasises that writing involves coordinating meaningful language segments, words, sentences, and grammar and converting them into cohesive written forms. This complexity arises from the need to not only generate ideas but also transform these ideas into readable and coherent texts. In this regard, the writing process can be broadly categorised into two stages: exploring ideas and processing them into written texts. The intricate nature of this task underscores the importance of structured guidance and instruction in developing students' writing skills.

Different instructional approaches can be employed to help students achieve writing competence. The author [32] distinguishes between two critical approaches: product-oriented and process-oriented. In the product-oriented approach, the focus is on the final written product. In contrast, the process-oriented approach emphasises the various stages involved in writing, such as drafting and revising. Advocates of the process approach argue that it encourages a more reflective and iterative process of composition, allowing students to develop their ideas and writing skills over time.

Building on this, author [4] highlights the importance of the process approach in teaching

writing, where composition is viewed as an evolving task rather than a finished product. This approach encourages drafting, redrafting, and revising, offering students opportunities to refine their writing through ongoing practice. In essence, the process approach values both the writing process and the final product, and it can be enhanced through routine writing exercises and practical classroom activities. This continuous engagement helps students improve their writing skills by providing regular feedback and opportunities to reflect on their work.

The writing process itself is often divided into specific stages. Authors [33] explain that these stages include planning, drafting, revising, and editing. Students are encouraged to brainstorm and organise their thoughts during the planning stage. In the drafting stage, the focus shifts to writing fluency, with less emphasis on grammatical accuracy or neatness. Revision involves reworking the draft based on feedback, and editing focuses on polishing the final version for submission. These stages offer a clear framework for students to follow, allowing them to build and refine their writing systematically.

When designing writing activities, it is essential to consider students' proficiency levels and capacities. Author [34] identifies five categories of classroom writing activities, each suited to different stages of language learning:

- Imitative Writing: Involves the essential practice of writing letters, words, and simple sentences to understand writing conventions.
- Intensive Writing: Focuses on controlled grammar exercises with limited room for creativity, helping students practice specific language structures.
- Self-Writing: Includes personal writing activities like note-taking and journal writing, which allow students to engage in reflective writing.
- Display Writing: Common in academic settings, where students practice writing techniques for tasks such as short-answer exercises and research reports.
- Actual Writing: Aim at genuine communication, encouraging students to write for real audiences, thus making their writing more purposeful.

The effectiveness of writing instruction depends on how well these activities are aligned with students' proficiency levels and learning objectives. As the author [35] explains, writing is a creative

process that involves making choices about language use and text structure. For Junior High School students, the focus is often on writing narratives and recounting texts. To produce high-quality texts, students require structured guidance and access to high-quality, understandable input that stimulates their ideas and supports their writing development.

Overall, teaching writing is multifaceted, requiring careful planning and attention to both the stages of writing and students' individual needs. By adopting a process-oriented approach and tailoring activities to students' capacities, teachers can help students build strong writing skills that enable them to communicate effectively in academic and real-world contexts.

Peer Correction/Feedback and Its Role in Enhancing Writing Skills. Peer feedback is often regarded as a powerful tool for improving writing performance in educational settings. As authors [36] state, "Knowledge is best acquired through negotiated interaction", emphasising the importance of interactive processes in learning. Peer feedback, as defined by authors [37], involves students giving and receiving input on each other's written work during the revising stage of the writing process. This method typically occurs in pairs or small groups, where students review their peers' compositions, provide comments, ask questions, and make suggestions to help improve the final product.

Researchers in English as a Foreign Language (EFL) underscore feedback's critical role in writing. Author [38] suggests that providing feedback involves offering constructive comments and suggestions, which aid writers in refining their compositions. Whether the feedback comes from teachers or peers, it helps students identify their mistakes and learn how to correct them. This form of feedback, often termed "productive feedback," enables students to address current errors and avoid repeating the same mistakes in future writing tasks. Author [39] supports this view by noting that peer reviewers act as real and immediate readers, providing authentic and direct responses to written work.

Despite teachers' efforts to help students address their mistakes, correcting all errors may be too overwhelming for educators alone. According to the author [40], peer editing is an effective learning and teaching tool, enabling students to provide each other with valuable feedback. This peer-based method encourages students to take

on dual roles as writers and reviewers, making the learning experience more dynamic and collaborative.

Studies have shown that peer feedback can be more detailed and beneficial than teacher feedback alone. Author [41] researched the strategies used in peer feedback among EFL students. Over twelve weeks, [41] compared initial and final writing samples and observed significant improvement in students' writing abilities after peer editing sessions. The study concluded that peer editing is effective and essential in developing writing competence. Author [42] researched peer correction in EFL writing, identifying four key areas where peer feedback was most beneficial: grammar, rules and concepts, meaning, and emotional elements. Wong's study found that peer correction helped students develop greater awareness of their writing skills, contributing to overall improvement.

Authors [43] conducted an experiment involving 86 Turkish Prospective Teachers (PTs) in English. The participants were divided into two groups: one that received peer feedback after writing essays and another that received only teacher feedback. The results indicated that peer feedback significantly reduced writing anxiety among Turkish PTs and complemented teacher feedback, reinforcing the notion that peer input can enhance the learning experience.

However, despite its many advantages, peer feedback does have limitations. According to authors [43] conducted an experiment involving 86 Turkish Prospective Teachers (PTs) in English authors [44], the effectiveness of peer response depends on the teacher's ability to organise and train students for the task. Additionally, the quality of feedback can vary greatly, with some students offering vague or overly general comments, making it difficult for their peers to interpret the suggestions and improve their writing accordingly.

Significance of Correction/Feedback in Writing. Feedback refers to the information provided by readers to the writer regarding their work. Authors [45] pointed out that face-to-face communication offers more immediate feedback than written communication. They also observed that the slower pace of input in written formats allows writers to better plan and anticipate how readers will receive their work. Feedback plays a crucial role in the formative assessment, providing students and teachers with Information

about student performance and earning objectives [46]. In writing, feedback is essential in helping learners understand how well they are performing and what adjustments are needed to improve their skills.

There are several critical benefits of feedback in writing. Firstly, feedback helps students evaluate their performance, determining whether they meet expectations. Secondly, when students are not performing well, feedback guides them on how to take corrective action to enhance their writing [47]. Thirdly, feedback encourages students to consider another person's perspective and adapt their message accordingly, fostering more effective communication [48]. Feedback also serves as a valuable diagnostic tool for teachers, helping them identify areas where students struggle [49].

One of the most effective ways to improve writing is through a cycle of writing, receiving feedback, revising, and repeating the process. However, this approach can be overwhelming for teachers, who may have to provide feedback on multiple essays each time an assignment is given [50]. Despite this challenge, feedback remains crucial in encouraging students to view writing as an ongoing process rather than a one-time effort. Through multiple drafts and revisions, students can significantly improve the quality of their work. According to authors [51], teachers' corrective feedback is instrumental in helping students identify their errors and learn from them, ultimately improving their writing accuracy. They also warned that if errors are left uncorrected, students may experience "fossilisation," where the mistakes become ingrained and more difficult to correct later.

Without feedback, students may become demotivated and lose clarity about their performance and which aspects of their writing require more attention [46]. Authors [52] noted that without feedback, students may misinterpret their level of proficiency in writing, potentially leading them to assume their writing is effective when, in fact, it may need substantial revision. Author [10] also argued that the absence of feedback may prevent students from realising the need to revise their writing, as they may incorrectly assume that they have effectively communicated their message.

Types of Correction/Feedback in Writing. Feedback in writing can take various forms, depending on several factors. Feedback may be categorised by its provider (e.g., teacher, peer, self, or

computer-assisted feedback, such as CALL {Computer Assisted Language Learning}, the timing (delayed vs immediate), the form (direct vs indirect), the method (oral vs. written), the focus (e.g., grammar, spelling, etc.), the stage of the writing process it addresses (e.g., revision vs. editing), and its overall effect. This study focuses primarily on two main types of feedback: teachers' written feedback and feedback from CALL programs [53]. In particular, the study examines two teacher feedback forms: direct and indirect.

1) Teacher's Written Correction. Written feedback from teachers is the most common form of correction students receive for their writing. Various scholars have questioned the effectiveness of this type of feedback. Although teacher feedback is complex, researchers have studied it from different perspectives. Some studies have focused on teachers' responses to student work, such as direct correction and the use of codes. Other studies have examined whether teachers prioritise form or content in their feedback and which approach is more effective. This study focuses on the effectiveness of two types of teacher feedback: direct and indirect [54].

2) Direct Feedback. Direct feedback occurs when teachers provide students with the correct form of their errors, either orally or in writing. This type of feedback highlights what is wrong and shows the proper way to write it. However, it offers little opportunity for students to reflect on their mistakes or engage in correcting them. According to some research authors [53, 55], direct feedback is one of the least effective methods for addressing student errors. Authors [56] argued that direct feedback does not yield results that justify the effort teachers put into correcting surface-level errors because it removes the chance for students to think critically about their mistakes. This study examines the effectiveness of this type of feedback in improving student writing.

3) Indirect Feedback. Indirect feedback, on the other hand, encourages students to engage more actively in the correction process. There are two forms of indirect feedback: coded and uncoded. In coded indirect feedback, the teacher underlines or marks the error and provides a symbol or code above it to help students identify the type of mistake. The students are then responsible for correcting the error based on the feedback provided. In uncoded indirect feedback, the teacher underlines or circles the error without offering

additional clues, leaving the student to identify and correct the mistake independently. Authors [57] found that this method is more effective than direct correction, as it requires students to discover the correct form themselves. Authors [55] support this view, noting that this approach can be instructive for both learners and teachers.

Authors [57] research also demonstrated that students who used error codes to revise their essays improved significantly more than those whose instructors directly corrected compositions. However, the symbols and codes used in indirect feedback must be clear to avoid confusion, and teachers should introduce them gradually, allowing students to familiarise themselves with the codes before using them in feedback. Authors [55] further suggest that teachers should be selective when correcting errors, focusing only on critical issues rather than correcting every mistake. Correcting all errors may lead to negative attitudes toward writing and diminish students' confidence in their writing abilities.

4) Evaluating Writing. Evaluating students' writing skills is essential to assess their progress and determine the effectiveness of the learning process. According to the author [34], evaluating writing requires assessing various components that reflect a student's ability. The key categories for evaluation include:

a) Content. This category assesses elements such as the thesis statement's clarity, the ideas' relevance, and the development of these ideas. It also considers how healthy ideas are supported through personal experiences, illustrations, facts, and opinions.

b) Organisation. Evaluation of organisation focuses on the effectiveness of the introduction, the logical flow of ideas, the conclusion, and whether the length of the piece is appropriate.

c) Discourse. Discourse involves assessing topic sentences, paragraph unity, transitions, and discourse markers. Additionally, it evaluates cohesion, rhetorical conventions, fluency, economy of language, and variation within the text.

d) Syntax. This category assesses the structural correctness of sentences and overall grammatical accuracy.

e) Vocabulary. The evaluation here focuses on the appropriateness and variety of word choice and academic or field-specific terminology.

f) Mechanics. Mechanics include spelling, punctuation, and proper citation of references. It also evaluates the neatness and overall appearance of the written work.

These criteria are based on the guidelines suggested by authors [58], as cited by authors [34].

METHODS

The methodology adopted for this research reflects a structured and well-planned approach to investigating the impact of peer and teacher correction strategies on the writing skills of senior secondary school students in Akoko South-West Local Government Area, Ondo State. The mixed-method research design, combining both qualitative and quantitative approaches, is fitting for the study's objectives of gathering comprehensive data from students and teachers regarding the effectiveness of correction strategies on grammatical proficiency.

The descriptive survey research design is appropriate for this study, allowing the researcher to capture qualitative and quantitative responses from a sample population. By employing this approach, the study focuses on understanding existing patterns in the use of correction strategies in secondary schools and their perceived effectiveness on students' writing skills. The combination of both numerical (quantitative) and subjective (qualitative) data provides a balanced perspective on the issue, ensuring that the insights gathered from teachers and students are well-rounded.

The study's population comprises senior secondary school students within the Akoko South-West Local Government Area. This choice aligns with the target group for exploring writing development in English. The study aims to generate focused insights relevant to educational practices in this locality by narrowing the population to this group. The sample of twenty students selected randomly from eight schools, four public and four private, is a representative cross-section that ensures diversity in responses. This design facilitates comparing the students' experiences in public versus private institutions. Additionally, eight English teachers were selected randomly from different schools than the students, maintaining objectivity in evaluating the students' writing. This distinction allows for an unbiased collection of quantitative data from teachers without direct influence from their students.

The study utilises two critical instruments for data collection: a questionnaire for the teachers and an essay test for the students. The researchers carefully designed the questionnaire on students' development of writing skills in Grammatical Units through peer and teacher correction strategies, with sections targeting both demographic and substantive responses. Including a Likert scale for teachers' responses provides a structured way to capture their opinions and experiences, enabling the researcher to quantify their perceptions. The essay test for students allows for qualitative assessment, where students can demonstrate their writing skills in practice. This testing method is crucial for gauging the direct impact of correction strategies on actual writing output. The researcher can establish a link between correction strategies and writing development by assessing students' grammatical accuracy and writing coherence.

Experts rigorously reviewed the research instruments to ensure their validity. Feedback from the researcher's supervisor and other research experts contributed to refining the questionnaire and essay test, ensuring that they accurately captured the intended data. This step ensures that the instruments align with the research objectives and accurately measure what they are designed to assess. Reliability, a vital aspect of any research tool, was tested through a pilot study using the test-retest method. The researchers administered the instrument twice within a selected school that was not included in the final sample, which helped confirm the consistency of the results. Using Pearson's correlation for reliability testing provided statistical backing for the instrument's dependability, ensuring the data collected would be reproducible under similar conditions.

The administration of the research instruments was done with care to ensure maximum participation and accuracy. The researcher's visits to the schools facilitated the smooth distribution of the questionnaire and essay test and allowed for real-time clarification of any ambiguities in the instructions. The presence of teachers during the test administration contributed to maintaining order and ensuring that the responses were collected under the same conditions, minimising external influences that could affect the results.

The researchers coded and analysed data from qualitative and quantitative sources using SPSS software. This method of analysis is well-suited

for handling the dual nature of the data collected. Using inferential and descriptive statistics allows the researcher to explore patterns in the data, assess the significance of findings, and draw meaningful conclusions about the research questions and hypotheses. Coding qualitative responses, particularly from the essay tests, allows the researcher to break down complex written data into measurable categories, facilitating a more structured analysis.

Overall, the research methodology reflects a comprehensive and well-structured approach to studying the effectiveness of peer and teacher correction strategies on students' writing skills. The design ensures that qualitative and quantitative data are captured, validated, and analysed systematically, allowing the researcher to draw robust conclusions about the role of correction strategies in improving grammatical accuracy and writing proficiency.

Table 1 – Criteria of Writing Scoring

| | Level | Criteria |
|---------------------|-------|--|
| Content | 30-27 | Excellent to a try good: knowledgeable, substantive, thorough development of ideas relevant to the assigned topic |
| | 26-22 | Good to average: some knowledge of the subject, adequate range, limited development of ideas, mainly relevant to the topic, but lacks detail. |
| | 21-17 | Fair to poor: limited knowledge of the subject, little substance, inadequate development of ideas |
| | 16-13 | Very poor: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate |
| Organisation | 20-18 | Excellent to very good: fluent expression, ideas clearly stated and supported, concise, well-organised, logical sequencing, and cohesive. |
| | 17-14 | Good to average: somewhat choppy, loosely organised, but main ideas stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development. |
| | 9-7 | A'ery poor: does not communicate, no organisation, not enough to evaluate |
| Vocabulary | 20-18 | Excellent to try good: sophisticated range, effective word idiom choice and usage, word form mastery, appropriate register |
| | 17- | Good to average: adequate range, |

| | Level | Criteria |
|---------------------|-------|--|
| | 14 | occasional errors of word/idiom form, choice, usage, but meaning not obscured |
| | 13-10 | Fair to poor: limited range, frequent errors of word idiom, choice, usage, meaning confused or obscured |
| | 9-7 | A'ery poor: essentially translation, little knowledge of English vocabulary |
| Language Use | 25-22 | Excellent to very good: practical complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | Good to average: effective but simple construction, minor problems in complex structures, several errors of agreement, tense, number, word order function, articles, pronouns, prepositions, but meaning seldom obscured |
| | 17-11 | Fair to poor: significant problems in simple, complex constructions, frequent negation errors, agreement, tense, number, word Order/function, articles, pronouns, prepositions and fragments, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | A'ery poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or is not enough to evaluate |
| Mechanics | 5 | Excellent to try: demonstrate mastery of convention, but there are a few errors in spelling, punctuation, capitalisation, and paragraphing. |
| | 4 | Good to average: occasional errors of spelling, punctuation, capitalisation, paragraphing, but meaning obscured |
| | 3 | Fair to poor: frequent errors of spelling, punctuation, capitalisation, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | Retry poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalisation, paragraphing, handwriting illegible, or not enough to evaluate |

RESULTS AND DISCUSSION

The researchers analysed and presented the data collected via questionnaires in this section. Researchers obtained data from students and teachers. The social demographics of the respondents were analysed using frequency and percentage summary. The researchers analysed

reactions to the research questions using the chi-square and Friedman tests as applicable and supported the results with frequencies, percentage distributions, and mean scores where necessary. They tested the formulated hypothesis using correlation analysis.

Table 2 – Responding Students' Type of School

| Type of School | Frequency | % |
|----------------|-----------|-------|
| Private School | 9 | 52.9 |
| Public School | 8 | 47.1 |
| Total | 17 | 100.0 |

Table 2 notes that 52.9% of the responding students were from private schools, while 47.1% were students in public schools; this shows that the sample contains students from both public and private schools.

Table 3 – Responding Students' Class

| Class | Frequency | % |
|-------|-----------|-------|
| SS1 | 8 | 47.1 |
| SS2 | 8 | 47.1 |
| SS3 | 1 | 5.9 |
| Total | 17 | 100.0 |

The class distribution revealed that 47.1% of the sampled students were in the SSS 1 class, 47.1% were in the SSS 2 class, and just 5.9% were in the SSS 3 class.

Table 4 – Responding Students' Age

| Age | Frequency | % |
|-------------|-----------|-------|
| 12-14 Years | 14 | 82.4 |
| 15-17 Years | 3 | 17.6 |
| Total | 17 | 100.0 |

Table 4 shows the age distribution of the respondents. Most respondents (82.4%) were within the age category of 12 to 14, while the remaining 17.6% were within the age category of 15 to 17.

Table 5 – Responding Students' Religion

| Religion | Frequency | % |
|--------------|-----------|-------|
| Christianity | 5 | 29.4 |
| Islamic | 12 | 70.6 |
| Total | 17 | 100.0 |

The responding students' religion distribution revealed that 29.4% were Christians, while 70.6% were Muslims; this implied that most of the respondents were affiliated with the Islamic religion.

Table 6 – Responding Teachers' School

| School | Frequency | % |
|--|-----------|-------|
| Oroke High School Akungba-Akoko | 1 | 8.3 |
| AUD Grammar School Akungba-Akoko | 1 | 8.3 |
| Ayegunle High School | 1 | 8.3 |
| Community Omprehensive High School Akungba-Akoko | 2 | 16.7 |
| Apex Academy Akungba-Akoko | 1 | 8.3 |
| Premisol Academy Akungba-Akoko | 1 | 8.3 |
| A1 Excellent Secondary School Akungba-Akoko | 1 | 8.3 |
| Saint Gregory's College Akoko | 4 | 33.3 |
| Total | 12 | 100.0 |

The distribution of the responding teachers into school revealed that 16.7% were from Ayegunle High School, and 33.3% were from Saint Gregory's College, Ikare-Akoko. The remaining eight schools had a sample of 8.3% each.

Table 7 – Responding Teachers' Type of School

| Type of School | Frequency | % |
|----------------|-----------|-------|
| Private School | 3 | 25.0 |
| Public School | 9 | 75.0 |
| Total | 12 | 100.0 |

The test on the type of schools the responding teachers were sampled revealed that 25% of them were from private schools, while 75% were from public secondary schools.

Table 8 – Responding Teachers' Sex

| Sex | Frequency | % |
|--------|-----------|-------|
| Male | 7 | 58.3 |
| Female | 5 | 41.7 |
| Total | 12 | 100.0 |

Table 8 reveals the sex distribution of the sampled teachers: 58.3% were males, while 41.7% were females; this implies that both teachers were considered in the research.

Table 9 – Responding Teachers' Qualification

| Teachers' Qualification | Frequency | % |
|-------------------------|-----------|-------|
| NCE | 1 | 8.3 |
| First Degree | 7 | 58.3 |
| Master's Degree | 4 | 33.3 |
| Total | 12 | 100.0 |

Table 9 indicated that 8.3% of the sampled teachers had NCE qualification, 58.3% had a First Degree, and 33.3% were Master's older.

Table 11 – Friedman Test on a statement regarding ways teachers use to help EFL learners reduce mistakes in their written composition

| Items | Response | | | | | | Mean Rank |
|--|----------------|-------|------|------|------|-------|-----------|
| | F | SA | A | D | SD | Total | |
| I adopt the lecture method in teaching writing | F | 3 | 3 | 3 | 3 | 12 | 2.04 |
| | % | 25.0 | 25.0 | 25.0 | 25.0 | 100.0 | |
| I use the play-away method in teaching writing | F | 6 | 4 | 2 | - | 12 | 2.71 |
| | % | 50.0 | 33.3 | 16.7 | - | 100.0 | |
| I use experimental methods in teaching writing | F | 5 | 4 | 2 | 1 | 12 | 2.50 |
| | % | 41.7 | 33.3 | 16.7 | 8.3 | 100.0 | |
| I encourage group discussion among students. | F | 7 | 2 | - | 3 | 12 | 2.75 |
| | % | 58.3 | 16.7 | - | 25.0 | 100.0 | |
| Averaged Total | F | 5 | 3 | 2 | 2 | 12 | |
| | % | 41.6 | 25.0 | 16.7 | 16.7 | 100.0 | |
| Friedman Chi-Square | X ² | 2.844 | | | | | |
| | Df | 3 | | | | | |
| | P | > .05 | | | | | |

Table 11 presents the test on responses to statements concerning how teachers' corrections could help EFL (English as a Foreign Language) learners reduce mistakes in their written composition. The Friedman test showed no valid variance in the teaching methods ($X^2=2.844$, $df= 3$, $p > .05$). This means that the responses on the

Table 10 – Responding Teachers' Years of Experience

| Teachers' Experience | Years of | Frequency | % |
|----------------------|----------|-----------|-------|
| 5-10 Years | | 6 | 50.0 |
| 11-15 Years | | 3 | 25.0 |
| 16-20 Years | | 1 | 8.3 |
| 21-30 Years | | 1 | 8.3 |
| Above 30 Years | | 1 | 8.3 |
| Total | | 12 | 100.0 |

The findings on responding teachers' work experience indicated that 50% had teaching experience between 5 and 10 years, 25% had experience ranging between 11 and 15 years, 8.3% had experience ranging between 16 and 20 years, 8.3% had experience ranging between 21 and 30 years, while 8.3% also had teaching experience of above 30 years.

Analyses of Research Questions

Research Question 1: How can teacher correction help EFL (English as a Foreign Language) learners reduce written composition mistakes?

methods utilised for teaching writings were not so different in preference. Thus, the mean ranking was not relevant in explaining the distributions.

Fifty per cent of the respondents indicated that they adopted lecture methods in teaching writing, while 50% said they did not; this implies that

an average number of responding teachers affirmed using lecture teaching methods. Most respondents (83.3%) thought they use the play-away method in teaching writing, while 16.7% said they do not. Similarly, the majority (75%) believed they use experimental methods in teaching writing, while 25% of the responding teachers said they do not.

On average, 66.6% of the responding teachers affirmed using one form of teaching method

identified in teaching writing. In comparison, 37.7% said they do not use any identified methods. Conclusively, the identified teaching methods were relevant in helping teachers adopt methods to assist learners in reducing mistakes in their written composition.

Research Question 2: Are students fragile in their writing ability?

Table 12 – Chi-Square summary on statement regarding the weakness of students in writing ability

| Items | Response | | | | | Total |
|---|----------------|------|------|-------|-------|-------|
| | | SA | A | D | SD | |
| 70% of the students hardly respond to lessons during English class | F | 3 | 1 | 4 | 4 | 12 |
| | % | 25.0 | 8.3 | 33.35 | 33.35 | 100.0 |
| More than 70% of the students respond effectively to English lesson | F | 5 | 5 | 2 | - | 12 |
| | % | 41.7 | 41.7 | 16.7 | - | 100.0 |
| 70% of the students find it challenging to write a simple and correct essay | F | 3 | 6 | 3 | - | 12 |
| | % | 25.0 | 50.0 | 25.0 | - | 100.0 |
| Grammatical errors are widespread in the students' essays | F | 3 | 6 | 1 | 2 | 12 |
| | % | 25.0 | 50.0 | 8.3 | 16.7 | 100.0 |
| The students barely purchase English textbooks. | F | 7 | 5 | - | - | 12 |
| | % | 58.3 | 41.7 | - | - | 100.0 |
| Averaged Total | F | 3 | 4 | 3 | 2 | 12 |
| | % | 25.0 | 33.3 | 25.0 | 16.7 | 100.0 |
| Chi-Square | X ² | | | | | |

The findings in Table 12 on the quest about students' weakness in writing ability revealed that most respondents (66.7%) negated the statement that 70% of the students hardly respond to lessons during English class, while 33.3% affirmed it. On the contrary, many respondents (83.3%) supported the statement that more than 70% of the students responded effectively to English lessons, while just 16.7% said otherwise. In another perspective, 75% of the respondents affirmed that 70% of the students find writing a simple and correct essay difficult, while 25% negated the statement. In a similar form, 75% of the respondents believed grammatical errors are widespread in students' essays, while 25% said it

is not shared. Lastly, all the respondents agreed that students barely purchase English textbooks.

On average, 58.3% of the respondents supported the view that students have weak writing abilities; this was such that 25% strongly agreed that they were weak, 33.3% agreed, 25% disagreed, and 16.7% strongly disagreed. The chi-square results confirmed this, indicating that the observed frequency variances were valid for further conclusion. Thus, the researchers concluded that students are weak in writing ability.

Research Question 3: Are there any alternative ways of teaching to improve students' writing skills?

Table 13 – Friedman Test on statement regarding alternative ways of teaching to improve students' writing skills

| Items | Response | | | | | Total | Mean Rank |
|---|----------|------|------|-----|-----|-------|-----------|
| | | SA | A | D | SD | | |
| Poor learning environment and inadequate learning facilities affect the student's improvement in writing skills | F | 8 | 2 | 1 | 1 | 12 | 2.88 |
| | % | 66.7 | 16.7 | 8.3 | 8.3 | 100.0 | |
| Regular dictation is necessary to improve students' writing skills | F | 9 | 2 | 1 | - | 12 | 3.13 |
| | % | 75.0 | 16.7 | 8.3 | - | 100.0 | |

| Items | Response | | | | | | Mean |
|--|----------------|-------|------|------|-----|-------|------|
| | | SA | A | D | SD | Total | Rank |
| Copro punishment helps to improve students' writing skills | F | 7 | 3 | 2 | - | 12 | 2.79 |
| | % | 58.3 | 25.0 | 16.7 | - | 100.0 | |
| Teachers legible writing influences the students' writing legibility | F | 10 | - | 1 | 1 | 12 | 3.25 |
| | % | 83.4 | - | 8.3 | 8.3 | 100.0 | |
| Literature such as drama, prose, and poetry are compulsory for students' development of creative writing skills. | F | 7 | 5 | - | - | 12 | 2.96 |
| | % | 58.3 | 41.7 | - | - | 100.0 | |
| Averaged Total | F | 8 | 2 | 1 | 1 | 12 | |
| | % | 66.7 | 16.7 | 8.3 | 8.3 | 100.0 | |
| Friedman Chi-Square | X ² | 1.404 | | | | | |
| | Df | 4 | | | | | |
| | P | > .05 | | | | | |

Table 13 shows the analysis of statements relating to the alternative ways of teaching to improve students' writing skills. The Friedman test showed no significant preference in the identified ways based on mean ranking ($X^2=1.404$, $df=4$, $p > .05$). This implies that participants perceive the identified ways as relevant, with similar values attached to all of them.

The researchers noted that a good number of the respondents (83.4%) affirmed the statement that poor learning environments and inadequate learning facilities affect students' improvement in writing skills. However, 16.6% said otherwise. The researchers also observed that 91.7% of the respondents supported that regular dictation is necessary to improve students' writing skills, while 8.3% disagreed. Another identified way was corporal punishment; this was such that 83.3% of the respondents affirmed that corporal punishment helps to improve students' writing

skills, while 16.7% of the respondents negated the statement. In addition to that, 83.4% of the responding teachers affirmed that teachers' legible writing influences the students' writing legibility; however, this was negated by 16.6% of the respondents. Lastly noted was the literature. All the respondents (100%) confirmed that literature such as drama, prose, and poetry are compulsory for students' creative writing skills development.

The average summary, as expected, indicated that most of the respondents (83.4%) supported the identified factors as ways of teaching that would improve students' writing skills; this was in a detailed way that 66.7% strongly agree, 16.7% agree, 8.3% disagreed, while a similar percentage (8.3%) strongly disagreed.

Research Question 4: Will teachers' educational qualifications affect students' writing skills?

Table 14 – Chi-Square summary of statement regarding the effect of teachers' educational qualification on students' writing skill

| Items | Response | | | | | | |
|--|----------------|-------|------|-----|----|-------|--|
| | | SA | A | D | SD | Total | |
| Students taught by qualified teachers perform well in English Language skills. | F | 9 | 3 | - | - | 12 | |
| | % | 75.0 | 25.0 | - | - | 100.0 | |
| Students taught by a highly qualified teacher will have a better understanding of concepts in English Language Skills. | F | 10 | 1 | 1 | - | 12 | |
| | % | 83.4 | 8.3 | 8.3 | - | 100.0 | |
| Averaged Total | F | 9 | 2 | 1 | - | 12 | |
| | % | 75.0 | 16.7 | 8.3 | - | 100.0 | |
| Chi-Square | X ² | 9.500 | | | | | |
| | Df | 2 | | | | | |
| | P | < .05 | | | | | |

The test on the impact of teachers' educational qualifications on students' writing skills revealed that all the respondents agreed with the state-

ment that students taught by qualified teachers perform well in English language skills. Similarly, most of the respondents (91.7%) affirmed that students taught by a highly qualified teacher

would better understand concepts in the English Language skill, while just 8.3% felt otherwise.

On average, the researchers noticed that most respondents supported the view that teachers' educational qualifications determine students' writing skills. Expressly, 75% strongly agreed, 16.7% agreed, and 8.3% disagreed. The Chi-square value 9.500, with a df of 2 and a p-value less than 0.05, validates the observed frequency differences. Therefore, the researchers concluded that teachers' educational qualifications influence students' writing skills.

Research Question 5: What effective correction methods can teachers use to train students?

Table 15 presents the test results on the most effective correction methods teachers can use to train students. The Friedman test indicated no valid preference among the identified correction methods discussed in response to the research questions ($X^2 = 4.786, df = 2, p > .05$). This finding means the methods were perceived as similarly relevant.

Table 15 – The Friedman Test demonstrates effective correction methods that teachers can use to train students

| Items | Response | | | | | | Mean |
|---|----------------|-------|-------|------|-----|-------|------|
| | | SA | A | D | SD | Total | Rank |
| General correction should be adopted | F | 8 | 2 | 1 | 1 | 12 | 2.08 |
| | % | 66.7 | 16.7 | 8.3 | 8.3 | 100.0 | |
| Individual correction is the best method to correct students | F | 10 | 1 | 1 | - | 12 | 2.29 |
| | % | 83.4 | 8.3 | 8.3 | - | 100.0 | |
| Flogging and punishment help the students to take to correction | F | 4 | 4 | 3 | 1 | 12 | 1.63 |
| | % | 33.35 | 33.35 | 25.0 | 8.3 | 100.0 | |
| Averaged Total | F | 7 | 2 | 2 | 1 | 12 | |
| | % | 58.0 | 16.7 | 16.7 | 8.6 | 100.0 | |
| Friedman Chi-Square | X ² | 4.786 | | | | | |
| | Df | 2 | | | | | |
| | P | > .05 | | | | | |

The table indicated that many respondents (83.4%) agreed that general correction should be adopted, while 16.6% felt otherwise. Also, 91.7% of the respondents affirmed that individual correction is the best method to correct students, while 8.3% said it was not. In another perspective, 66.7% of the respondents believed that flogging and punishment help the students to fix, while 33.3% felt it does not.

On average, 74.7% of the respondents confirmed the identified correction methods were effective in training students, while 25.3% felt otherwise. Applying the identified correction methods could help adequately train students in writing skills.

Research Question 6: Is there any difference in students' performance when evaluated by their teachers compared to direct evaluation of writing skills?

Table 16 – Frequency distributions showing the evaluation of Students' Performance in Writing Skills by their teachers and directly

| Evaluation | | Excellent (A) | Very Good (B) | Good (C) | Fair (D) | Pass (E) | Fail (F) | Total |
|------------|---|---------------|---------------|----------|----------|----------|----------|-------|
| Students | F | - | - | 3 | 2 | 5 | 7 | 17 |
| | % | - | - | 17.6 | 11.8 | 29.4 | 41.2 | 100.0 |
| Teachers | F | 3 | 10 | 14 | 6 | 1 | 5 | 39 |
| | % | 7.7 | 25.6 | 35.9 | 15.4 | 2.6 | 12.8 | 100.0 |

From the findings in Table 16, the researchers noted that out of the 17 students evaluated di-

rectly, none received excellent grades, 17.6% received good grades, 11.8% received fair grades, 29.4% passed, and 41.2% failed; this implies that

most sampled students performed poorly in writing skills. The findings from the teachers regarding students' performances differ in some aspects. The researchers observed that 7.7% of students received excellent grades, 25.6% received good grades, 35.9% received fair grades, 2.6% passed, and 12.8% failed; this indicates that the teachers' evaluations were more lenient compared to the direct assessments of students' performances in writing skills.

Test of Hypotheses

The result indicated that lecture teaching strategy had no significant relationship with students' performances in writing skills [$r(10) = -.139, p > .05$]. It was also noted that the play-away teaching method was not significantly related to students' performances in writing skills [$r(10) = .282, p > .05$]. The relationship between the experiment's teaching strategy and students' performances in writing skills was not significant [$r(10) = .265, p > .05$]. Lastly, group discussion and students' performances in writing skills had no significant association [$r(10) = .042, p > .05$]; this implied that the teaching strategies had no significant association with students' performances in writing skills. This result confirmed and accepted Hypothesis 1.

Table 17 – Correlation Analysis Showing the relationship between teaching strategies and students' performances

| | Teaching Strategies | N | Df | R | p |
|------------------------|---------------------|----|----|-------|------|
| Students' performances | Lecture | 12 | 10 | -.139 | >.05 |
| | Play-away | 12 | 10 | .282 | >.05 |
| | Experiment | 12 | 10 | .265 | >.05 |
| | Group Discussion | 12 | 10 | .042 | >.05 |

Discussion of Findings. Writing, one of the most essential skills in learning a new language, is the main focus of this work. The researchers found results on students' development of writing skills in grammatical units through peer and teacher correction strategies.

Teachers are seen as second parents to students. They have the ability and intellect to teach norms

and values to the students. So, they need to be all in all to help students learn, and they should have many ways of correcting students. From the above findings, "How can teacher's correction help EFL (English as a Foreign Language) learners reduce mistakes in their written composition?" We are made to realise that a teacher must be versatile and know about different methods of teaching writing and other language skills. Many teachers stick to a particular method of teaching writing and correction. Teachers should correct student's errors in writing through direct and indirect methods.

After analysing students' essay questionnaires, the researchers concluded that the most common errors made by students for the present research were:

Wrong order refers to the syntactic arrangement of words in a sentence, clause, or phrase. Examples: *I had beautiful gifts – My favourite subject at school.*

Completion: It refers to filling blanks

Overgeneralisation: Students assume that a rule or pattern operates without exception. Example: *go – goed, make-make*

Graphological errors: They deal with spelling, punctuation and capitalisation errors in writing. Example: It is a pretty *handbag*. (Correct spelling: *'handbag'*). Capitalisation means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small (lower-case letters). Punctuation refers to marks to structure and organise their writing. The most common are the period, the comma, the exclamation and the question mark.

Omission (Corder): It occurs when some items are left out in well-formed utterances. For example, *She is writing*.

Disordering elements (Corder): Evidence of misordering is found when some morphemes are in the wrong order. For instance: *What is he reading?* Instead of *What is he reading?*

Erroneous input: The incomplete rule application is the opposite of over-generalisation, and it occurs when the student uses incomplete rules or patterns because teachers give rules that are not fully adequate. For example: 'If the action is in past tense, the verb must be in past tense...' *Last week, they tried to watch a TV program.* Student participants made the peer feedback based on the following criteria:

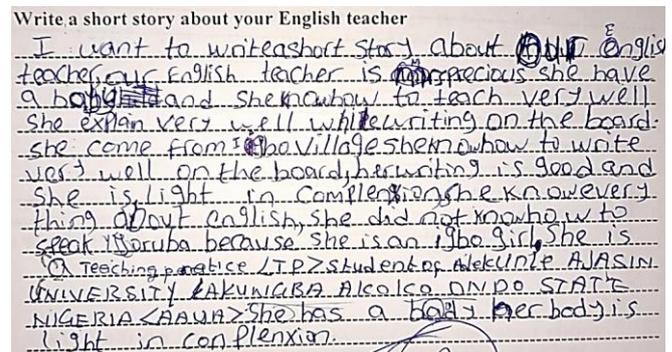
Mark the error only: The classmate only marks a circle or underlines the mistakes without explanation.

Positive writing stimulus: The classmate checks the answers, possibly marks errors, gives the correct answers, and writes or draws positive reinforcements.

Explicit correction [59]: The teacher provides the correct form by indicating that the student's utterance is incorrect. Teacher researchers examined comments closely and made comparisons to look for relations, similarities, and dissimilarities. They marked each part of the comment and gave a name or a code to identify them. For example, a peer comment was: "Congratulations", "tú puedes, Hermosa". Teacher researchers labelled them as "positive stimuli". When a peer made an explicit correction, the researcher labelled this comment as a "suggestion" or a "criticism".

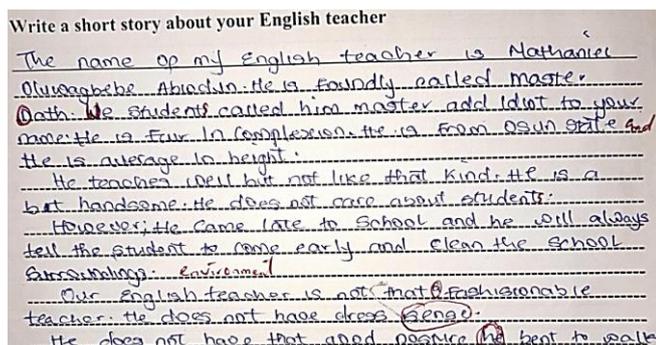
According to the QDA, this was when the researcher built concepts based on the information gathered. It was better to analyse the comments for this first stage because it was necessary to revise the samples and determine the same codes for the information found. Also, these conversations helped the researchers make important decisions; they maintained a consistent perspective on the data, and the researchers informed each other about the research. After building concepts, the researcher went deeper through data collection to identify similarities and group them into categories based on shared properties. For this research, the concepts and categories had the same name, except for "positive stimulus", which changed to "praise". A particular comment by peers combines criticism and praise or suggestion; this was categorised as a "Paired Act Pattern" The researcher analysed the different kinds of peer comments during the research.

The second research question inquires whether students are fragile in their writing ability. The findings show that Western education has become part and parcel of Africa. Every parent wants their ward to be educated and speak fluent English and other foreign languages. See Table 11 above; above 70 per cent of students in class are very attentive to teaching while in school. So, due to the orientations parents give their children, they pay attention to teaching, especially language skills. Despite the attention, most students still hardly find writing a simple and correct essay challenging. When discussing the grammatical errors expected in the students' essays, we observed that they were too numerous.



Finally, students' lack of textbooks is one of the problems teachers face. Not all parents buy books for their children to effectively teach them English language skills. Also, lack of infrastructure and government funding contributes to student failure.

Research question three focuses on alternative ways students can be taught writing skills. From the results, we could see that almost all the respondents agreed that a poor learning environment and inadequate learning facilities affect the student's improvement in writing skills. Teaching and learning will be effective with conducive environments and teaching and learning facilities. It is also agreed that regular dictation contributes to student's improvement in writing skills. Teachers should make general corrections so the students know where they made errors or mistakes. While correcting the students, it is also realised from the above result that corporal punishments help to improve students' writing skills. If teachers are too flexible, the students will hardly learn. Literature such as drama, prose, and poetry are compulsory for students' creative writing skills development. If students read a prescribed text, the teacher will evaluate them and say they should summarise the message the actual text is



passing across. Author [60] asserts that many students do not enjoy writing because they feel they will never get it if they cannot do it correctly the first time.

The fourth Research question deals with teachers' qualifications for teaching. English Language is a highly complex subject or course that is very wide to be taught because of its foreign nature, grammatical vocabulary, etc. Qualified teachers are trained in different fields of study, making them capable of teaching rich knowledge to students. Writing has become a vital means of communication that connects individuals to society. With continuous advancements in technology, students now have more opportunities to engage in writing in diverse ways, often daily. By the time students graduate from high school, they are expected to possess the writing skills necessary for success in both college and the workforce. As a result, students' instruction must equip them for the various writing tasks they will encounter in higher education and their careers. Despite the availability of multiple writing platforms throughout the day, writing instruction is often limited or absent during the school day. Due to initiatives like Reading First and the No Child Left Behind Act component, reading instruction overshadows writing. This lack of emphasis on writing in schools may tell students that writing is less critical, potentially leading to struggles in college or the workplace when they are required to write again.

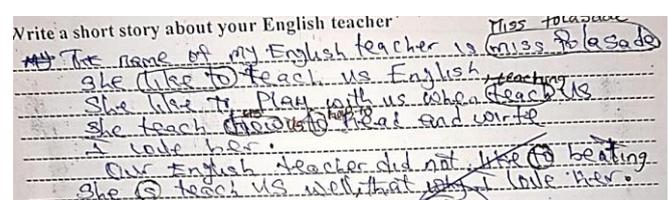
Furthermore, not only is writing instruction insufficient in classrooms, but teacher education programs also often lack a focus on teaching writing, as reading instruction receives more significant attention. This imbalance can leave teachers feeling underprepared and lacking confidence in teaching writing. Authors [61] note, "For many elementary and secondary teachers, literacy/language arts are the area they feel least prepared to teach well." Teaching writing is a complex process for many educators and is often a challenging skill for students to master [25]. While professional development is designed to keep teachers informed of the latest research and classroom practices, writing is rarely the focus of such training. To address this gap, writing instruction must be prioritised in teacher education programs so new teachers can enter the classroom equipped to support and teach their students effectively. Follow-up professional development focused on writing would allow teachers who received little support during their

training to stay current with best practices in writing instruction.

Research question five deals with the practical ways teachers could correct student's errors in writing. Correction is necessary. The argument that students must use the language and the rest will come by itself seems relatively weak. Students attend school to receive instruction. They will probably inform us or go to a chat room online if they only want to converse. Students need to be corrected as part of the learning experience. However, students also need to be encouraged to use the language. Indeed, correcting students while they are trying their best to use the language can often discourage them. The most satisfactory solution of all is to correct an activity. Correction can be used as a follow-up to any given class activity. However, correction sessions can be used as a valid activity in and of themselves. In other words, teachers can set up an activity in which they will correct each mistake (or a specific type of mistake). Students know that the activity will focus on correction and accept that fact. However, teachers should balance these activities with other, more free-form activities that allow students to express themselves without worrying about being corrected for every other word.

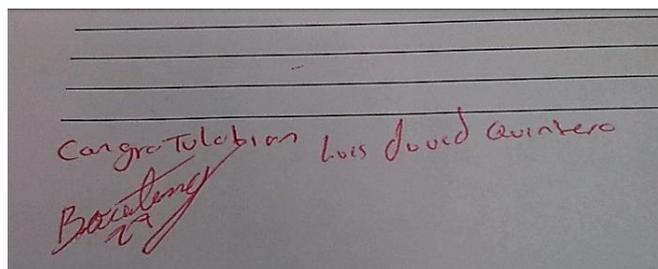
Finally, teachers should use other techniques to make corrections as part of the lesson and as more effective learning tools for the students. These techniques include:

- Deferring correction to the end of an activity;
- Taking notes on typical mistakes made by many students;
- Correcting only one type of error;
- Giving students clues to the type of error they are making (in written work) but allowing them to correct the mistakes themselves;
- Asking other students to remark on mistakes made and then explain the rules themselves. This an excellent technique for getting 'teacher pets' to listen instead of answering each question themselves. However, use this with caution.



Correction is not an 'either/or' issue. Correction needs to take place and is expected and desired by students. However, how teachers correct students is vital in determining whether students become confident in their usage or intimidated. Correcting students as a group, in correction sessions, at the end of activities, and letting them fix their mistakes all help encourage students to use English rather than worry about making too many mistakes.

Research six focuses on the 'difference in students' performance when evaluated by their teachers compared to direct evaluation on writing skills'. We have realised that the indirect correction method allows students to make complete corrections without affecting their affection. Teachers cannot correct all students directly. So, teachers should be conscious of their choice of methods for correcting student's writing.



The findings of the hypothesis considering the relationships between teaching strategies and student performance in writing skills implied that the teaching strategies had no significant association with students' performances in writing skills.

CONCLUSIONS

This study has explored the importance of peer and teacher correction strategies in developing students writing skills. In the introductory part, i.e., the chapter, the background of the problems or the variables are discussed. Writing is a higher-order skill than other language skills. One of the most critical aspects of recent educational reform efforts is the increased attention to the skill of writing. Writing is a powerful instrument of thinking because it gives students a way of gaining control over their thoughts. The topic shows that not only the teacher can correct the student's errors in writing. The students can fix the little errors they can identify through group assignments, discussions, and presentations. To carry out this research, the researchers generat-

ed six research questions and a hypothesis about the above topic. In Chapter Two, the authors reviewed that writing is a literate language skill. The chapter also deals with the breakdown of the research variables, i.e. the concept of writing, Peer correction/feedback, teacher's correction and types of teacher's feedback in correcting student's errors in writing and evaluations of writing. This study used secondary school students and their teachers as responding samples; researchers selected 40 students to participate in the survey with specific testable research questions and hypotheses. Eight teachers from different schools responded to the questionnaire, and the researchers tested the students with essay questions. This study finding was with closing remarks and recommendations. Chapter four focuses on the results and discusses the findings with the reaction to the research questions, which were carried out using both chi-square and the Friedman test as applicable. Finally, Chapter Five presents a summary, conclusion, and recommendations drawn from the findings and discussions of this project.

In conclusion, it is essential to recognise that writing is a highly complex cognitive process requiring the writer to manage multiple variables simultaneously. Strong writing skills can significantly improve students' chances of success, as writing is a crucial language component. Both teachers and peer correction strategies play a vital role in effectively teaching and learning writing skills. While many students perceive themselves as weak in speaking English, they are often even less proficient in writing than they realise. Teachers usually assign writing as homework, prioritising it less while focusing more on classroom transformation practices. However, exams heavily assess writing proficiency. As a result of this washback effect, students tend to perform poorly in exams, failing to achieve strong marks. Given this widespread issue, it is essential to prioritise writing in the classroom alongside other skills, treating it as a form of action research. Ultimately, with sufficient practice and appropriate correction and feedback strategies, all students have the potential to become excellent writers.

Based on the findings and discussions of this study, the following recommendations are proposed:

1) Teachers require more training in writing, particularly in correction strategies. Experts in

the field recommend reading their works for those unfamiliar with the writing process or how to implement correction and feedback strategies at different stages.

2) Teachers should also engage with colleagues who utilise the process approach to writing, fostering a better understanding of current practices. These conversations provide a stronger foundation for discussing what writers experience and how they develop their writing skills.

3) Teachers should also offer students regular and extended writing opportunities, with direct and indirect feedback encouraged at every stage, especially during revising and editing.

In practical writing classes, students should be reminded of the purpose of their writing: communication. Teachers should help students make connections between classroom writing and real-world applications. Teachers must guide and encourage students, supporting their efforts and reassuring them that mistakes in early drafts are part of the process. Initial writing aims to express ideas, and students should view teacher feedback not as criticism but as constructive support. Regardless of age or ability, students must feel that writing is enjoyable and feedback is crucial for improvement. Writing skills develop gradually,

and regular practice is critical. Increased writing frequency leads to greater fluency.

The key recommendations are:

a) Teachers should assess students' writing abilities before instruction, tailoring lessons to their level, interests, and capacities. Understanding learners' skill levels is crucial before diving into teaching.

b) Teaching writing is most effective when peer correction is followed by teacher correction, with the teacher serving more as a facilitator and monitor.

c) Teachers can incorporate activities like essay competitions, spelling contests, and puzzles to help students organise their writing.

d) Access to reading and writing resources in computer labs and libraries, project work, and self-study practices are valuable tools for improving students' writing.

e) Teachers should focus on helping students organise words into sentences, sentences into paragraphs, and paragraphs into essays before teaching complete essay composition.

Peer correction actively involves students in the learning process, as they can learn through giving feedback to their peers. Co-evaluation can also be a valuable tool in English classes.

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