

TENTH-GRADE EFL STUDENTS' PERCEPTIONS AND RESPONSES TO TEACHERS' WRITTEN FEEDBACK: A CASE STUDY

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Abstract – *In the domain of language acquisition, comprehending learners' viewpoints and responses to teachers' written feedback on English writing is crucial for their development as writers. This post-action research employed a mixed-methods approach to examine perceptions and responses of tenth-grade students studying English as a Foreign Language to teachers' feedback on paragraph-writing tasks. The research, conducted during the first semester of the 2024–2025 academic year, included thirty-two tenth-grade students from a high school located in the Mekong Delta region of Vietnam. Data on students' perceptions and responses to teacher-written feedback were collected and analyzed using a 5-point Likert scale questionnaire and semi-structured interviews. Students' responses indicated awareness of the significant influence that teacher feedback has on their improvement in English as a Foreign Language paragraph writing skills. They expressed a strong preference for direct feedback and written comments, which they perceived as highly effective methods for improving their writing and reducing errors. These findings offer teachers crucial perspectives on students' perceptions of written feedback, enabling the modification of their teaching to better meet student needs.*

Keywords: *EFL paragraph writing skills, students' responses, teachers' feedback, written feedback.*

I. INTRODUCTION

Learners, including Vietnamese high school students studying English as a Foreign Language (EFL), still need to practice writing coherent, well-structured paragraphs because this practice helps them learn new words, improve their grades, and enhance other language skills, such as reading, speaking, and listening [1]. Writing is a helpful skill to have, but it can be hard for both students and teachers. A lot of students have trouble with grammar, and a lot of teachers have trouble writing feedback that really helps students get better [2]. Teachers may be unable to assist students in making meaningful changes or enhancing their writing if they lack insight into how students respond to and comprehend feedback [3]. When teachers give students feedback that makes them want to change things and helps them learn more, students become much better writers [3, 4]. The student's response to feedback might change depending on their personality, culture, and how clear the feedback is [5]. Understanding what these answers mean will help teachers make written feedback more useful in EFL writing classes.

Within the Southern Vietnamese high school setting, a considerable number of tenth-grade students struggle to leverage teacher feedback effectively. This challenge arises from unclear teacher comments, students' insufficient confidence, and a lack of understanding of the feedback process. More than 85% of students demonstrated grammatical errors in their previous semester's exam results, and a substantial proportion continue to make these mistakes despite receiving feedback. As a result, this recurring issue often leads to confusion and dissatisfaction, particularly when feedback is perceived as overly critical or discouraging [4]. These impediments underscore

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the need for a more thorough understanding of how students receive, interpret, and subsequently utilize feedback in their writing tasks.

The primary research question guiding this study is, ‘How do tenth-grade students perceive and respond to their teachers’ feedback on their writing?’ The study looks at how tenth-grade students see and respond to feedback from their teachers on their paragraph writing, specifically how feedback contributes to writing development and how students understand its role in improving their writing.

II. LITERATURE REVIEW

A. *Theory of feedback*

Definition of feedback

Feedback is a vital component of the learning experience, facilitating students’ understanding of their strengths and areas for improvement. When delivered effectively, feedback can enhance student motivation, refine writing abilities, and ultimately contribute to superior academic outcomes. Teacher feedback is of significance for EFL students seeking to enhance their writing skills [4]. Hattie et al. [6] defined feedback as indispensable information originating from a source that directs the learning process, whereas other scholars conceptualize feedback as a ‘loop’ through which students monitor and regulate their progress. Fundamentally, feedback serves as a critical pedagogical instrument for cultivating students’ knowledge and performance, especially within the context of EFL writing.

Forms of feedback

Feedback can be offered in various formats, with oral and written being the most prevalent. Diab [7] posited that oral feedback usually transpires during direct interactions between teachers and students, whereas written feedback entails teachers supplying grades or symbols directly on student drafts. Research indicates that written feedback is generally more efficacious for older learners, while oral feedback is often more appropriate for younger students. Furthermore, Irwin [8] discovered that students in EFL classrooms frequently prefer written comments to oral or

peer feedback. In light of these findings, this study focuses on written teacher feedback within a senior high school setting.

B. *Types of teacher-written feedback in academic writing*

Corrective and non-corrective feedback

Corrective feedback, which focuses on fixing grammatical and language mistakes in student writing, can be either comprehensive or targeted. This type of feedback can improve language accuracy and boost students’ confidence [9]. However, too much correction might hinder fluency and creative expression [3]. In contrast, non-corrective feedback guides learners without directly fixing errors, thus encouraging independence and self-correction. These two feedback approaches, when used together, highlight the need for a balanced teaching approach that promotes both accuracy and learner autonomy.

Direct and indirect feedback

Direct feedback entails furnishing students with explicit rectifications, whereas indirect feedback simply indicates the existence of errors, necessitating independent student correction. While direct feedback is often clearer and more immediately beneficial, indirect feedback fosters deeper cognitive engagement and cultivates students’ self-editing skills [10]. Given the complementary benefits of these approaches, researchers advocate for the integration of the feedback strategies to bolster accuracy and cultivate learner autonomy in the writing process [1, 3, 4, 9, 10].

Local and global feedback

Local feedback emphasizes the formal elements of writing, encompassing grammar and vocabulary, whereas global feedback pertains to overarching concerns, such as content, coherence, and organizational structure [4]. Although global feedback fosters the cultivation of higher-order writing proficiencies, its interpretation and application may present challenges for students. Conversely, local feedback improves linguistic precision, yet it can be demotivating if not administered judiciously. In light of these considerations, an efficacious feedback strategy necessitates a

balanced integration of local and global feedback, tailored to the unique needs of individual learners and the specific requirements of writing assignments.

The current study examines teachers’ written feedback, focusing on both direct and indirect corrective feedback on students’ paragraphs. These feedback types were central to the classroom intervention and are commonly used in EFL writing instruction. Therefore, the research tools, including the questionnaire and interview questions, were designed based on this feedback typology. The goal was to understand students’ views on both explicit corrections and guidance-oriented comments.

C. English writing skill

Definition of writing

Writing is a fundamental element of linguistic development and functions as an essential tool for effective communication in both academic and professional contexts. It demands not only linguistic accuracy but also the ability to critically analyze and systematically organize ideas [1, 2]. For EFL students, attaining proficiency in written grammar and structure requires targeted instructional methods and regular feedback; moreover, strong writing skills enable students to express their ideas clearly, thus contributing to their overall academic success [11]. Furthermore, the act of writing offers a more nuanced avenue for self-expression than spoken language; the processes of planning, drafting, revising, and editing enable learners to organize and refine their thoughts. As a consequence, teachers often integrate feedback, evaluation, and post-writing activities to support students’ ongoing writing development [12].

The writing process

Richards et al. [12, p. 315] said that writing is not a straight line of steps, but a process that is recursive and changes the way the mind works. The model in Figure 1 shows how writers move between planning, drafting, revising, and editing as their ideas and texts change. Writing is depicted as a recursive process comprising planning, drafting, revising, and editing.

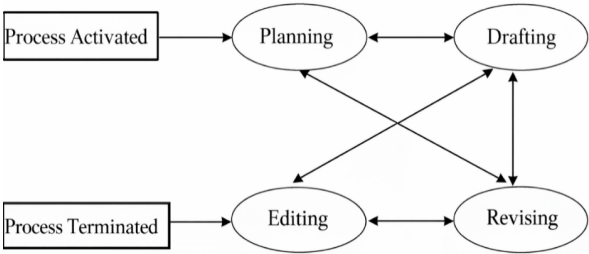


Fig. 1: The writing process

These stages are interconnected, characterized by cycles of feedback and self-reflection, thereby emphasizing that effective writing development hinges on iterative refinement rather than a strictly linear path. This research uses the writing process model to support the view that feedback is a fundamental element of the revising and editing stages; it acts as a catalyst within the writing cycle, guiding students toward improved content and form through successive revisions. In this view, feedback is understood not simply as a post-writing corrective measure, but as a central mechanism that fosters continuous writing development.

Concept of teaching writing skills

Teaching writing is a complex endeavor that requires developing students’ language skills, organizing their ideas, fostering coherence, and encouraging originality [2, 4, 12]. To address these diverse needs, teachers are expected to support students through the pre-writing, drafting, revising, and editing stages, using methods like guidance, modeling, and constructive feedback [6, 11, 12]. This process-oriented assistance builds students’ confidence and improves writing. Hyland et al. [4] argued that writing is a skill that can be learned, and that teachers’ views on learning significantly affect how students acquire this skill. Therefore, effective writing instruction necessitates active, process-focused support that is tailored to students’ developmental stages.

D. The role of teachers' feedback in the EFL writing classroom

Teacher feedback is essential for improving the writing skills of EFL students, with a positive effect on their writing proficiency [13]. English language learners rely on feedback to improve their grammar, vocabulary, sentence structure, and the overall coherence of their writing. When feedback is clear and constructive, students are better equipped to identify and correct errors in their writing, which helps them understand how to develop their skills more effectively. Feedback, in addition to its error-correcting role, fosters student self-efficacy and motivation by promoting reflection, learner accountability, and continuous advancement [14]. Within a process-oriented writing approach, teacher feedback serves as a continuous formative intervention throughout the revision phases, thereby supporting writing development by connecting students' existing skills with their intended goals. Accordingly, this research investigates how teacher feedback contributes to students' writing development, conceptualizing feedback as an essential component of the writing cycle, rather than a final, corrective measure.

Feedback on descriptive and expository paragraph writing

The nature of the writing assignment significantly influences the focus and direction of teacher feedback, given that diverse writing genres necessitate distinct feedback approaches [15]. Within secondary school EFL settings, students frequently undertake paragraph-level writing assignments that are either descriptive, prioritizing detailed imagery, or expository, concentrating on explanation and the elaboration of ideas [12]. Therefore, teacher feedback within these genres must encompass both linguistic precision and the cultivation of genre-specific content [4, 11]. Descriptive writing, for example, frequently improves with feedback concerning imagery and adjective selection, while expository writing necessitates feedback on the clarity of explanations and the logical structure of arguments [4, 6]. The writing assignments in this study, including

paragraphs addressing environmental improvement strategies or the advantages of a particular invention, are categorized within the descriptive–expository genre [12]. Given that Grade 10 EFL learners are still in the process of developing fundamental writing skills, one paragraph at a time, analyzing teacher feedback within this genre-specific context is pedagogically significant and aids in elucidating how feedback practices impact learner engagement across diverse writing tasks [4, 15].

E. Conceptual framework: a blended framework

The multi-dimensional engagement framework

The multi-dimensional engagement framework, which draws on the work of Fredricks et al. [16] and was subsequently modified by Ellis [17] for feedback scenarios, presents student engagement with feedback as a multi-faceted construct. Initially, the framework encompassed affective (emotional) responses, behavioral uptake (e.g., revisions undertaken), and cognitive processing of feedback [16, 18]. In this investigation, a fourth metacognitive dimension is incorporated to account for students' self-awareness and self-regulation in their utilization of feedback. The framework posits that students' advantage from teacher comments is contingent upon their emotional responses to the feedback, the depth of their processing, the actions they undertake in response to it, and their reflection on and planning for their learning [18]. It provides a thorough structure for analyzing the diverse ways in which students engage with teacher feedback.

Sociocultural theory

Sociocultural theory (SCT), originating from Vygotsky's seminal work [19], emphasizes the influence of social and cultural elements on the learning experience. Within this framework, teacher feedback is conceptualized as mediated assistance functioning within a learner's zone of proximal development (ZPD), thereby facilitating the advancement of students' existing capabilities [18]. Furthermore, SCT posits that students' responses to feedback are influenced not only

by their individual cognitive processes but also by interactive factors, including teacher-student dynamics and classroom conventions, alongside contextual objectives, such as assessment criteria. For this reason, emotional responses can be molded by cultural values, such as the importance of reputation or trust in the teacher; dialogue and the development of a common understanding promote cognitive engagement; changes in behavior, which are evident, reflect established classroom practices, and metacognitive regulation arises through the integration of external feedback [18]. Essentially, SCT suggests that students’ responses to feedback are dynamic interactions between learners and their sociocultural environment, rather than isolated, individual occurrences.

Integrating engagement and sociocultural perspectives

This investigation employs the engagement framework as its central organizational structure for categorizing data on affective, cognitive, behavioral, and metacognitive responses. Simultaneously, SCT serves as an explanatory framework, elucidating the rationale behind the specific manifestations of these responses [18]. Engagement theory provides a clear and comprehensive means of capturing the spectrum of student responses to feedback. By contrast, SCT contributes interpretive depth by contextualizing these responses within the dynamics of classroom interaction and contextual mediation. On that basis, this integrated theoretical approach facilitates a more sophisticated comprehension of student engagement with teacher feedback within the context of exam-focused EFL writing.

Definition of students’ responses to feedback

Students’ responses to feedback encompass emotional, cognitive, and behavioral dimensions in response to teachers’ written critiques of their writing [17] and are influenced by individual characteristics, including motivation, self-efficacy, and prior learning experiences [6, 14, 16, 18]. While positive emotions, such as feelings of encouragement, can increase students’

engagement with feedback, negative emotions like anxiety or dissatisfaction may diminish their receptiveness. Cognitive responses pertain to how students interpret, comprehend, and retain feedback information, while behavioral responses involve the actions students undertake following feedback receipt, such as revising their work, seeking clarification, or sometimes disregarding the comments. Thereby, these emotional, cognitive, and behavioral responses collectively determine the utility of feedback for students, thereby highlighting the significance of providing feedback in ways that cultivate a positive and effective learning environment.

Classification of student responses to feedback

Ellis [20] classified student reactions to feedback according to the need for revision and the anticipated involvement of learners with corrective feedback (see Figure 2). The framework emphasizes that feedback improves students’ language skills when they actively pay attention to and process corrections. The different groups show different ways to get students to use feedback. Some require them to make changes, while others are more passive and just ask them to read corrected texts.

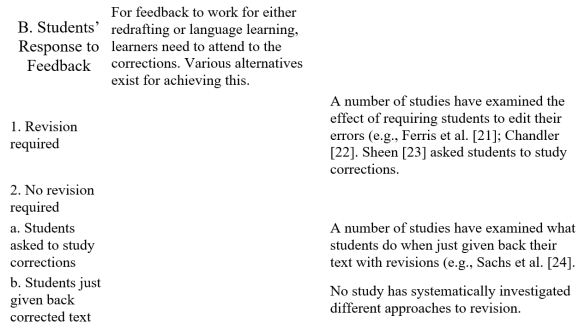


Fig. 2: Classification of student responses to feedback [20, p.99]

Figure 2 delineates two primary student responses to feedback: non-engagement, characterized by a lack of revisions, and engagement through revision, where students modify their work in accordance with teacher comments. Re-

search indicates that students enhance their writing abilities by making suitable adjustments in response to feedback, a point underscored by Zhang et al. [25]. In pedagogical settings, teachers may mandate revisions following feedback, as seen in draft–revision cycles, whereas in other scenarios, revision is discretionary; nevertheless, active engagement with feedback via self-revision consistently fosters writing improvement. Despite the extensive examination of student responses to feedback, comparatively few studies have contrasted various revision approaches. This deficiency underscores the necessity of identifying effective feedback strategies that promote meaningful student engagement through revision.

Types of students' responses

Students' responses to feedback are frequently categorized as active, passive, or neutral [13, 20]. Active responders demonstrate a willingness to embrace feedback, subsequently utilizing it to enhance their work; this approach substantially influences both the substance and organization of their writing. In contrast, passive responders fail to incorporate feedback, potentially due to a lack of appreciation for its value or an inability to implement it, resulting in minimal alterations to their drafts. When feedback fails to facilitate improvement, it is often because the recommended modifications are not enacted. Neutral responders frequently experience uncertainty regarding the feedback they receive. From this perspective, they neither fully accept nor entirely disregard it, which typically results in only minor or superficial revisions [4]. In essence, these varying response styles directly influence the degree to which teacher feedback contributes to students' writing development.

Students' responses to teachers' feedback

Students' interaction with written feedback from instructors is crucial for their writing advancement. When students actively engage with feedback by thoroughly reading comments, contemplating their implications, and subsequently revising their work, they cultivate a greater sense of ownership over their learning, thereby increasing the likelihood of sustained improvement

in their writing abilities. Students who perceive feedback as confusing or unsatisfactory, however, may encounter limited progress or even a plateau in their writing development [4]. Based on the integration of engagement and sociocultural perspectives [16–19], effective feedback practices are contingent upon teachers' understanding of students' cognitive processes and their engagement with the feedback provided [6, 21]. In light of these factors, the current study investigates students' emotional, cognitive, behavioral, and metacognitive responses to teacher feedback concerning their writing.

F. Relevant studies on students' responses to teachers' feedback on their writing skills

A substantial body of research has examined students' perceptions of and engagement with teacher-written feedback in L2 writing contexts [8, 13, 15, 18, 26–28]. The results show that there are some things that are the same and some things that are very different. Cahyani et al. [27] discovered that the majority of Indonesian college students perceived written feedback as beneficial and comprehensible, particularly when it facilitated specific modifications. But their survey-based method mostly got students to say how they felt, which made it hard to understand how these feelings affected the way students revised. Treglia [28] conducted a similar study examining community college writers, revealing that students were more inclined to respond favorably to indirect suggestions and supportive feedback. Conversely, overly direct or severe criticism may diminish their motivation. This study emphasized the emotional dimension of feedback; however, it did not systematically examine the influence of different feedback types on the quality of subsequent revisions.

Ferris [29] further demonstrated that balanced methodologies for error correction – combining selective direct correction with opportunities for learner self-editing – can augment engagement among L2 writers. However, the educational recommendations from this study are mainly based on what was seen in the classroom and what

practitioners thought, not on a thorough study of how students are engaged. Nguyen et al. [30] found that Vietnamese college students liked feedback that was clear, helpful, and easy to act on. However, they had different ideas about how clear it should be. This variability underscores that engagement with feedback is inconsistent, shaped by learner expectations, proficiency, and contextual factors. Darmatuti [31] observed that secondary students desired immediate feedback that highlighted organization and overall performance; however, the study predominantly concentrated on perception data and did not examine the influence of feedback immediacy on revision behavior over time.

Previous research has consistently demonstrated the importance of teacher feedback for learning, with students generally valuing feedback that is timely, constructive, and fair. However, much of this research relies on students' self-reported perceptions, providing only limited insight into how feedback is interpreted, enacted, and sustained throughout the writing process. Moreover, variations in cultural and institutional contexts indicate that individuals' responses to feedback may be influenced by region-specific behaviors that have not been extensively analyzed. Consequently, important emotional and behavioral dimensions of students' engagement with teacher feedback remain insufficiently understood. To address this gap, the present study investigates the emotional and behavioral responses of secondary-level EFL students to teacher feedback during their writing development.

III. RESEARCH METHODS

A. Research design

This study utilized a mixed-methods design, combining quantitative and qualitative methodologies to achieve a thorough comprehension of students' perceptions and reactions to teacher-written feedback. The integration of methodologies bolsters the validity and reliability of findings by facilitating triangulation between quantitative trends and comprehensive participant nar-

ratives, in accordance with mixed-methods principles in applied linguistics research. The study was conducted after an eight-week classroom-based action research intervention that took place during the first semester of the 2024–2025 academic year. The action research adhered to Kemmis' cyclical model [32], encompassing four stages: planning, acting, observing, and reflecting. Two cycles of teaching were completed. Students wrote a paragraph in Cycle I about how to make the environment better, and in Cycle II, they wrote about the good things about an invention. During each cycle, there were drafting and revision stages where the teacher gave structured written feedback. This teaching phase provided a real-world setting for looking at how students respond to feedback. The present study was conducted approximately two weeks after the intervention to explore students' perceptions and reported responses to the written feedback they had received.

B. Participants

The study involved thirty-two tenth-grade students (15 males and 17 females) from class 10A1 at Thoi Binh High School in the Mekong River Delta, Vietnam. All participants were around 15 years old and had to study English as a subject in school. They used the national textbook English 10 – Global Success. The participants were chosen using convenience sampling since the researcher had direct access to the class. Thoi Binh High School serves students from the nearby community, most of whom come from families with similar socioeconomic backgrounds that are common in the rural Mekong Delta area. Consequently, the participants constituted a relatively homogeneous cohort regarding age, curriculum exposure, and instructional context. The author has been teaching at the school for almost sixteen years, led the instructional intervention. This context established a stable EFL classroom environment for analyzing students' interaction with teacher-written feedback.

C. Research instruments

A hybrid approach was employed to gather data concerning students' responses to teacher feedback, integrating quantitative and qualitative research methodologies. Initially, a self-constructed questionnaire was implemented to assess students' responses to teacher feedback on their writing assignments; subsequently, semi-structured interviews were conducted to gain a more profound understanding of students' viewpoints. Students' feedback responses were then classified into four theoretical dimensions: affect, encompassing emotional responses; cognition, representing thought processes; conation, indicating behavioral intentions; and metacognition, reflecting self-reflection. The questionnaire's design incorporated several items, organized into four distinct categories, mirroring the study's conceptual framework concerning student feedback responses; for instance, specific item clusters examined students' emotional responses to feedback and their subsequent behavioral responses. The interview protocol was formulated to augment the questionnaire by exploring each dimension through open-ended inquiries, investigating students' emotional responses to feedback, their cognitive processing of it, the actions they undertook following the receipt of comments, and their reflections on alterations in their writing. This congruence between the data collection instruments and the conceptual framework facilitated a thorough examination of all critical dimensions of students' responses to teacher feedback.

Questionnaire administration

The questionnaire was used to gather quantitative data about students' responses to teachers' written feedback. Students filled out a five-point Likert-scale questionnaire in a quiet classroom to help them focus. The response options were 'Strongly disagree,' 'Disagree,' 'Neutral,' 'Agree,' and 'Strongly agree.' The survey asked participants how they felt about their teachers' written feedback and what they did in response. Clear instructions were provided in advance, emphasizing the importance of honest answers. A

research assistant was present to answer questions and ensure participants' understanding of the questionnaire. Anonymity and confidentiality were maintained to encourage honest participation. The questionnaire data were analyzed to identify patterns in responses, providing quantitative information that supported and clarified the qualitative findings from the interviews.

Interview

Semi-structured interviews were employed to elicit more profound qualitative understandings of students' encounters with teacher feedback. Subsequent to the survey, a select group of students was solicited to partake in individual interviews, conducted within a tranquil and inviting environment. An experienced research assistant assumed the role of interviewer, utilizing a pre-established framework of open-ended inquiries to investigate students' perceptions, sentiments, and experiences pertaining to their teacher's written feedback. Students were prompted to furnish specific instances illustrating how feedback impacted their writing proficiencies. Supplementary questions were employed flexibly to examine emotional and cognitive responses. Each interview session spanned roughly ten minutes and was audio-recorded, contingent upon the participants' consent, to facilitate precise transcription and analysis. These interviews augmented the quantitative results by providing subtle viewpoints on how students understood and responded to feedback.

D. Data collection and analysis

The data collection took place about two weeks after the eight-week intervention ended. This gave the students time to think about their experiences with giving feedback. Regarding quantitative analysis, the data from the questionnaire were put into Microsoft Excel and analyzed by using descriptive statistics. The average scores were calculated to identify patterns across the four feedback-response dimensions. Regarding the qualitative analysis, interview data were transcribed and examined for patterns in the recordings. Responses were sorted into the four pre-

determined categories (affective, cognitive, conative, and metacognitive), but new themes could also come up inductively if they seemed appropriate. This unified analytical approach made it easier to see patterns and to look at how students interacted with written feedback in context.

E. Ethics in research

The study’s primary objective was to enhance students’ English paragraph writing skills by leveraging teacher feedback. Student involvement in the research was entirely voluntary; informed consent was obtained only after parents were consulted and granted approval. Prior to data collection, any student inquiries were addressed, and strict adherence to anonymity and confidentiality protocols was maintained throughout the research. These ethical considerations served to protect participants’ rights and, therefore, bolstered the integrity and credibility of the research endeavor.

IV. RESULTS AND DISCUSSION

A. Results

Frequency of feedback and students’ writing challenges

This section presents the results derived from the 5-point Likert scale questionnaire, which explored students’ perceptions of the frequency of teacher feedback and the challenges they faced in paragraph writing. Specifically, the analysis reports the frequency of challenges in paragraph writing (Table 1), common difficulties in paragraph composition (Table 2), and students’ perceptions of the role of teacher feedback (Table 3).

Table 1: The frequency of challenges in paragraph composition

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	30	93.8	93.8	93.8
	No	2	6.2	6.2	100
	Total	32	100	100	

The data in Table 1 reveal that the vast majority of respondents experienced challenges in writing

paragraphs, with only two participants expressing no difficulty.

Table 2: Common challenges in paragraph writing

		Responses		Percent of cases
		N	Percent	
Valid	vocabulary	9	20%	28.10%
	grammar	14	31.20%	43.80%
	complex sentences	11	24.40%	34.40%
	ideas	11	24.40%	34.40%
Total		45	100%	140.70%

Table 2 emphasizes the writing aspects that students find difficult. 31.2% of students recognized grammar as the primary element influencing their paragraph writing abilities. Moreover, 24.4% of students identified both complicated sentences and ideas as contributing causes to their difficulties in paragraph writing. Finally, 20% of the participants indicated that vocabulary contributes to their challenges in learning to compose paragraphs.

Table 3: Students’ perspectives on the significance of teachers’ feedback

		Frequency	Percent	Valid percent	Cumulative percent
Valid	yes	32	100	100	100

Table 3 shows that every participant (100%) recognizes the importance of teacher feedback in improving their writing skills. The answers to the four questions indicate that teachers understand the crucial role feedback plays in writing paragraphs. As an outcome, they often provide comments to help students identify and fix their weaknesses in this area.

Impact of teacher feedback on writing skills

The ensuing section presents the findings obtained from the 5-point Likert scale survey. This survey aimed to assess students’ perceptions of the feedback they received from their teachers regarding their written assignments. The analysis investigates students’ understanding, interpretation, and utilization of the feedback. Moreover, it evaluates the feedback’s practical utility in enhancing their writing abilities. Subsequently,

these results provide significant insights into the efficacy of teacher feedback and its influence on students’ writing progress.

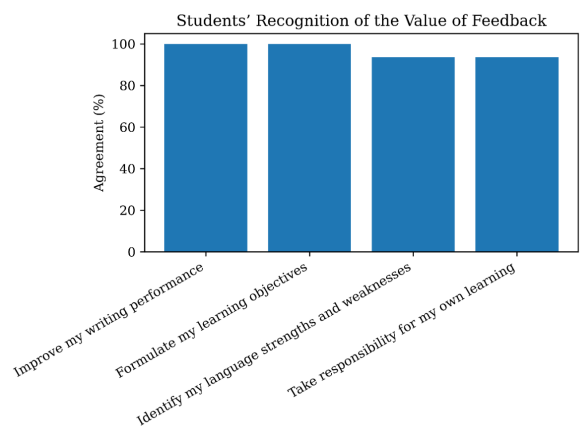


Fig. 3: Students’ recognition of the value of feedback

Regarding students’ recognition of the value of feedback, as shown in Figure 3, about 84.4% of students indicated that comments helped them set learning goals and enhance their writing. Additionally, 74.9% of students believed that feedback helped them recognize what they were good at and what they needed to work on in language use. 65.6% said that feedback made them more responsible for their own learning. In conclusion, the comments received were deemed advantageous in assisting students in overcoming their writing deficiencies.

Figure 4 summarizes how students perceived written feedback in general and direct as well as indirect feedback in particular. In addition, Figure 4 also presents students’ views on written feedback’s usefulness and their preferences for feedback types.

Regarding students’ views on the efficacy of written comments in improving their writing abilities, 62% of students stated that written feedback was better than oral feedback for improving their outlines and content. They thought it was really helpful for finding and repairing flaws in their work. In addition, 56.3% of the students indicated that written comments helped them with several

issues related to spelling, grammar, vocabulary, and tense. This suggests that students systematically find and comprehend the elements of their writing that require development when they obtain written feedback. Written comments assist students do better on their current assignments and show them how to avoid the same mistakes again. In conclusion, written feedback appears to play a significant role in improving writing by identifying, revising, and examining writing problems.

With regards to students’ perceptions of direct and indirect feedback, the majority of respondents (87.5%) either strongly agreed or agreed that direct feedback helps them understand how to fix their problems. This suggests that direct feedback is a useful way to improve performance. In contrast, 43.8% of students strongly agreed that indirect feedback helps them find and correct their own mistakes, while 50% disagreed. This implies that indirect feedback does not always encourage independent learning for all students. Moreover, 75.5% of students preferred direct feedback over indirect feedback, showing a clear preference for its role in self-correction.

For students’ views on several forms of feedback that enhance their paragraph writing, 90.7% of students agreed or strongly agreed that they want instant feedback on their writing drafts, showing its popularity and effectiveness. A large 46.9% of students disagreed, even though 43.8% strongly agreed or agreed with a preference for indirect input. This means that different students like this kind of feedback in different ways. Most of the students (90.7%) who strongly agreed or agreed that written comments on drafts were important also said that they were important for giving clear and concise guidance. Feedback is a very important part of writing, so most people (90.7%) were against or strongly against not getting any. Students like written comments and direct feedback better than indirect feedback, even though indirect feedback gets a lot of different responses. Most students agree that getting feedback is important for getting better at writing.

Related to students’ preferences for feedback

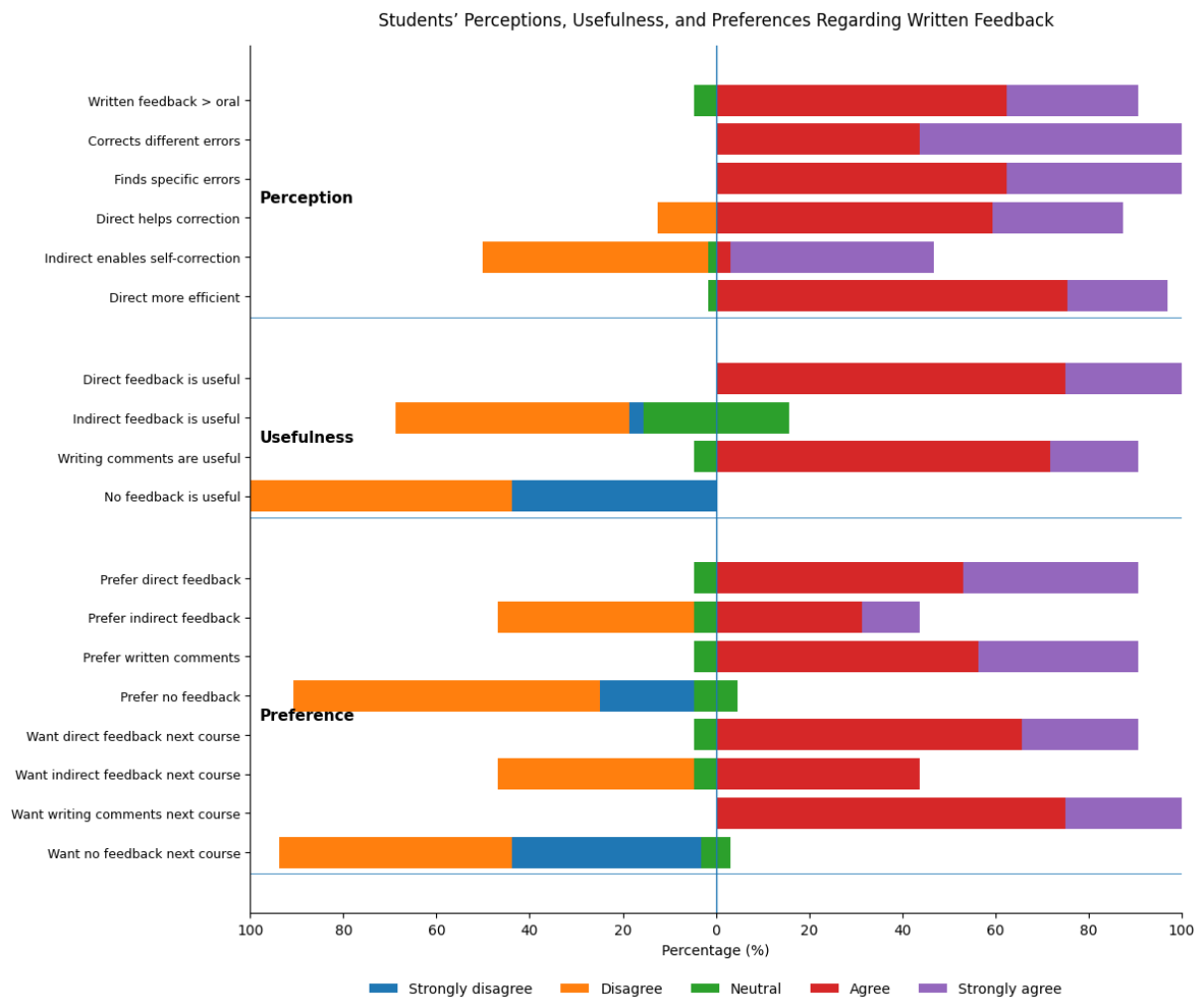


Fig. 4: Students’ perceptions, usefulness, and preferences regarding written feedback

on their written work, 72% of the student cohort indicated that direct feedback facilitated improvements in their writing, while 71.9% expressed a preference for written comments for analogous reasons. At the same time, 56.3% of the students reported that the absence of teacher feedback impeded their progress. Moreover, half of the participants suggested that indirect feedback might be insufficient for the enhancement of their writing skills. The preponderance of students demonstrated a preference for direct feedback, thereby underscoring a significant demand for regular teacher feedback.

For students’ preferences about the feedback

they desire to receive in the future, a majority of students (75%) said they would rather receive teachers’ written comments, while 65.7% said they would rather teachers keep giving them direct feedback. Moreover, 43.8% of students said that indirect input should be used, and 50% said that they would rather get regular feedback from teachers.

Emotional responses to feedback

The interview data offered detailed students’ views and emotional responses to teacher feedback concerning their writing. The majority of students expressed a favorable disposition toward receiving teacher feedback and its capac-

ity to motivate improvement, characterizing the comments as lucid, perceptive, and beneficial. Several students indicated that feedback alleviated their writing-related anxiety and heightened their engagement with the assignment, thereby enhancing the perceived relevance of the learning experience. Particularly, three of the six students interviewed highlighted that constructive feedback prompted them to revise their work, as demonstrated by statements like, ‘It helps me fix my mistakes’ as shared by Participant 02 [33] and ‘It makes me want to revise my paragraphs’ as expressed by Participant 03 [34]. Furthermore, students indicated that feedback rendered writing instruction less tedious and fostered enhanced interaction with teachers and fellow students. Participants also conveyed heightened self-assurance in their writing abilities subsequent to receiving feedback, as it acknowledged their proficiencies while explicitly pinpointing areas necessitating enhancement. These observations collectively suggest that teacher feedback significantly contributes to students’ motivation and emotional well-being, thereby bolstering their engagement and confidence in EFL writing.

Students’ cognitive responses

Cognitively, students found teacher feedback to be highly advantageous in improving their writing comprehension. They confirmed that the feedback promoted more accurate language use, improved idea structuring, and the development of original concepts in response to the questions or suggestions contained within the feedback. Two students, specifically, noted that regular feedback helped them master sentence construction, particularly in areas where they had previously struggled [33, 34]. This reinforcement enabled them to internalize key writing principles and apply them in subsequent writing tasks. Several students indicated that incorporating feedback into their revisions enhanced the engagement and comprehensibility of linguistic elements, such as grammar and vocabulary. As an illustration, Participant 06 stated, ‘The feedback helped me find grammar mistakes and made it easier for me to understand what I was writing’

[35]. Hence, the interview data imply that reflecting on feedback facilitates a deeper understanding of English writing conventions, thereby fostering observable advancements in their writing proficiency.

Students’ behavioral changes and revision practices

From a behavioral standpoint, the majority of students indicated an active engagement with teacher feedback, demonstrating through careful reading of comments, error correction, and draft revision. Significantly, five of the six students interviewed reported revising their writing following feedback, which correlated with improved results, including elevated scores or favorable teacher evaluations. Furthermore, several students observed that consistent feedback facilitated the development of more effective writing practices over time. Despite this generally active engagement, some students admitted to initially struggling with the implementation of certain feedback suggestions, especially when they were uncertain about how to resolve specific problems. This suggests that although students generally demonstrated a willingness to act on feedback, they occasionally required supplementary support to apply it effectively. Participant 04 highlighted this behavioral change:

Once, the teacher advised that my idea was too vague. At first, I found it hard to accept this because I thought my writing was clear. Later, however, I took the feedback seriously and added more examples and explanations to support my ideas [36].

This example shows how students can move from resisting feedback to actively using it, which leads to writing that is more developed and effective.

Linguistic/metacognitive aspect

The interview data indicated a distinct metacognitive aspect within students’ responses to teacher feedback; specifically, students indicated that the feedback prompted them to contemplate their cognitive and learning strategies. With consistent exposure to feedback, students started to identify recurring errors, including the

frequent omission of articles or the incorrect application of verb tenses, thereby increasing their awareness of elements to scrutinize in their writing. Furthermore, a number of students proposed enhancements to the feedback process, such as incorporating example sentences within written comments or integrating written feedback with individualized discussions. For instance, Participant 01 remarked, ‘I think my teacher could provide more detailed examples or model sentences in the feedback’ [37], and Participant 05 suggested, ‘It would be great if the feedback included both written comments and one-on-one discussions’ [38]. These reflections and suggestions indicate that students were thinking about the feedback they received and wanted a more thorough and helpful feedback process. This suggests a deeper level of involvement in their learning.

B. Discussion

Overall influence of feedback on student engagement

This investigation explored the responses of tenth-grade EFL students to teachers’ written feedback on paragraph writing, revealing that feedback significantly influenced students’ emotional, cognitive, behavioral, and metacognitive engagement in the writing process. All participants regarded teacher comments as a valuable resource for enhancing their writing skills, a finding consistent with existing theoretical perspectives. Hattie et al. [6] conceptualized feedback as a learning cycle that facilitates student progress; the study’s results corroborate this perspective, given that students indicated they utilized feedback to identify their strengths and rectify their shortcomings. Hyland et al. [4] further underscored that beneficial feedback serves to rectify learner errors while simultaneously cultivating self-assurance and a sense of agency; congruent with this viewpoint, the students in this investigation indicated heightened confidence and motivation following the receipt of constructive feedback. Moreover, the findings revealed that feedback prompted students to engage in reflec-

tive practices concerning their learning, specifically by monitoring their performance and adapting their writing approaches as required. For this reason, these observations imply that within EFL environments, written feedback operates not solely as a means of error correction, but rather as a crucial instrument for promoting intentional learning and enhanced learner autonomy in the development of writing skills.

Emotional engagement with feedback

The teacher feedback observed in this study seemed to foster students’ emotional involvement in writing, which then increased their interest and commitment to writing assignments. Interview data showed that students felt more enthusiastic, less anxious, and more motivated to write after receiving feedback. These results are consistent with Hyland et al.’s [4] research on the emotional aspects of teacher feedback, which suggests that constructive feedback can improve students’ self-esteem and motivation. Ferris et al. [9] found that constructive feedback fosters positive emotions and sustained motivation, thus highlighting the importance of clear and detailed instructional comments. In the present study, students consistently reported that clear and comprehensive feedback increased their comfort and readiness to improve their writing. In consequence, these findings underscore the crucial role of emotional security and teacher empathy as fundamental prerequisites for the effectiveness of feedback in the EFL writing context.

Cognitive responses and writing development

The results of this investigation illuminate the cognitive aspects of students’ interactions with teacher feedback in the context of paragraph writing. Students who actively processed teacher guidance and subsequently employed it to restructure their concepts, elucidate their arguments, and enhance their linguistic expression exhibited evident cognitive engagement. The majority of participants indicated that direct feedback facilitated the rapid identification of specific linguistic errors, including instances of misunderstood grammatical principles. By comparison,

indirect feedback necessitated a more profound cognitive investment to diagnose and rectify problems, a process that some students found to be demanding. This observation aligns with Bekele et al.'s [10] research, which indicated that direct feedback provides explicitness, whereas indirect feedback fosters problem-solving skills and more profound learning experiences. In this study, most students favored direct feedback due to its promptness and straightforwardness; however, some recognized the potential advantages of indirect feedback when it was supplemented with adequate support. Taken together, these findings imply that cognitive involvement in writing development necessitates a balance between clear, explicit feedback and opportunities that stimulate critical thinking during the revision phase.

Behavioral engagement and revision practices

The students' behaviors after receiving teacher feedback in this study showed a clear pattern of active involvement. Most participants reported carefully reading the teacher's comments, correcting errors, and revising their paragraphs. This behavior is in line with the findings of Zhang et al. [25] and Ferris [29], who view these behaviors as responses that help improve writing. Instead of accepting feedback passively, the students actively used the comments to improve their work. Initially, several students faced challenges in effectively executing the remarks. This suggested that they lacked clear direction on how to leverage comments effectively. Nevertheless, with consistent exposure to regular feedback over an extended period, students cultivated more effective revision habits, demonstrating greater thoroughness in reviewing comments and improved proficiency in revising their writing. These observations imply that consistent, structured feedback is crucial for enhancing students' behavioral engagement and revision practices in EFL writing assignments.

Linguistic improvements through feedback

The results demonstrate that teacher feedback exerted a direct and quantifiable influence on students' linguistic advancement, concern-

ing grammatical precision, vocabulary expansion, and syntactic mastery. Quantitative evidence derived from questionnaires and writing evaluations administered throughout the action research phase presented unequivocal linguistic improvements; over three-quarters of the student cohort concurred that immediate feedback constituted the most efficacious method for recognizing and rectifying language-related challenges. Furthermore, interview data substantiated these findings, with students indicating that written commentary facilitated their awareness of persistent linguistic patterns and errors, including the omission of third-person singular -s or the improper application of articles. These observations are consistent with the assertions of Hyland et al. [4], who posited that feedback tailored to specific linguistic elements, when integrated with content-focused instruction, can substantially improve accuracy. Furthermore, students' requests for example sentences and model corrections indicate a demand for scaffolded linguistic assistance, a strategy supported by Lee [3] and Bitchener et al. [11], both of whom highlighted the pedagogical significance of providing examples within form-focused feedback. In consequence, these findings imply that focused, well-illustrated feedback is essential for fostering students' linguistic precision and the effective utilization of language knowledge in EFL writing contexts.

Integrating direct and indirect feedback approaches

The findings of this investigation suggest that a combined feedback approach is particularly effective in facilitating students' writing improvement. Students expressed a preference for direct written corrections, as this form of feedback provided explicit guidance on rectifying specific errors, thereby offering immediate assistance. Simultaneously, the results imply that integrating direct and indirect feedback can enhance learning outcomes by simultaneously addressing both accuracy and the cultivation of autonomous writing abilities. Hyland et al. [4] advocated for the incorporation of explicit corrections alongside prompting comments, often combined with

positive reinforcement, to facilitate effective revision. This study revealed that direct feedback offered both lucidity and confidence; in contrast, indirect feedback, especially when accompanied by guidance or subsequent clarification, gradually cultivated students' independence in the writing revision process. Therefore, customizing feedback approaches to align with students' skill levels and task intricacy, and explicitly teaching learners how to decode less overt feedback, can enhance the effectiveness of both direct and indirect feedback strategies.

From the vantage point of SCT, the observed results imply that students' engagement with written feedback transcends a purely individual cognitive undertaking, instead representing a socially mediated phenomenon. Within this theoretical construct, teacher feedback serves as scaffolded mediation within students' ZPD, thereby facilitating learners' advancement beyond their existing writing proficiency via guided assistance. The emotional comfort expressed by students can be interpreted as an element of the interpersonal dimension of mediation; specifically, the establishment of trust in the teacher and a nurturing classroom environment mitigates anxiety and fosters a willingness to experiment with writing. Cognitively, students' comprehension of feedback was influenced by both internal dialogue, as they contemplated teacher comments, and external interaction, when they sought clarification from instructors or classmates. Students' inclination to amend only errors identified by teachers mirrors classroom norms that shape the interpretation and application of feedback. Prolonged exposure to feedback allowed students to internalize these socially mediated practices, thereby converting external regulation into metacognitive self-regulation, a process fundamental to SCT. Essentially, these results support the perspective that students' emotional, cognitive, behavioral, and metacognitive engagement with feedback is most effectively understood within the wider sociocultural framework of instruction, rather than as isolated individual characteristics.

On the whole, the study's findings substantiate the claim that written feedback is a helpful tool in EFL writing instruction, serving both as a way to correct mistakes and as a teaching resource. Effective feedback should be balanced, combining direct corrections with prompts that encourage reflection. It should also be supportive, addressing students' emotional and motivational needs; developmental, helping learners understand their thinking processes and progress; and participative, encouraging interaction with classmates or teachers when appropriate. Similar to this, previous research by Nguyen et al. [30] and Cahyani et al. [27] suggested that using feedback conferences, example-based explanations, and peer review can improve students' understanding and use of feedback. These findings support the idea that using a varied and well-implemented feedback approach boosts student engagement and leads to better learning outcomes. Therefore, using a multifaceted feedback strategy is likely to maximize the teaching benefits of feedback and its impact on students' writing skills.

This study demonstrates that teacher feedback plays a critical role in the writing development of tenth-grade EFL students. Students' positive emotional, cognitive, and behavioral responses indicate that feedback functions not only as a teaching tool but also as a powerful source of motivation. Consistent with the findings of Hyland et al. [4] and Hattie et al. [6], effective feedback can be understood as a bridge connecting students' current performance to future improvement strategies. The results further show that students require regular, clear, and helpful written feedback to enhance their writing skills and develop greater autonomy as EFL writers. In an exam-oriented high school context, such feedback practices are particularly important, as they support test preparation by addressing form-focused issues while also promoting genuine skill development. All in all, these findings underscore the need for ongoing teacher professional development to ensure that educators can deliver genre-appropriate feedback and effectively guide students in engaging with feedback to improve

their writing.

V. CONCLUSION AND RECOMMENDATIONS

The tenth-grade EFL students involved in this study reported that teachers' written feedback substantially improved their writing abilities. Most students preferred concise written feedback, noting that regular interaction with this feedback bolstered their confidence and reduced the occurrence of errors in their writing. Although the students recognized the utility of indirect feedback, they proposed that the inclusion of more explicit explanations alongside this feedback would enhance its effectiveness. Students, specifically, did not merely view feedback as a tool for error correction; rather, they recognized it as a form of constructive support that fostered improvements in language usage, structural arrangement, word selection, and overall coherence. In the framework of this investigation, feedback was provided bi-weekly, typically including explicit suggestions for improvement, a practice that students found both clear and encouraging, rather than discouraging. In general, students regarded teacher feedback as a crucial form of support and a valuable means for continuous progress in their writing.

Informed by Sociocultural Theory, this study's results underscore teacher-written feedback as a mediational instrument, facilitating students' writing advancement through social interaction and structured support. Feedback transcended mere correction, functioning as an instructional dialogue that influenced students' emotional responses, cognitive comprehension, revision strategies, and the development of metacognitive awareness. Through repeated engagement with feedback within a supportive classroom setting, students internalized externally offered guidance, thereby cultivating increased autonomy and self-regulation in their writing endeavors. This transition from external to internal regulation aligns with fundamental Vygotskian learning principles, thereby validating the integration of SCT with multidimensional engagement frame-

works in the analysis of feedback practices within EFL writing environments.

The research indicated that students with a strong desire to enhance their writing skills perceived both direct and indirect teacher feedback as particularly advantageous. By engaging in a structured cycle encompassing planning, action, observation, and reflection on their writing, students exhibited increased interest, motivation, and independence in their learning endeavors. Hence, sustained engagement with feedback facilitated both the development of writing skills and the cultivation of learner autonomy. These results imply that offering EFL students systematic and comprehensive feedback can substantially improve their writing proficiency and overall academic achievements.

Future investigations should examine the efficacy of feedback strategies within diverse educational environments and cultural frameworks to ascertain the presence of consistent trends. Besides, researchers might consider alternative feedback modalities, including peer assessment or technology-based feedback, to evaluate their respective effects on student writing advancement. Longitudinal studies, which monitor students over prolonged durations, would also yield significant perspectives on how continuous feedback practices shape motivation, writing competence, and enduring skill development. Thereupon, such research endeavors would foster a more refined comprehension of feedback effectiveness across temporal and contextual dimensions.

Several limitations should be acknowledged when assessing the study's conclusions. Initially, the modest sample size of 32 students potentially constrains the extent to which the results can be applied to broader populations. In addition, the fact that all participants were sourced from a single school and classroom environment may impede the generalizability of the findings to alternative educational or cultural contexts. Therefore, future investigations incorporating larger and more varied samples would be beneficial in corroborating and expanding upon the insights derived from this research.

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