Reinventing Corrective Feedback Strategies In A Higher Education Academic Writing Synchronous Course

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Abstract

Corrective feedback (CF) for academic writing is essential to improve writing skills. This study discovers how CF strategies are reinvented in an academic writing synchronous course. Therefore, within the framework of sociocultural and humanistic approaches in education, 71 students from two non-quasi classes in a university contributed by sharing their points of view for the CF they received. Class observations and surveys were conducted to gather data on how the CF was given and how the students perceived it. The main findings indicate that the CF was choral to the class, explicit, unfocused, and mixed of oral and written. Furthermore, peer reviews were conducted as the follow-up activity. Through these CF strategies, most participants have positive acceptance and comprehension. They also approve that their academic writing skills improved after the course ended. Despite a small number of students who preferred a direct one-on-one basis, this research shows pedagogical CF strategies and efficacies towards independent learning that are prevalent and feasible to the continuous online or hybrid learning systems nowadays.

Keywords: *Academic writing, corrective feedback, higher education, synchronous*

Introduction

Introduction In mastering language skills, writing is often considered as the most difficult to be learned by EFL (English as a Foreign Language) and/ or L2 (Second Language) learners. This skill needs special treatment to be obtained to achieve the learning objective. Writing is also commonly thought of as an individual activity with different ways of processes. However, since it is a productive skill which should be mastered by EFL learners, most of them find it hard and challenging to do. Writing becomes difficult since the EFL students are rarely given the opportunity to write in English. Consequently, students feel reluctant and unmotivated to get practice on their writing. However, this situation will not occur if the teachers continuously provide a good writing atmosphere and treatments needed in the classroom.

Further, in referring to this phenomenon, there are many ways to achieve comprehension on FL and/ or L2 writing development. One of the important steps to make the writing process better can be done through corrective feedback (CF) given by the teacher since this feedback involves the cognitive factors that are fundamental in learning. Corrective feedback may also involve oral and written feedback, with the strategies on its implicit and explicit. They confirmed that students who receive feedback significantly can improve their writing skills. In line with corrective feedback, this study will focus on the issues on corrective feedback for an L2 writing class within the framework of sociocultural and humanism approaches in education. Studies on classroom interaction are based on sociocultural theory, in which more competent peers provide supportive advice to the less able. Feedback could be considered as scaffolding,

as it is a scaffolding procedure that helps in remodeling or fixing students' work (Rahayu, 2020). Indeed, the procedure can help students to get better comprehension on developing their cognitive skills when they are writing.

In addition, significant learning is enhanced when students choose their own goals and directions, create their own difficulties, find their own resources, pick, and implement our chosen choices of action, then feel or deal with the outcome. In addition, awareness to learning becomes the key to solutions. Students should be aware of what they are experiencing thus this awareness will direct them to decide their self-directed learning. Furthermore, discussion is one of the applications of humanistic approach. According to Farikah & Yuwono (2018), humanistic model of learning emphasizes cooperation between students and teachers, and gives opportunities for students to give their opinions and thoughts on how to learn effectively based on their point of view. Here is another opportunity to view that in a situation of uncertainty such as during the pandemic of Covid19, teaching and learning should put forward psychological factors in the strategies.

Relevant literature on CF has viewed corrective feedback in SLA or EFL from different perspectives. Some of them focus on identifying different types of feedback and their characteristics and efficacy. Some others study the distinguished characteristics of different types of feedback, most of them by comparing one type to another. Other theoretical reports on corrective feedback are crucial in this matter as the fundamental pillars of validation for any theoretical applications used in the classrooms. Furthermore, corrective feedback is viewed from the motivational, psychological, and self-efficacy factors. Lastly and most recently, studies of feedback using mediation of tools or technology have also become the interest of some researchers. The literature will be reviewed, compared, and contrasted, then the gaps will be identified at the end of this chapter to establish the standpoint of this study.

Efficacy of corrective feedback

For years, corrective feedback has been found to have positive impacts on the development of language learning. Most of the studies of CF have seen it as an effective strategy to support EFL learners to improve the quality of their writing from many aspects. For example, some studies have shown that corrective feedback gives many benefits, particularly in sentence structure accuracy, grammar, and students' overall ability to self-edit their writing One research reported by Hosseiny (2014) on the efficacy of corrective feedback on students' academic writing found that students who had received corrective feedback significantly improved their grammar accuracy compared to the no-feedback groups. The finding also shows that there was no significant difference in the results of grammatical accuracy between the types of feedback given (direct and indirect corrective feedback). Sobhani & Tayebipour, 2015) compared explicit written and oral feedback and found that both types of corrective feedback were effective with more lasting function due to the medium of feedback for the explicit written feedback.

Sarvestani (2015) researched on the efficacy of indirect corrective feedback which resulted on the findings of the efficacy of this type of feedback to the ability of respondents to self-edit their writing. This result is similar with corrective feedback that is indicated to improve grammatical accuracy in writing and further helps students to be more aware of their writing and avoid errors (Chen & Renandya, 2020). Therefore, mitigation is also a positive impact students get from corrective feedback.

Comparisons of feedback strategies

Studies of comparisons between the different types of CF, e.g., explicit versus implicit, focused versus unfocused, and written versus oral corrective feedback have reported significant results of the strategies. Explicit and implicit feedback are interchangeably with direct and indirect feedback. Sermsook et al., (2017) who have termed the implicit and explicit feedback as direct and indirect feedback, argued that written feedback was the most recognized and used by teachers in giving comments on the errors in students' writing. This written feedback could also be directed such as in identifying the exact error in each part of students' writing and the correction. They also argued that written feedback is the most recognized and used by teachers in giving comments on the errors in students' writing. Furthermore, there is indirect written feedback that means to indicate the location of the errors or giving the codes of errors without giving the correction to give students the space to self-correct their errors.

Secondly, oral corrective feedback has become a point of comparison in some studies as in Zand-Moghadam & Alizadeh (2015). They investigated the effect of oral corrective feedback and found that it improved students' discourse and meta- discourse features in their writing, more than the written feedback. Another study conducted by Banaruee et al., (2017) found that explicit corrective feedback contributed more to extroverted students, while the introverted ones were more able to improve through implicit oral corrective feedback. In addition, related to explicit versus implicit CF, most recent studies as in Bitchener & Knotch (2010) have found that explicit CF is more effective for targeted correction points possibly due to the students' insufficient proficiency to accept implicit (indirect) corrective feedback. The benefits of direct feedback have been found significant for beginner students while indirect feedback could benefit low-intermediate students to advanced students (Eslami, 2014). On the other hand, a supportive view of indirect feedback suggested that indirect feedback is an effective way to establish students' autonomous learning and encourage students to learn how to write (Westmacott, 2017).

Theoretical approaches to corrective feedback

Meanwhile, the effectiveness of types of CF has been investigated in corrective feedback research conducted within a cognitive-interactionist framework. Furthermore, drawn upon Vygotsky's theory of Sociocultural in 1978, the most profound theory underlying the research on feedback on writing is the sociocultural view of the constructivists' proponents (Lantolf et al., 2015). According to Rahayu (2020), sociocultural theory underlies studies on classroom interaction in which the more knowledgeable others provide comprehensible input to the less knowledgeable ones. Feedback could as well be viewed as scaffolding, as it is indeed a scaffolding process in which support for renovating or repairing students' writing is being done. In the sociocultural approach, Erlam et al., (2013) suggested the term 'graduated' feedback as a type of feedback that is not completely explicit and could be adjusted to the degree of assistance based on learners' levels so that they could have a chance to be aware of their errors and have self-correction. Learners would gradually improve, and the feedback given would be less explicit over time.

Their study was not specifically on writing; however, this finding views CF from the language learning perspective through different approaches. In line with it, it was previously found that with graduated feedback, the feedback will gradually be more implicit during the learning process when the students are ready. Furthermore, the theoretical framework, in humanistic language teaching (Amini, 2014) claimed that due

to its unique emphasis on learner autonomy and affective factors is more sensitive to LTR (learner-teacher relationship). Students' relationship as a unique interpersonal relationship that is formed through cognition and emotional communication. Maslow also contends that good education is predicated on a harmonious interaction between teachers and students. Concerning these aspects, the importance of praising, criticizing that is softened for constructive feedback, and suggesting solutions as three effective strategies for a positive relationship between teacher and student (Razali & Jupri, 2014). Meanwhile, in the teaching process, the students must get encouragement to develop their cognitive skills freely since it is a character that can give people the courage to try something new. Rogers also added the emotional relationship between teacher and students is involved by some factors of genuineness and acceptance. Therefore, both underlying sociocultural and humanistic approaches are supportive of students' motivation for their learning improvement.

Self-efficacy and motivational perspectives

Researchers have studied the importance of positive psychological factors to foster motivation in coping with learning academic writing. A study of self-efficacy, belief, and attitudes toward writing found that the participants were reported to have both positive and negative attitudes toward writing (Romrome & Mbato, 2022). Unfortunately, this study does not report empirical data on the correlation between attitudes with the improvement of writing skills. Another focus on psychological aspects was reported by (Kenza, 2021) who found that other than the traditional teacher's oriented corrective feedback, self-assessment has improved students' awareness of errors in their writing and significantly impacted their self-efficacy and motivation toward writing. In this case, students become the authority for their improvement in writing. Similarly, other studies found scaffolding or engagement with peers positively impacted motivation and higher achievement in writing (Hassen et al., 2023; Mali, 2023) These findings from the psychological perspective have affirmed that a positive attitude towards writing is fundamental for the improvement of writing skills and peer engagement in the process of learning fosters individual self-efficacy. They suggested that how students perceive feedback was related to their motivation and action to improve their writing and their achievement. All this then will lead to confidence for more independent learning.

Technology mediation feedback

Lastly, in the literature, only a few studies researched corrective feedback in online synchronous settings such as Kim (2011) who compare peer interaction in an online class setting and offline classes communication and interaction when having corrective feedback on student-teacher interaction. Yet, not many more studies could be found with regards to the relevant nowadays global educational application: online classes setting, which leads to the necessity to conduct a study on this matter.

This study tries to bridge the gap by viewing how the learner can pass the process of internalizing language by giving the corrective feedback. To fill the void stated above, this study will propose the following subpoints. Liu & Brown (2015) analyzed 44 existing studies on CF and found some valuable suggestions for future studies. Firstly, one of the important variables in future CF studies is the students' attitude toward the writing process, which is still lacking in existing studies, and mixed methods designs that could be beneficial to the discipline. 32 out of the 44 studies were quantitative that focused on comparisons (CF versus no CF, one type of CF compared another type, etc),

therefore it is lacking in qualitative studies. Here, we need qualitative research to examine problems like how each learner processes CF and coping mechanisms used to cope CF because quantitative data alone cannot address all our queries.

They cited anonymous review comments on CF studies that writing tasks that are not based on timed-in-the-classroom task type could reveal more information about students' improvements because students would focus more on the writing rather than on the completion of the task. Moreover, one time treatment is considered insufficient to claim whether improvements have happened or not, it needs more longitudinal studies for months or even years to see improvements over time. Storch & Wigglesworth (2010) suggest more studies on non-quasi classes that are not experimental to focus more on other factors other than treatments and how they work. They recommend that future studies also be qualitative and focus on how students' attitudes are towards the feedback given. We agree with this point. In addition, although there have been few qualitative studies on students' perspective and use of the feedback given to them, none of them are on the setting of synchronous learning. This study, therefore, is conducted to fill the gap.

Method

This research is qualitative. In the first stage, classroom observations were conducted. There were two online classes of academic writing being observed, both were taught by the same instructors. All sessions (14 sessions in a semester conducted weekly) were recorded. The duration of each session ranges from two to two and a half hours. Then, the transcript sections of the recording focusing on feedback were analyzed to find out the types of feedback. These findings were used as the source of information to conduct stage two.

In the second stage, the findings from stage one was used as the basis for questions given in a questionnaire. The questionnaire then was distributed to the participants. It has two parts, the first one has 20 multiple-choice questions about the essays the participants learned on the subject and the second part has four open-ended questions about the participants' descriptions on the type of feedback according to their experiences. Descriptive analysis is used to analyze the multiple-choice questions. Tabulation and percentages are used for the overall findings to be described. On the other hand, the open-ended questions were analyzed with thematic analysis (Braun & Clarke, 2012). The survey was distributed through an online platform Google Form to the participants.

Participants and Setting

The participants (n= 71) in this study are students (males= 50, female= 23) of a university in Indonesia who were taking a subject: Academic Writing that focused on writing different types of academic essays, as one of the compulsory subjects in their study. These students were currently in their 5th and 6th semesters enrolled in Business, Management, and Engineering undergraduate degree programs at the university when they participated in this study. The majority are Indonesians (71) and there are 2 two international students from The Republic of China. The course was held for a semester in early 2021 and due to the Covid19 pandemic, the type of class they had was online synchronous through G-meet and Zoom conference platforms. The data collection was conducted after the semester ended so that the students had their whole experience of learning in the respective class. All of them had a minimum of 500 scores on TOEIC as required by the university and all of them had learned English in high school.

The students were lectured and instructed to do the writing tasks in a synchronous platform (Gmeet) and submit the writing to an asynchronous platform (Learning Management System). The feedback is then given to the students on a synchronous platform (Gmeet) by the lecturer, then students revise or peer-review their writing back on LMS.

Table 1. Participants' Demographic Data

Number of Participants		Semester in University	Age	Degree	Nationality	
Female	Male		19-20		Indonesia	China
50	23	5th and 6th	years	Undergraduate	71	2
Total: 73			old		Total: 73	

A survey was conducted in this study by a Gform questionnaire that consisted of 20 multiple-choice questions and 2 open-ended questions. This data collection method was chosen because questionnaires collect opinions and perceptions as suggested by (Creswell, 2014). Open-ended questions were given in the questionnaire to investigate further the in-depth the experiential complexity of opinions. The second instrument used in this study was Google Meet online class meeting recordings and observation of their LMS (Learning Management System activities. Rahayu (2020) suggested an observation to gather data on an individual's beliefs in more categorized ways. Observation could be used to seek information that is structured and focused.

Results

The course has 14 sessions in a semester. The timetable of lessons and feedback can be seen in table 1. From the table, there are main activities: lecture, feedback, and peer review. Lectures were given mainly four times on four different types of academic essays: argumentative (agree or disagree), argumentative (for and against), problem and solution, and report writing with graphs and charts. Figures 2 and 2 display examples of corrective feedback sessions by the lecturers, while figure 4 shows one of the peer-review tasks.

Class Activities
Sessions

Week 1: Introduction to academic writing, brainstorming techniques
Week 2: Task: revising freewriting, feedback session
Week 3: Task: outlining and drafting argumentative essays
Week 4: Feedback session: Argumentative, peer-review: argumentative essay
Week 5: Class lecture: For and against essay, task: outlining and drafting
Week 6: Feedback session: For and against essay, peer-review
Week7: Lecture on coherence, cohesion, lexical choice, grammatical accuracy, and task Response
Week 8: Class lecture: problem solution essay, task: outlining and drafting
Week 9: Feedback session: problem solution essay, peer-review
Week 10: Class lecture: interpreting and describing graphs and charts
Week 11: Feedback session: graphs and charts, peer-review
Week 12: Class lecture: Report text, task: outlining and drafting
Week 13: Feedback session: report text, peer-review
Week 14: Review session

Choral, explicit, mixed of oral and written feedback

In the corrective feedback sessions, it was found that the lecturer shared screens containing the errors and direct corrections to the errors. A sample captured screen from is shown in figure 1, and a sample of direct oral utterances from the lecturer is shown in excerpt 1.

Excerpt 1

Lec: "The mistake 'to have a meaning and purposeful life', can be corrected 'to have a meaningful and purposeful life', because 'meaning' is a noun, and you need an adjective in this sentence so 'meaningful' is the correct one. The second one, incorrect 'many people are eating junk food', correction 'many people eat junk food', you don't need the auxiliary 'are' in here because your simple present sentence already has 'eat' as the verb of the object 'junk food'.

Figure 2. Feedback session 2

From all feedback sessions, the focuses of feedback were on different aspects of grammatical, sentencing, and organization of the essays' errors. Students' responses to the CF were done verbally using the microphone function on Google Meet, but some of them also used the chat rooms to ask about the CF.

Peer-review and students' awareness

After the question-and-answer session (discussion) on the feedback, then students had to revise their work both individually and through peer reviews (example shown in figure 3). The findings show students' active engagement in reviewing their classmates' writing.

Figure 3. Peer-reviews on LMS
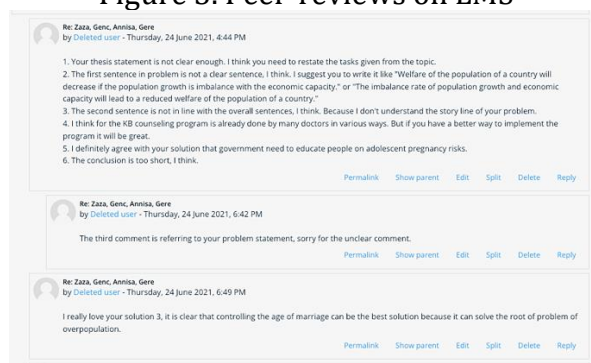
To find out whether the students are aware of the feedback given to them, their responses on this were also collected. Their answers could be found in table 3. Most answers are in line with the data from class recordings. 100% of the students were aware that they received feedback, however only 70-77% of them are aware of the types

of feedback they received, whilst the rest 23-30% of them seemed unaware of the types of feedback.

Table 3. Students' Answers on the Types of Feedback They Received

Questions	Responses	
How many essays did you write?	4 (70%)	more than 4 (30%)
Did you get feedback to revise your essays?	yes (100%)	no (0%)
Was the feedback given orally or written?	both (77%)	orally (14%), written (9%)
Which feedback was given more?	oral (70%)	written (30%)
Was the feedback given chorally or individually?	chorally (74%)	individually (19%), both (7%)

Students understanding of the feedback and its efficacy

The next finding is on how students understand the feedback they received and how their perception of the feedback efficacy. The summary of the findings can be found in table 5. From the data, students found the types of feedback they received effective to help revise their essays (77%) and that their writing skills improved after they finished the classes (82%).

Table 4. Findings on students' understanding of the CF they received

Questions	Responses	
Were the essays given chorally to your class relate to your own needs in revising your own essay?	yes (66%)	sometimes (34%)
Do you think that you can find errors in your academic writing without feedback from the lecturer?	no (77%)	yes (33%)
Was the written feedback alone without spoken explanation from the lecturer clear enough for you to revise your essay?	yes (66%)	no (34%)
Which feedback helps you more in revising?	oral (42%)	written (58%)
Was the feedback given in this class effective in revising your essay?	yes (82%)	sometimes (18%)
Do you think your academic writing skill has improved after taking the class?	yes (80%)	average (20%)

In table 5, students' opinion about having an academic writing course through a synchronous online platform is shown. The results show that they could learn academic writing through the online platform. In this finding, most of them (82%) had no problem with online learning under the condition that they could watch the video recordings of the meetings to recall the materials (50%).

Table 5. Questions about e-learning

Questions	Responses	
Do you need to watch the G-meet recording to recall the feedback given in the class?	yes (50%)	sometimes (38%), no (14%)
This academic writing class was conducted online. Do you think you can	yes (82%)	sometimes (17%), no (1%)

learn academic writing well through an online platform?		
What made you understand the feedback given online?	The oral feedback with the screen share of the written feedback (93%)	written feedback on the screen (5%), oral feedback (2%)

Knowing what students are aware of and understand of the feedback they receive is essential to the effectiveness of the feedback. Teachers and researchers should not focus merely on whether scores have changed, or several errors have changed after feedback treatments, but also put students' understanding and acceptance accountable to their improvements. Students' positive acceptance will alleviate the learning toward more effective feedback.

Students' preference

Table 6. Themes and Categories of the effective and ineffective corrective feedback according to students

No	Questions	Theme
1	If you think you can NOT spot your own mistakes in your essay what is the reason?	need feedback (42%) lack of knowledge (28%) unaware of the errors (23%) need peer-review (7%)
2	Describe what kind of feedback you think is effective to help you revise your essay in an online class setting.	oral (35%) oral and written (23%) written (18%) explicit feedback (12%) peer-review (6%) individual (6%) grammar-focused (2%) sentence-focused (2%)

In table 6, peer review is proposed for increasing awareness and skills of self-correction. Hassen et al., (2023) found that students should be given more time to engage with each other in learning for peer review and to benefit from peer support for the goal of independent learning.

Table 1. This is the title of your table

Column 1	Column 2	Column 3
Data 1	Data 4	Data 7
Data 2	Data 5	Data 8
Data 3	Data 6	Data 9
Total	Sum Column 2	Sum Column 3

Interpretation of results should not be included in this section, unless the research required combination of both findings and discussion in one section.

Title of a table should be put above the table, as seen on Table 1, while title of image, picture, or chart should be put below the picture.

Discussion

The first finding is on choral, explicit, mixed of oral and written feedback. These strategies are aimed at modelling errors and the corrections. The errors discussed in the CF sessions were the most common errors found in the students' essays. This idea is emphasized by Author (2020) that CF is a process of modelling and could function as scaffolding to assist students towards independent learning. Therefore, the purpose of CF is not for students to depend on the more knowledgeable ones but to improve their knowledge so that they can empower themselves to be confident in self-correction. As much as 6% of the respondents preferred individual feedback, 2% of them needed grammar-focused feedback, and the last 2% chose sentence-focused feedback. Although, only a few of them prefer individual feedback, this needs to be put into consideration to occasionally give individual feedback, especially on the writing for exams. Not to degrade the importance of an ideal and detailed individual feedback to each student, for huge non-quasi classes that wrote one essay every week in a semester, it is recommended to use the strategy of more peer review, so that students could get individual feedback more often. In this case, lecturers should emphasize more on the errors for a correction first, chorally to the class, and then guide students for peer reviews on a one-on-one basis.

The valuable data in figure 3 shows that the starting points of learning awareness still need to be emphasized in the teaching process. Students should be guided over time in their classes regarding what activities they have and the purpose of the activities. By the implementation, it is expected that the efficacy of CF given will be higher.

To find out whether the students are aware of the feedback given to them, their responses on this were also collected. Their answers could be found in table 3. Most answers are in line with the data from class recordings. 100% of the students were aware that they received feedback, however only 70-77% of them are aware of the types of feedback they received, whilst the rest 23-30% of them seemed unaware of the types of feedback. This valuable data shows that the starting points of learning awareness still need to be emphasized in the teaching process. Students should be guided over time in their classes regarding what activities they have and the purpose of the activities. By the implementation, it is expected that the efficacy of CF given will be higher.

Students understanding of the feedback and its efficacy

The above findings should be discussed further, especially on its efficacy according to the students. The most important finding in table 4 shows that most of them (82%) answered that the CF strategies they received were effective and that they found their academic writing skills improved after taking the course (80%). Tridianti et al. (2020), as cited in Romrome & Mbato (2022) affirmed that three problems affect students' writing, namely linguistical, psychological, and cognitive. It confirms that from the psychological domain, what needs to be acknowledged is how students perceive, understand, and accept their learning experience. These findings in table 4 clarify that although the CF was not individual, overall, these feedback strategies were beneficial for them.

Most students thought that they needed feedback to revise their essays (42%), and that their lack of knowledge made them unable to correct their errors (28%). The need for feedback is also because they are not aware of the errors. Lastly, 7% of the students believed that peer review could help them identify and correct their errors. This finding is similar to Ferris & Roberts (2001) in their experiment to two groups of students, the control group with no feedback shows lower achievement in revising their writing.

In table 4, the question about whether written feedback alone is sufficient for revising their essay, most students answer yes (66%). In line with this, Razali & Jupri (2014) reported the same result in their study that written feedback is mostly preferred by the respondents. However, in this study, when it was confirmed with a question about which feedback helped students more in revising their essays, students equally answered both oral (54%) and written (58%). The next findings also confirm that most students (35%) chose oral feedback as the most effective, while 23% opted for a mix of oral and written. Only 18% of students thought written feedback alone is effective enough. From these varieties of answers, the conclusion can be drawn that written and oral feedback is most the preferred CF. These findings show that in general, both feedbacks help them in revising their essay in a way that understanding from written feedback is clarified through oral feedback. This finding is also confirmed by the study of Sobhani & Tayebipour (2015) that higher improvement can be found in students' essays with a combination of both oral and written feedback. In another study, Zand-Moghadam & Alizadeh (2015) also found that oral feedback, which is done through discoursal activities, is more effective for students' improvement.

To achieve this, teachers' domination should be lessened in learning activities. A sample of peer review on learning management systems (LMS) is shown in figure 3. A similar finding was also reported by Purwanti & Kastuhandani (2023) in their study on students' motivation in writing. They found that most students improved their confidence when they self-review and self-edit their writing. In their case, students utilize digital tools for correction. Similarly, in this study, the way to be confident is by prior direct CF from the lecturers to increase their knowledge and awareness. Afterward, they improve their overall writing through peer reviews, with the end goal of self-correction. However, the finding in table 6 shows that only 6% of students preferred peer review. This finding is interesting to be researched further.

Nevertheless, the crucial aspect of writing lessons in online settings needs to be investigated. These findings are described in table 5 mostly show students' positive acceptance of learning academic writing synchronously and asynchronously (82%). It lacks a similar study on this topic. However, one study Guichon & Bét (2012) on feedback strategies in a synchronous class shows that the oral feedback was unclear and inefficient because the teachers should divide their attention to markers and utterances simultaneously. In contrast with the findings in this study, students (93%) affirmed that they comprehended the oral and written feedback shown on the screen. This positive outcome is assumed to happen due to the availability of recordings from the meetings that help students recall the feedback (50%).

Conclusion

Firstly, the types of feedback applied in the classes are chorally (to the class), explicit, unfocused, and mixed of oral and written. Examples of this feedback have been described in the findings and discussion. CF that is given to the class, to all the students, is a distinguished type of feedback found in this study, which is not found in the other studies on CF. This finding, then, could add the references to teachers, instructors, or other parties concerning CF, that this feedback is worth to be applied in the classroom.

Secondly, the worthiness of this type of feedback for an application in the classroom is evidenced by the students' responses regarding the CF (82% of respondents agree that the feedback given in this class is effective for them to help revise their essays). This evidence is strengthened by 80% of respondents who also admit that their academic

writing skills have improved after taking the class. These findings have shown that there is positive acceptance of the use of choral, explicit, unfocused, and mixed oral and written feedback to revise writing errors in the academic writing classes. It is also to pinpoint that CF is given for modelling as in giving examples on what to revise and how to revise errors in students' writing, while the main goal is for students to increase their ability of self-awareness, self-assessment, and self-correction.

From the findings, more positive acceptance and understanding of the CF were received, however, it is recommended for the teachers, instructors, or lecturers to provide more peer-reviews so that students could receive more individual feedback. In addition, semi-focused feedback seems to be a good consideration to be applied because students could focus on one aspect, for example, to focus on grammar errors in one meeting, then continue with sentence errors the next meeting. With this strategy, it is hoped that students could be more aware of what they need to revise from their essays and make the choral feedback more effective.

Future studies should focus more on online classroom settings and more non-quasi studies on this choral feedback are hoped to be conducted, so that there will be other findings to compare with the results found in this study which is pertinent to the development of CF studies in the field.

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