Teachers' Direct and Indirect Feedback Influence to Students' Speaking Performance: Students' Perceptions

Muhammad Raihan Adhana[1✉], Syarifah Farihah[2], Novita Sari[3], Bea Fitriyani Sy Ola[4], Ismalianing Eviyuliwati[5]
Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia[1,2,3,4,5]
E-mail: raihan.adhana21@mhs.uinjkt.ac.id[1], syarifah.farihah21@mhs.uinjkt.ac.id[2],
novita.sari21@mhs.uinjkt.ac.id[3], bea.sy21@mhs.uinjkt.ac.id[4], eviyuliwati2021@gmail.com[5]

Abstrak

Umpan balik dari guru merupakan informasi yang berguna untuk kemajuan siswa. Namun, siswa memiliki cara mereka sendiri untuk memahami umpan balik guru selama kelas berbicara. tujuan dari penelitian ini adalah untuk menyelidiki persepsi siswa terhadap pengaruh umpan balik korektif dari guru kepada siswa selama kelas berbicara. Penelitian ini menggunakan metode kualitatif dengan menggunakan wawancara untuk mengumpulkan data. Penelitian ini melibatkan sepuluh mahasiswa Jurusan Pendidikan Bahasa Inggris, Universitas Islam Negeri Syarif Hidayatullah (UIN-Syarif Hidayatullah) Jakarta. Hasil penelitian menunjukkan bahwa semua partisipan memiliki pandangan yang positif terhadap Umpan Balik langsung, dan menganggapnya bermanfaat untuk belajar bahasa Inggris. Di antara jenis umpan balik yang diberikan oleh para guru, sebagian besar peserta lebih menyukai umpan balik langsung dan hanya satu peserta yang menyukai umpan balik langsung dan tidak langsung. Sebagian besar peserta lebih menyukai umpan balik langsung karena kesalahan mereka dapat langsung dikoreksi oleh guru, sehingga mereka akan berusaha untuk melakukan yang lebih baik pada penampilan berbicara berikutnya. Dapat disimpulkan bahwa umpan balik langsung memberikan hasil yang positif terhadap performa berbicara siswa. Penelitian ini akan membantu guru dan siswa dengan menyoroti pentingnya memberikan dan menerima umpan balik langsung.
Kata Kunci: umpan balik, kelas berbicara, pengaruh, guru

Abstract

Teachers' feedback is useful information for student's improvement. However, students have their own way to perceive teacher feedback during speaking class. The aim of this study was to investigate students' perception towards the influence of corrective feedback from the teacher to the students during speaking class. This study applied a qualitative method by using interviews to collect the data. This study involved ten students of the English Language Education Department, Syarif Hidayatullah State Islamic University (UIN -Syarif Hidayatullah) Jakarta. The result showed that all participants expressed a positive perspective towards direct Feedback, and perceiving it to be beneficial for learning English. Among the kinds of feedback given by the teachers, most of the participants preferred direct feedback and only one participant preferred both direct and indirect feedback. Most participants preferred direct feedback because their mistakes could be immediately corrected by the teacher, then they will try to do better in the next speaking performance. It can be concluded that direct feedback Gave positive results to the students' speaking performances. This study would assist both teachers and students by highlighting the importance of providing and accepting direct feedback.
Keyword: feedback, speaking class, influence, teacher

INTRODUCTION

Making mistakes is a frequent component of learning a foreign language. Student errors are one of the challenges that teachers will face in the classroom. Alsolami (2019) defined the target language skills are acquired through practice and adequate feedback is crucial to fasten the learning process and to improve the pronunciations . Properly calibrated and relevant feedback is an important instrument for educators to use in preventing errors made by their students. In EFL institutions, responding to students' speaking production is very important. Thoughtful comments will motivate students to revise. Without comments from teachers or peers, students are likely to remain consistent with their speaking style errors. Feedback can be defined as writing extensive comments to students to provide feedback on students' efforts and, at the same time, help them improve their learning ability accordingly. Teachers provide feedback so that students can understand mistakes and use them for further improvement.

Feedback from teachers can enhance instruction, improve the quality of learning, and improve student behavior. In order to improve learning outcomes and students' motivation to learn, teacher feedback is crucial. Furthermore, since we want to see various effects, there are two types of feedback, namely direct and indirect feedback. "While direct error correction identifies the error and its target form, indirect corrective feedback consists only of an indication of the error (e.g., by underlining the err1or or providing an error code)," according to Zaman & Azad (2012) is a simple way to define the two.

The researcher came to the conclusion that a large number of pupils were indifferent to and did not value the feedback process. The researcher also saw firsthand how some educators utilized cryptic language in their feedback. Students were unable to improve their English language proficiency as a result. These feedback-related experiences led the researcher to believe that studying teachers' use of feedback would be fascinating. It would also be interesting to investigate the efficacy of direct and indirect feedback in enhancing students' speaking ability (Ünsal Şakiroğlu, 2020).

Effective communication is essential for success in any endeavor. Language is a tool for interpersonal communication. Humans cannot communicate perfectly without the use of language. Furthermore, without speaking in the appropriate language, people are unable to accomplish their goals, objectives, and aspirations (Parupalli Srinivas Rao, 2019). On the other hand "Speaking skills are essential for effective communication and can be developed through various activities such as practicing conversations, public speaking, and self-study lessons. Students must master speaking to become proficient communicators and can improve their skills through practice and exposure to different speaking situations". According to research, feedback is any input from teachers to students that offers information, or feedback may be defined as information "given back" to individuals on the adequacy of their actions.The information that teachers give students about their performance, accomplishments, or learning progress is referred to as teacher feedback. It is an essential part of the learning process and accomplishes a number of goals, such as encouraging communication between instructors and students, assisting them in becoming better people, and raising their desire to learn (Carvalho et al., 2014).

According to Ferris (2016), direct error correction resulted in 88% more correct revisions than indirect error feedback (77%). Direct feedback informs students about their academic performance in the classroom and helps them improve their grades (Bitchener et al., 2005). Direct feedback has the advantage of not requiring students to find the solution to the problem again but rather merely discussing the solution to the problem that has been rectified by the teacher. To reduce learning time, the teacher does not need to discuss homework outcomes in class (Bitchener et al., 2005). Indirect feedback happens when a teacher acknowledges that an error exists but does not provide the correction, leaving it up to the student to identify it (Eslami, 2014).

Furthermore, oral corrective will be working when a teacher provides criticism carelessly without considering the students' uneasiness, which may grow immediately after the feedback is offered, feedback has a negative impact (Elsaghayer, 2014). When providing corrective feedback to a student, teachers should

evaluate the student's character as well as the student's potential to learn from such criticism. According (Latifah Yuli, 2019.). Indirect feedback was more effective than direct feedback in the language use aspect.

A few previous Studies have been conducted in a number of contexts and the results are presented some mixed findings. For example, research carried out by Lee (2013) revealed that in the United States, advanced ESL students ranked explicit corrections as the most important favourite type of feedback and metalinguistic feedback as their least preferred type. In Zhang & Rahimi (2014) research, which was 160 Iranian learners of adult ESL (80 High anxiety and 80 Low anxiety), The learners were very fond of metalinguistic feedback, unconditional corrections, regardless of their anxiety level. On the other hand, in Lei (2017) within the framework of Chinese tertiary EFL studies, the prompts such as repetition were preferred by the students. Rather than an explicit correction, use metalinguistic feedback. Overall, these studies show that students prefer feedback that is influenced by the environment of teaching and learning, and ESL students are more likely to receive metalinguistic feedback than ESL students in the US. Students appear to prefer specific feedback, but teachers are less passionate, owing to their worry for students' affective responses to feedback.

METHODOLOGY

Design of the Research

This study employs a qualitative methodology using interviews as the main tool for data collection. A case study was adopted in this study to achieve the research objectives as this study aims to analyze lecturers' beliefs about the Effect of Teachers' Direct and Indirect Feedback on Students' Speaking Performance: This research utilizes a qualitative study. According to Almeida et al. (2017), "Qualitative research is research with a deep understanding of a problem. In qualitative research, the aim is to produce in-depth and illustrative research in order to understand the various dimensions of the problem under study".

Participants

The participants of this study were students of the English Education Department, Syarif Hidayatullah State Islamic University Jakarta. The students were randomly drawn using automatic random sampling, consisting of ten students who were selected and further identified by the researcher after completing the questionnaire. The students were randomly selected from the 2022 academic year as they had completed the speaking class. This study used interview and questionnaire techniques, students were asked to answer about the effectiveness of feedback from teachers both directly and indirectly.

Research Instruments

The researcher used questionnaire and interview techniques to collect data. The researcher obtained some detailed information about the participants' experiences by using semi-structured interviews and open-ended questionnaires. Based on the data collected in the questionnaire, there were some students who were willing to be interviewed to get more in-depth information about the effect of direct and indirect feedback. This research took approximately four months.

Technique of Data Collection

Data collection is carried out to collect information that describes the belief about the effect of direct and indirect feedback from teachers on students. The form of data is taken from interviews, filling out questionnaires. The first step in data collection was to use a series of questionnaires. A survey was conducted to obtain answers to the research questions addressed to English education students in the 2023 academic year. An open-ended questionnaire was used as the instrument of this study to collect students' perceptions of oral corrective feedback given by their lecturers in speaking classes. The questionnaire consisted of ten questions, and students were asked to answer the questions given. Then the second step after the students filled out the questionnaire, the researcher further identified the effectiveness of feedback from teachers both directly and indirectly. In order to

make the data collection more valid, the researcher interviewed the students further and took sample data from the interview results.

Technique of Data Analysis

To collect and analyze the data, The researcher's are using Qualitative and Case study methodology by making a diagram and table as the results of the research, The technique of analyzing the data in this study applied Ary, Jacobs, and Sorensen's concept (2010: 481). They believe that the analysis of qualitative data consists of three stages: organizing, interpreting and representing.

FINDINGS AND DISCUSSIONS

Table 1. Result of Questionnaire

No	Participant	Respond
1	STD 1	Yes, because that way I can correct my mistakes or shortcomings and can improve for the future.
2	STD 2	Yes I like being given feedback by lecture, because with this feedback I can know better about my competence.
3	STD 3	Yes, because feedback gives me a new motivation to upgrade my skill or my quality of the duty.
4	STD 4	Iya saya suka diberikan feedback dari dosen ataupun guru, karena dari feedback yang diberikan bisa membantu saya untuk memperbaiki dan meningkatkan kemampuan yang saya punya.
5	STD 5	Yes, I like being given feedback by my lecture. Feedback is essential for learning and improvement. It helps me to identify my strengths and weaknesses, and to understand how I can improve my performance.
6	STD 6	Iya. Karena itu sangat penting, kita jadi tahu apa kurang dan lebihnya pada diri kita sehingga kita bisa memperbaiki dan merubahnya menjadi lebih baik.
7	STD 7	Yes, Students should get feedback from lecturers because it helps them do better in their work. When lecturers tell students what they did well and where they need to do better, it makes students want to work harder. Feedback also shows students what their lecturers expect from them, so they know what to do. It helps students look at their work and see what they need to change to get better. This helps them learn and improve over time. It's like having a map that tells you where to go and what to do. This way, students can keep getting better, and lecturers can see how well they are teaching.
8	STD 8	Saya pernah memberikan feedback kepada dosen agar dosen tau mana materi yg sudah diberikan itu benar atau salah.
9	STD 9	Of course, I like getting feedback from the lecturer. Lecturers provide feedback to their students so that they can learn from mistakes and do better in the future.
10	STD 10	Yes of course, because I'm happy to receive positive feedback. That feedback can also serve as self-evaluation for us to identify what needs to be improved and developed further within ourselves.

No	Participant	Respond
11	STD 11	yes, because in the class I tend to not understand everything so the teacher helps me to answer what I haven't understood and it helps a lot. And the teacher mostly gives us advice that motivates us and gives me the courage to speak more in english.

Table 1 showed that participants agree feedback influences students' speaking skills. Therefore, teachers should also contribute to motivating the students' English Speaking skills improvement through giving feedback and teacher's comments also have to motivate the students rather than demoralize them. By giving feedback and comments students can analyze their weaknesses so they can improve their skills and fix the mistakes in speaking. The kind of feedback that has the greatest influence on improving students' acquisition of fluency and accuracy in speaking class is direct feedback, because students stated that direct feedback makes them because that way I can correct my mistakes or shortcomings and can improve for the future.

The study discovered that students are agree being given feedback by lectures because they can directly know their weaknesses to be improved in speaking and third, regarding speaking anxiety, students agree that the teacher's feedback helped them to overcome anxiety when speaking in front of a speaking class. Fourth, the study discovered that all the participants stated that the feedback given during the class by the teacher lecture greatly influences the improvement of speaking skills. Fifth, this research found that participants stated that feedback was essential for learning and improvement. It helps them to identify my strengths and weaknesses, and to understand how I can improve my performance.

Sixth, the findings show that students strongly agree with teachers' feedback because it is very important, we know what we lack and what we lack so that we can improve and change it for the better. Seventh, this research found that participants stated that when lecturers tell students what they did well and where they need to do better, it makes students want to work harder. Eighth, This study found that participants stated that teachers also need feedback to know whether the material that has been given is correct or incorrect. Ninth, the findings show that students strongly agree with teachers' feedback because, feedback from the lecturer. Lecturers provide feedback to their students so that they can learn from mistakes and do better in the future. Tenth, this research found that participants stated that they were happy to receive positive feedback. Eleventh, the findings show that students strongly agree with teachers' feedback because, the importance of corrective feedback are as following.

First, the finding found that all students preferred that their teachers correct all of their speaking mistakes, with the clear majority strongly agreeing that it improved their English language skills. This finding is corroborated by several previous research such as Muslem et al. (2021). Gamlo (2019) who stated that students at the English Language Education Department of Ar-Raniry State Islamic University (UIN Ar-Raniry) Banda Aceh had a positive attitude toward oral corrective feedback, it to be beneficial for English learning, and aslo earlier research involving Vietnamese EFL teachers (Ha et al., 2021) discovered that Vietnamese EFL teachers because they had previously taught in exam-oriented situations and routinely offered oral corrective comments oral corrective feedback as an intrinsic element of their teaching work.From the findings and previous research, it can be stated that in speaking class activities, students need feedback from the teacher so that they can correct mistakes,increase language acquisition and try not to repeat the same mistakes preference corrective feedback.

Second is about the types of feedback that is corrective. To remedy their incorrect speaking, the participants preferred direct corrective feedback. Students preferred fast rectification of their mistakes, because they want to be explain directly where their mistakes are and given direct input or correction so that they will not repeat the same error in the next performance. This direct feedback is something that is of interest to the participants, because sometimes during speaking classes, the teacher gives them feedback implicitly and it makes them confused about where their mistakes are and how to correct those mistakes. However, when direct

feedback is applied by teachers, they feel they understand more about the input given. This finding, which is collaborate by Wiboolyasarin et al. (2020), implies that students are likely to be taught what is incorrect and what is correct. Nhac (2021) also stated that direct corrective feedback has a significant improvement than indirect feedback In this case, they pay attention to the correction, facts, or questions about the inaccuracy. Furthermore, Amalia et al. (2019) an explicit correction will result in uptake repair, which will lead to students actively participating in the lesson. Students' reaction caused by immediate feedback after being corrected by the lecturers, all of the participants stated that they did not feel frightened and anxious so they could continue with their performance. During class, students expected their lecturers to continually correct their mistakes. Most respondents in the current study did not find their teachers' direct feedback to be embarrassing, this finding supported by Muslem et al. (2021) stated that Considering the fact that quick feedback may disrupt their attention, some students claim they can clearly see their blunder. As a result of the immediate feedback, they can immediately correct the issue. Students, on the other hand, reacted adversely when immediate response created uneasiness or disappointment. This finding and previous research support each other because they have same results from the participants, which revealed that the participants do not feel disturbed or embarrassed by direct corrective feedback because of the clarity of the input given by the teacher, so they immediately correct and it does not embarrass them in front of their classmates.

Impact of teachers' corrective feedback the data revealed students' perception over the influence of teachers' spoken corrective feedback enhanced students' speaking performance. Respondents agreed that lecturers' spoken corrective feedback might help them enhance their public speaking skills, receiving spoken corrected feedback helps them improving speaking abilities such as grammar, pronunciation and talk more systematically. This finding in line with Laeli & Setiawan (2019) which stated that most of the students who perceived feedback as positive feedback declared that teacher feedback helped them increase their understanding of their work and target language. From the finding and the previous research it can be implied that teacher feedback enhances students' current performance. The effect of spoken corrective feedback on learner language abilities is something that may be measured in a variety of ways. Applied linguistic scholars have conducted various experiments to determine the influence of each oral corrective feedback strategy on student learning results. Every language contains underlying structural elements that govern how it is pronounced. For most languages, the alphabets serve as guiding components that primarily impact word pronunciation. If a student cannot pronounce the alphabets of a particular language correctly, they are less likely to grasp the language. Ha et al. (2021) made the same reasoning, claiming that students' speaking performance was really depending on instructor feedback. The more appropriate the mode of delivery, the more motivated student will be to enhance their speaking abilities. The oral corrective technique is regarded as the most effective method for facilitating effective learning in language training. Notably, research on the the effect of oral corrective feedback on linguistic abilities reveals that proper application of the approach has a significant positive impact on the learner's abilities. The most significant impact of oral corrective feedback on language ability is that it allows the learner to realize their mistakes and aids in self-evaluation.

CONCLUSION

Students' motivation to learn does not only come from themselves but can also come from the surrounding environment. Students' motivation to change their learning for the better can also be influenced by the feedback given by the teacher, because the feedback can be used as a reference, changing things that are not right into better things. By understanding how teachers can create an environment that supports student autonomy, relevance, and the connectedness of materials, teachers can help students feel more motivated and engaged in their learning. This study aims to see how influential teacher feedback is on a student in a speaking class. This research was conducted at Jakarta State Islamic University, especially in the English education department. And

this research used the interview technique. The results of this study show that feedback from teachers to students in the speaking class is very influential. From the analysis of research data, it can be assumed that direct feedback has a great influence. In fact, the results of the study mention that teachers greatly contribute to motivating students to improve their English speaking skills through giving feedback and comments. Teachers are also very motivating students rather than discouraging them. By giving feedback and comments, students can analyze their weaknesses so that they can improve their skills and correct their mistakes.

ACKNOWLEDGEMENTS

REFERENCES

Almeida, F., Superior, I., Gaya, P., Queirós, A., & Faria, D. (2017). *Strengths and Limitations of Qualitative and Quantitative Research Methods Innovation and Entrepreneurship View project Observatory of Portuguese Academic Spin-offs View project European Journal of Education Studies STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS*. 369–387. https://doi.org/10.5281/zenodo.887089

Alsolami, R. (2019). Effect of oral corrective feedback on language skills. *Theory and Practice in Language Studies*, *9*(6), 672–677. https://doi.org/10.17507/tpls.0906.09

Amalia, Z. D. H., Fauziati, E., & Marmanto, S. (2019). Male and Female Students' Uptake in Responding To Oral Corrective Feedback. *Journal on English as a Foreign Language*, *9*(1), 107. https://doi.org/10.23971/jefl.v9i1.1047

Amara, N. (2015). Errors Correction in Foreign Language Teaching. *The Online Journal of New Horizons in Education*, *5*(3), 58–68.

Bitchener, J., Young, S., & Cameron, D. (2005). The Effect of Different Types of Corrective Feedback on ESL Student Writing. *Journal of Second Language Writing*, *14*(3), 191–205. https://doi.org/10.1016/j.jslw.2005.08.001

Carvalho, C., Martins, D., Santana, L. E., & Feliciano, L. (2014). Teacher Feedback: Educational Guidance in Different School Contexts. *Procedia - Social and Behavioral Sciences*, *159*, 219–223. https://doi.org/10.1016/j.sbspro.2014.12.360

Elsaghayer, M. (2014). Affective Damage to Oral Corrective Feedback among Students in Libyan Secondary Schools. *IOSR Journal of Research & Method in Education (IOSRJRME)*, *4*(6), 74–82. https://doi.org/10.9790/7388-04627482

Eslami, E. (2014). The Effects of Direct and Indirect Corrective Feedback Techniques on EFL Students' Writing. *Procedia - Social and Behavioral Sciences*, *98*, 445–452. https://doi.org/10.1016/j.sbspro.2014.03.438

Ferris, D. (2016). Treatment of Error in Second Language Student Writing, Second Edition. *Treatment of Error in Second Language Student Writing, Second Edition*, 183–190. https://doi.org/10.3998/mpub.2173290

Gamlo, N. H. (2019). EFL Learners' Preferences of Corrective Feedback in Speaking Activities. *World Journal of English Language*, *9*(2), 28. https://doi.org/10.5430/wjel.v9n2p28

Geçkin, V. (2020). Do Gender Differences Affect Foreign Language Anxiety and Preferences for Oral Corrective Feedback? * Cinsiyet Farklılıkları Yabancı Dil Kaygısını ve Sözlü Düzeltici Geribildirim

4241 *Teachers' Direct and Indirect Feedback Influence to Students' Speaking Performance: Students' Perceptions – Muhammad Raihan Adhana, Syarifah Farihah, Novita Sari, Bea Fitriyani Sy Ola, Ismalianing Eviyuliwati*
DOI: *https://doi.org/10.31004/basicedu.v7i6.6836*

Tercihlerini Etkiler Mi? *Journal of Theoretical Educational Science*, *13*(3), 591–608. http://dergipark.gov.tr/akukegDOInumber:http://dx.doi.org/10.30831/akukeg.647447

Ha, X. Van, Nguyen, L. T., & Hung, B. P. (2021). Oral Corrective Feedback in English as a Foreign Language Classrooms: A Teaching and Learning Perspective. *Heliyon*, *7*(7), e07550. https://doi.org/10.1016/j.heliyon.2021.e07550

Hasan, M., Milawati, Darodjat, Khairani, H., & Tahrim, T. (2021). Media Pembelajaran. In *Tahta Media Group*.

Laeli, A. F., & Setiawan, S. (2019). Oral Corrective Feedback in Speaking Class: Its Frequency, Students' Perceptions and Preference. *Exposure : Jurnal Pendidikan Bahasa Inggris*, *8*(2), 257–269. https://doi.org/10.26618/exposure.v8i2.2785

Latifah Yuli, S. B. I. D. (n.d.). The Effect of Teachers' Direct and Indirect Feedback on Student's Writing Ability. *JOALL (Journal of Applied Linguistics and Literature*.

Lei, Z. (2017). Salience of Student Written Feedback by Peer-Revision in EFL Writing Class. *English Language Teaching*, *10*(12), 151. https://doi.org/10.5539/elt.v10n12p151

Muslem, A., Zulfikar, T., Astilla, I., Heriansyah, H., & Marhaban, S. (2021). Students' Perception Toward Oral Corrective Feedback in Speaking Classes: A Case at English Education Department Students. *International Journal of Language Education*, *5*(4), 244–259. https://doi.org/10.26858/ijole.v5i4.19010

Nhac, H. T. (2021). Effect of Teachers' Corrective Feedback on Learners' Oral Accuracy in English Speaking Lessons. *International Journal of Learning, Teaching and Educational Research*, *20*(10), 313–330. https://doi.org/10.26803/ijlter.20.10.17

Parupalli Srinivas Rao. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*, *2*(2), 6–18. www.acielj.com

Putri, N. V. W., Munir, A., & Anam, S. (2021). Students' perceptions of teacher feedback in EFL English class and their self-regulated learning after receiving feedback. *Journal on English as a Foreign Language*, *11*(1), 42–60. https://doi.org/10.23971/jefl.v11i1.2237

Rifqi, M. S. (2019). EFL Teachers' Belief about Spoken Corrective Feedback and Their Classroom Practice. *TEFLA Journal (Teaching English as Foreign ...*, *2*(1). https://journal.umbjm.ac.id/index.php/TEFLA/article/view/433%0Ahttps://journal.umbjm.ac.id/index.php/TEFLA/article/download/433/282

Sakale, S. (2019). The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes. *Arab World English Journal*, *10*(3), 344–351. https://doi.org/10.24093/awej/vol10no3.24

Ünsal Şakiroğlu, H. (2020). Oral Corrective Feedback Preferences of University Students in English Communication Classes. *International Journal of Research in Education and Science*, *6*(1), 172–178.

Wiboolyasarin, W., Wiboolyasarin, K., & Jinowat, N. (2020). Learners' Oral Corrective Feedback Perceptions and Preferences in Thai As a Foreign Language Tertiary Setting. *Journal of Language and Linguistic Studies*, *16*(2), 912–929. https://doi.org/10.17263/JLLS.759344

Zaman, M. M., & Azad, M. A. K. (2012). Feedback in EFL Writing at Tertiary Level: Teachers' and Learners' Perceptions. *ASA University Review*, *6*(1), 139–156. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117176277&site=ehost-live

Zhang, L. J., & Rahimi, M. (2014). EFL Learners' Anxiety Level and Their Beliefs about Corrective Feedback in Oral Communication Classes. *System*, *42*(1), 429–439. https://doi.org/10.1016/j.system.2014.01.012