Students' Perceptions Toward Feedback from Their Teachers and Peers in Writing Activities by Considering Their Writing Anxiety

by Annisa Astrid

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Abstract

The objective of this study was to investigate the perceptions of students with varying levels of writing anxiety regarding the learning activities associated with using teacher feedback and peer feedback. The present study utilized a quantitative approach for data collection. The quantitative data were obtained through a survey administered to 46 students in the English Department of a state Islamic University. The quantitative data were subsequently analyzed using descriptive statistics, specifically percentages and frequency, and non-parametric analysis employing the Mann-Whitney test. The findings indicated no statistically significant difference in the perceptions of students who experienced writing anxiety and received instruction through either teacher or peer feedback. Essentially, students who demonstrate lower levels of writing anxiety display a cheerful disposition towards the incorporation of both teacher feedback and peer feedback. During the intervening period, discernible differences arose in the viewpoints of students demonstrating heightened writing anxiety levels who were provided with instructions through teacher feedback instead of peer feedback.

Keywords: Peer Feedback, Teacher Feedbak, Writing Anxiety.

A. Introduction

Supporters of the process approach contend that adhering to the practice of revising and rewriting is particularly crucial when engaging in writing activities within second language (L2) contexts. According to Abdullaev (2021) acquiring a second language is intricate, requiring learners to receive extensive support to enhance their writing abilities. Therefore, within the framework of the process approach, students are allowed to delve into their ideas with a certain level of depth. Additionally, they can derive advantages from the feedback provided by engaged readers and subsequently engage in revising and rewriting their work.

Feedback can originate from either teachers or fellow students. Teachers can provide feedback to students through both written and oral means. In the conventional educational setting, the responsibility of offering feedback on students' written work, encompassing content-related and corrective aspects, has traditionally rested solely with the teacher. According to White (2020), The significance of teacher feedback technique has been recognized by numerous researchers (e.g., Gomez & Valdes, 2019; Turan & Akdag-Cimen, 2020) due to its substantial impact on enhancing writing skills. Nevertheless, the efficacy of these comments remains a subject of ongoing debate for specific individuals, prompting certain researchers to propose their complete abandonment. Some specific

individuals expressed criticism regarding the written feedback provided by the teacher. Most critics expressed concerns regarding the need for more opportunities for interaction and negotiation within the teacher's written feedback. According to Saeed and Al-Qunayeer (2022), the written feedback teachers provide needs more opportunities for negotiating meaning. In cases where the teacher's comments are not easily understood, students are not allowed to seek clarification.

To overcome the gaps between the teacher and the students in written comments to students writing, many writing teachers believe that one on one writing conferences with students is more influential than handwritten comments and corrections; no matter what aspect of student writing, the teacher and the student discuss, be it content, organization, or errors (Mao & Crosthwaite, 2019).

Despite receiving feedback from teachers, students may also receive feedback from their peers. Soliciting feedback from fellow students is commonly called the peer response technique. Peer feedback is a pedagogical approach wherein students provide constructive comments on their peers' written work, intending to facilitate revision and improvement of the original writing based on the received feedback (Han & Xu, 2020; Jon et al., 2019).

According to psychological claims, a personality factor may have a limited impact on students' writing performance. On the other hand, from a linguistic perspective, numerous language features must be considered throughout the writing process. From a psychological perspective, anxiety is considered one of the affective factors that influence the process of foreign language acquisition. This factor has been recognized as impacting academic performance (Nicol, 2019). The deficiency in learners' writing ability primarily arises from anxiety, a well-established obstacle in the context of second language acquisition for educators and students.

As a supervisor overseeing undergraduate thesis writing, the author has observed that many students struggle to effectively articulate their ideas in a manner that is easily understandable for readers. This can be attributed to a need for more awareness regarding the intended audience for their writing, coupled with their limited writing proficiency. Nicol (2019) emphasized the significance of audience awareness. Developing students critical reading skills may enhance their ability to analyze and revise their written work critically. According to Gridwichai et al (2020), writers must consider their target audience, particularly those who provide timely feedback. An engaged and receptive audience plays a crucial role in providing feedback to the writer regarding the effectiveness of their message. This feedback incentivizes the writer to align their writing with the specific characteristics and expectations of their readers.

Numerous research studies have been conducted to investigate using peer and teacher feedback in writing activities. Numerous research studies have been conducted about using peer and teacher feedback as writing techniques. Nadj et al (2020) conducted a research study to develop a practical peer response model for English as a Foreign Language (EFL) writing. Similarly, Paul and Criado (2020) also conducted a study with a similar objective. The study aimed to investigate the effects of implementing the peer-reviewing

technique in an advanced writing class. The research conducted by Almutairi (2023) demonstrated learners' favorable attitudes toward peer feedback. According to the findings of Yu et al (2020) the participants in the research study demonstrated a significant inclination to engage in the review of one another's English compositions, perceiving potential benefits from this collaborative activity. Several other studies have provided explanations for the phenomenon of failure to utilize peer feedback. The utilization of feedback by students may be influenced by their preferences and beliefs regarding the comparative significance of feedback from teachers and peers. (Chen et al, 2019; Link et al, 2022; Seyoum et al, 2022). Several studies have identified challenges faced by students in error detection and delivering effective feedback. (Wei et al, 2021; Budjalemba & Listyani, 2020; Gillis & Krull, 2020)

In contrast, some researchers have preferred utilizing teachers' written feedback to provide feedback on students' writing. The effectiveness of teachers' written feedback has been demonstrated in studies conducted by Al- Nofaie (2020) and Gaynor (2020). In their seminal work, Mahmud (2019) investigated the functions of teacher and peer feedback in the process of written revisions.

Based on an extensive review of relevant literature, the writer has found a need for more research comparing student perceptions following instruction in writing activities utilizing peer feedback and teacher feedback techniques. Despite numerous advantages and disadvantages associated with implementing these feedback methods, studies that directly compare the effects of peer and teacher feedback on student perceptions have yet to be identified. There is a lack of research examining the impact of writing anxiety, a psychological factor, on students' writing achievement and its influence on using writing feedback techniques in classroom instruction. Thus, the research was conducted to explore the perception of students with low and high writing anxiety about the learning activities in the implementation of teacher feedback, peer feedback.

B. Research Methodology

A quantitative survey was undertaken to ascertain students' perceptions of learning activities (Creswell, 2015). The survey aimed to collect data on students' perceptions of writing activities using peer feedback and teacher feedback. The survey was conducted among students enrolled in a Writing course. There were two writing class surveyed by the researcher. In the first class (PBI A), the students were taught using peer feedback writing activities. Meanwhile, in the second class (PBI B), the students were taught using teacher feedback.

The researcher opted to utilize the purposive sampling technique. The researcher selected two classes from four in the study, employing two criteria: comparable student enrollment and a comparable range of writing anxiety levels. The researcher employed the SLWAI (Second Language Writing Anxiety) scale developed by Hasan et al (2020) to categorize the students into groups based on their writing anxiety levels. Based on the results of the second language writing anxiety inventory questionnaire administered to all students enrolled in Writing IV classes before the treatment, the researcher selected two groups; PBI A

and PBI B as the samples for the study. These groups were chosen because they had similar total numbers of students (PBI 4A had 21 students, and PBI 4B had 25 students) and exhibited comparable distributions of low and high writing anxiety. Specifically, PBI 4A had nine students with low writing anxiety and 12 students with high writing anxiety, while PBI 4B had 11 students with low writing anxiety and 14 students with high writing anxiety.

Two classes received two sets of questionnaires: one set went to the students who learned through peer feedback, while the other set went to the students who learned through teacher feedback. A group of students who were taught utilizing the peer feedback technique received a set of questionnaires with 40 closed-ended questions. The following categories were the guidelines for creating the items:

Table 1. Classification of Closed-Ended Questionnaire Items for peer feedback Class

Category	Item
ability to accept criticism from peers	1-9
The value of reading other people's writing	10 -13
Taking recommendations from friends	14,15,16,17,18,19,20,26,27
The value of peer-reviewed comments on the initial draft	21,22,23,24,25
The efficacy of incorporating comments during the second revision process	28 – 32
The impact of peer feedback on students' anxiety levels.	33 – 40

A group of students who were taught utilizing the peer feedback technique received a set of questionnaires with 35 closed-ended questions. The following categories were the guidelines for creating the items

Table 2. Classification of Closed-Ended Questionnaire Items for Teacher Feedback Class

Category	Item
Welcoming written feedback from the teacher	1-9
The efficacy of written feedback provided by teachers on initial revision drafts	10 -14
Accepting comments made orally during an oral conference	15-22

The efficacy of incorporating comments during the second revision process	23-27
The impact of teacher feedback on students' anxiety levels.	28-35

Following the data collection phase, the subsequent step entails the analysis of the acquired data. The data obtained from the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS) software, along with various statistical formulas.

C. Results and Discussion

1 Results

Students' Perceptions Toward Teacher Feedback Writing Technique

Welcoming written feedback from the teacher

Students who experience lower levels of writing anxiety tend to view the written comments positively provided by their lecturer. These students hold favorable perceptions regarding the written feedback received from their lecturer. Students who experience high levels of writing anxiety exhibit uncertain attitudes towards accepting written comments from their lecturers.

Upon conducting the analysis using the Mann & Whitney nonparametric test in SPSS 20, the researcher obtained the following results: the Mann & Whitney test revealed a significance value (2-tailed) of 0.0335, which is lower than the predetermined significance level of $\alpha=0.05$. In essence, a notable disparity was observed in the perceptions of students with low and high writing anxiety levels regarding their willingness to accept written feedback from their instructor. Students with low writing anxiety exhibited more favorable perceptions than those with high writing anxiety.

The efficacy of written feedback provided by teachers on initial revision drafts

Research findings indicate that students who experience lower levels of writing anxiety exhibit a favorable perception regarding the utility of written feedback provided by teachers on their initial revision drafts. Meanwhile, it has been observed that students who encounter elevated levels of writing anxiety tend to hold a favorable perception regarding the utility of written feedback offered by instructors on their preliminary revision drafts.

The Mann-Whitney test yielded a two-tailed p-value of 0.173, more significant than the predetermined alpha level of 0.05. In essence, the study found no statistically significant difference in the perceptions of students with varying levels of writing anxiety regarding the effectiveness of written comments given by the instructor on their initial revision drafts.

Accepting comments made orally during an oral conference

Students with lower levels of writing anxiety tend to view the process of receiving verbal feedback during oral conferences in a positive manner. In contrast, it has been observed

that students who experience high levels of writing anxiety tend to respond favorably to receiving verbal feedback during oral conferences.

Upon conducting the analysis utilizing the Mann & Whitney nonparametric test through SPSS 20, the researcher observed that the significance value (2-tailed) was calculated to be 0.247, which exceeds the predetermined alpha level of 0.05. Put simply, there was no notable disparity observed in the perceptions of students with low and high levels of writing anxiety when it came to their acceptance of verbal comments during oral conferences.

The efficacy of incorporating comments during the second revision process

Students with lower levels of writing anxiety have demonstrated a positive perception of the usefulness of verbal comments provided by teachers during oral conferences for second revision drafts. In contrast, it has been observed that students with elevated levels of writing anxiety hold a positive perception regarding the value of verbal feedback provided by their instructor to revise their second draft.

The Mann-Whitney test yielded a two-tailed significance value of 0.056, more significant than the predetermined alpha level of 0.05. In essence, a lack of statistically significant disparity was observed in the perceptions of students with varying levels of writing anxiety regarding the efficacy of accepting verbal feedback during oral conferences.

The impact of teacher feedback on students' anxiety levels

The students who experience lower levels of writing anxiety have reported perceiving the impact of teacher feedback on their writing anxiety in a positive manner. The students who experience high levels of writing anxiety have reported perceiving the impact of the teacher feedback writing technique less favorably.

The Mann-Whitney test yielded a two-tailed significance value of $0.001/2 = 0.0005$, smaller than the predetermined significance level of $\alpha = 0.05$. In essence, a notable disparity existed in the perceptions of students with low and high writing anxiety levels regarding the impact of teacher feedback on their writing anxiety. Students with low writing anxiety had more favorable perceptions than those with high writing anxiety. Therefore, the students who reported lower levels of writing anxiety had more positive perceptions regarding the impact of teacher feedback writing techniques on their writing anxiety than those who reported higher writing anxiety levels.

A comparative analysis of the general perceptions of students with low and high levels of writing anxiety, instructed through the utilization of the teacher feedback writing technique

Upon conducting the analysis using the Mann & Whitney nonparametric test with the aid of SPSS 20, the researcher obtained the following outcome: the Mann & Whitney test revealed a two-tailed significance value of 0.00, which is lower than the predetermined alpha level of 0.05. A notable distinction was observed in the perceptions of students with varying levels of writing anxiety who were instructed through the teacher feedback writing technique.

Therefore, students with lower writing anxiety levels exhibited more favorable attitudes toward learning activities involving teacher feedback than students with higher writing anxiety

Students Perceptions Toward Peer Feedback Writing Technique

Ability to accept criticism from peers

Students with lower levels of writing anxiety are more likely to perceive a greater willingness to provide positive feedback. The students who experience high levels of writing anxiety have been observed to exhibit a positive inclination towards receiving feedback.

The Mann-Whitney test revealed a two-tailed significance value of 0.2125, which is greater than the predetermined alpha level of 0.05. In essence, the study found that there was no statistically significant disparity in the perceptions of students with varying levels of writing anxiety regarding their inclination to provide feedback.

The value of reading other people's writing

Students who experience lower levels of writing anxiety tend to view reading their peers' writing as beneficial or advantageous. Students who experience high levels of writing anxiety tend to view reading their peers' writing as beneficial.

The Mann-Whitney test yielded a two-tailed significance value of 0.081/2 = 0.04, below the predetermined significance level of $\alpha = 0.05$. A notable disparity existed in the perspectives of students with low and high writing anxiety levels regarding the perceived utility of reading their peers' written work.

Taking recommendations from friends

Students with lower levels of writing anxiety tend to perceive the utility of accepting feedback from their peers in a positive manner. Students who experience high levels of writing anxiety tend to exhibit a positive attitude toward receiving feedback from their peers.

The Mann-Whitney test yielded a two-tailed significance value of 0.421/2 = 0.2105, which exceeds the predetermined alpha level of 0.05. No statistically significant disparity was observed in the perceptions of students with low and high writing anxiety levels regarding their willingness to accept feedback from their peers.

The value of peer-reviewed comments on the initial draft

The students who struggle with writing have a positive perception of the value of peer feedback on the initial draft. Students who struggle with writing have a favourable perception of the value of peer feedback on the initial draft.

According to the Mann & Whitney test, the sig (2-tailed) value was determined to be larger than (0,05) at 0,745/2 = 0,3725. In other words, there was no discernible difference in how students with low and high levels of writing anxiety felt about the value of peer feedback on the first revision draft.

The efficacy of incorporating comments during the second revision process

Students with low writing anxiety positively perceive the value of peer feedback on their second revision drafts. In contrast, students with high writing anxiety have a favorable perception of the value of peer feedback on their second revision drafts.

According to the Mann & Whitney test, the sig (2-tailed) value was 0,251/2 = 0,1255 and is higher than (0,05). In other words, there was no discernible difference in how students with low and high writing anxiety felt about the value of peer feedback on the second draft under revision. Consequently, students with low and high writing anxiety had similar views on the value of their peers' input on their second-draft revisions.

The impact of peer feedback on students' anxiety levels

The use of the peer feedback writing technique has been warmly received by the pupils who have low levels of writing anxiety. The installation of the peer feedback writing technique has been warmly received by the pupils who have high levels of writing anxiety.

According to the Mann & Whitney test, the sig (2-tailed) value was found to be larger than (0,05) at 0,832/2 = 0,208. In other words, there was no discernible difference between how anxious students were about writing and how they perceived the implementation of the peer feedback writing technique to have on their anxiety.

A comparative analysis of the general perceptions of students with varying levels of writing anxiety who were instructed through the implementation of the peer feedback writing technique

The Mann-Whitney test yielded a two-tailed significance value of 0.223/2 = 0.111, which exceeds the predetermined alpha level of 0.05. In essence, the study found that there was no statistically significant disparity in the perceptions of students with low and high levels of writing anxiety who were instructed using the peer feedback writing technique. Specifically, students with low writing anxiety exhibited similar perceptions to those with high writing anxiety. Hence, the perceptions of students with varying levels of writing anxiety towards the entirety of peer feedback activities exhibited a notable degree of similarity.

2. Discussion

The study's findings indicate that students' perception of their instructor's written feedback on learning activities varied depending on their level of writing anxiety. Specifically, students with lower writing anxiety reported a more favorable perception of the teacher feedback writing technique compared to students with higher writing anxiety. Moreover, it has been observed that students with lower writing anxiety tend to hold a favorable perception regarding the significance of the written feedback offered by teachers on the initial revision draft. Similarly, these students also exhibit a positive attitude towards accepting verbal feedback during oral conferences and recognizing the value of the verbal feedback provided by teachers on the second revision draft during these conferences. The students who experienced

lower levels of writing anxiety exhibited greater confidence in modifying their writing based on the feedback provided by their instructor compared to the students who reported higher levels of writing anxiety. Furthermore, the students experienced heightened comfort and confidence when engaging in the writing course.

According to the findings of the author's preliminary investigation, it was observed that the students did not receive any form of feedback on their essays from external sources. The students were unaware that there would be an intended audience for their writing. Mao et al (2019) emphasized the significance of being cognizant of the audience. According to his assertion, the development of critical reading skills in students may enhance their ability to critically analyze and revise their own written work. According to Hyland and Hyland (2019), it is imperative for writers to consider their target audience, particularly those who can provide prompt feedback. An engaged and authentic audience plays a crucial role in providing feedback to the writer, indicating the effectiveness of their message. This, in turn, motivates student writers to align their writing with the specific characteristics and expectations of their readers.

Receiving feedback from the lecturer can potentially enhance students' awareness of their intended writing audience. According to Lee (2020) the concept of "reader-based prose" refers to the comments, questions, and suggestions provided by readers to writers, as opposed to the writer-centric approach of producing prose. The writer gains valuable insights from feedback, which helps them identify instances where they may have inadvertently misled or confused the reader due to insufficient information, illogical organization, inadequate idea development, or inappropriate word choice or tense.

The assertion regarding the beneficial effects of teacher feedback on students is corroborated by previous research findings. It has been demonstrated that written feedback provided by teachers has been shown to be effective. The student participants not only integrated a significant portion of their teacher's feedback but also demonstrated a reduced number of errors (Hobbs, 2020; Jaleel & Rauf, 2023).

According to the data obtained from the questionnaire assessing the perceptions of students experiencing high levels of writing anxiety, it was determined that none of the participants believed that using teacher feedback as a writing technique could alleviate their apprehension towards writing. Most students who experience high levels of writing anxiety perceive that the learning process does not effectively promote feelings of relaxation and confidence in their writing abilities. The experience of discomfort has the potential to heighten the tension experienced during the learning process, thereby exerting a detrimental impact on an individual's writing proficiency.

Another contributing factor was that students with elevated writing anxiety levels exhibited heightened nervousness when required to engage in face-to-face discussions with their instructors. It has been confirmed that the individuals in question express a preference for written feedback as opposed to verbal feedback. This was because the students perceived their instructor's written feedback to be sufficiently explicit, prompting them to make revisions to their essays following the feedback provided. The students expressed concerns about engaging

in discussions with their lecturer, as they believed it could lead to confusion regarding the topics to be discussed with the lecturer. The experience of feeling nervous had a detrimental impact on the student's ability to concentrate during the discussion.

A significant proportion of students who experience high levels of writing anxiety often lack the awareness of appropriate inquiries to pose to their instructor during oral conference sessions. This is likely associated with the writing proficiency of students. Students who experience high levels of writing anxiety often exhibit lower writing proficiency and may also demonstrate a lack of proficiency in the English language. The students often needed clarification or had difficulty comprehending the lecturer's explanations.

Another contributing factor to the ineffectiveness of teacher feedback for students experiencing high levels of writing anxiety was their hesitance to engage in oral conference sessions with their instructor. Based on the writer's empirical observations during an oral conference, wherein students individually engaged in direct discussions with the lecturer, it was discerned that the lecturer consistently responded to all student inquiries in a considerate manner. Nevertheless, the inquiries posed by the students tended to be generality, and the students did not offer any subsequent rebuttals or follow-up inquiries after the lecturer's elucidation or response to their initial questions. Students were reluctant to pose questions to their lecturer frequently. Based on the interview, the writer obtained information indicating that the lecturer's higher position relative to the students was determined in their final scores. Hence, a counter-back discussion was infrequently observed in oral conference sessions.

Using the teacher feedback writing technique highlights a teacher-centered approach to learning, wherein instructors possess greater authority and influence over educational activities. Several researchers have engaged in discussions regarding the weaknesses associated with teacher-centered learning. Driscoll et al (2020) have posited that a teacher-centered learning process may result in students assuming passive roles as recipients of knowledge. Furthermore, Xu et al (2020) has provided a description indicating that in a teacher-centered learning environment, student attention tends to be highest during the initial 15 minutes, followed by a rapid decline until the last 10 minutes of the session.

Furthermore, the act of sharing feedback with others serves to restrict the revision process solely to the feedback provided by the lecturer. The students would become aware that an alternative readership for their written work may exist beyond their instructor. Peer feedback can mitigate students' tendency to depend on their instructor passively. The students tend to unquestioningly adhere to all directives provided by their lecturer without engaging in critical analysis or deliberation. This phenomenon occurred due to the student's perception of the lecturer as the classroom's most authoritative and knowledgeable individual. As an expert in the field, the lecturer possesses knowledge and expertise that render their perspectives and opinions highly credible and reliable.

Several researchers also documented similar findings. Implementing a teacher-centered learning approach may result in students assuming a passive role as recipients of information disseminated by the instructor (Fauth et al, 2019). Consequently, the students develop a reliance

on their instructor to provide them with the necessary information, thereby evading accountability for their educational progress. Furthermore, Namoun and Alshanqiti (2020) also documented a comparable scenario wherein students habituated to passivity exhibit a diminished capacity to handle challenging situations.

In contrast, during peer feedback sessions, students are not merely passive recipients of feedback from their peers but possess agency in determining whether to incorporate the feedback into their essay revisions. Consequently, this outcome would discourage students from developing a reliance on their instructor. The data analysis findings, which examined students' responses to peer feedback activities, indicate that students with both low and high levels of writing anxiety experienced an increase in autonomy. In essence, they possessed agency over their learning process. Most students who experience high and low writing anxiety levels also demonstrate a solid commitment to their learning process. Despite encountering various challenges, the students consistently exerted significant effort in adhering to all stages of their learning activities.

The cognitive engagement demonstrated by most students during the implementation of peer feedback writing activities in this study has already been suggested by previous researchers. It is recognized as one of the benefits of peer feedback writing. When students actively engage in reading and providing feedback, they become aware of the presence of readers in their written work. Therefore, engaging in this activity would enhance their awareness of their essay's target audience. Subsequently, due to the collective awareness among the students that their fellow group members are at a similar level of learning, they perceived it as unnecessary to integrate their peers' feedback into their revision process (Nieland et al, 2020; Suprayogi & Eko, 2020). Finally according to Baghoussi (2021), The students possessed autonomy concerning their writing which increased their level of independence.

The implementation of peer feedback can alleviate the lecturer's workload. Several researchers have described the restricted feedback teachers provide to their students. Walker and Koralesky (2021) exemplified that the frequency of teachers' comments decreased as the course advanced. This phenomenon is likely attributable to the fatigue experienced by teachers and the excessive burden of grading assignments. Another potential factor contributing to the limited provision of feedback by the teacher may have been the heterogeneous range of student abilities within the class (Huisman et al, 2019; Nagao, 2019) delineated that the characteristics of feedback varied based on the level of proficiency. The researchers discovered that students at the intermediate level received the highest number of comments, followed by those at the low level and then the high level. Lower-level learners received minimal feedback on vocabulary and content, while the teacher primarily commented on grammar and mechanics.

D. Conclusion and Suggestion

The analysis examining students' perceptions indicates no statistically significant distinction in the perceptions of students experiencing writing anxiety who were instructed using either teacher feedback or peer feedback. In essence, students who experience lower

levels of writing anxiety exhibited a favorable attitude towards the utilization of both teacher feedback and peer feedback. In the interim, notable variations emerged in the perspectives of students exhibiting elevated writing anxiety levels who received instruction through teacher feedback instead of peer feedback.

The writer intends to propose several recommendations as outlined below: The research has a narrow scope, thus necessitating additional investigation into the impact of individual feedback on the advancement of various writing components during students' revision process. Subsequently, given that only a single psychological factor is hypothesized to influence students' writing proficiency and the utilization of writing techniques, it becomes imperative to ascertain any additional factors. Consequently, it is imperative to undertake research and development endeavors to formulate appropriate strategies for integrating writing feedback techniques into teaching writing.

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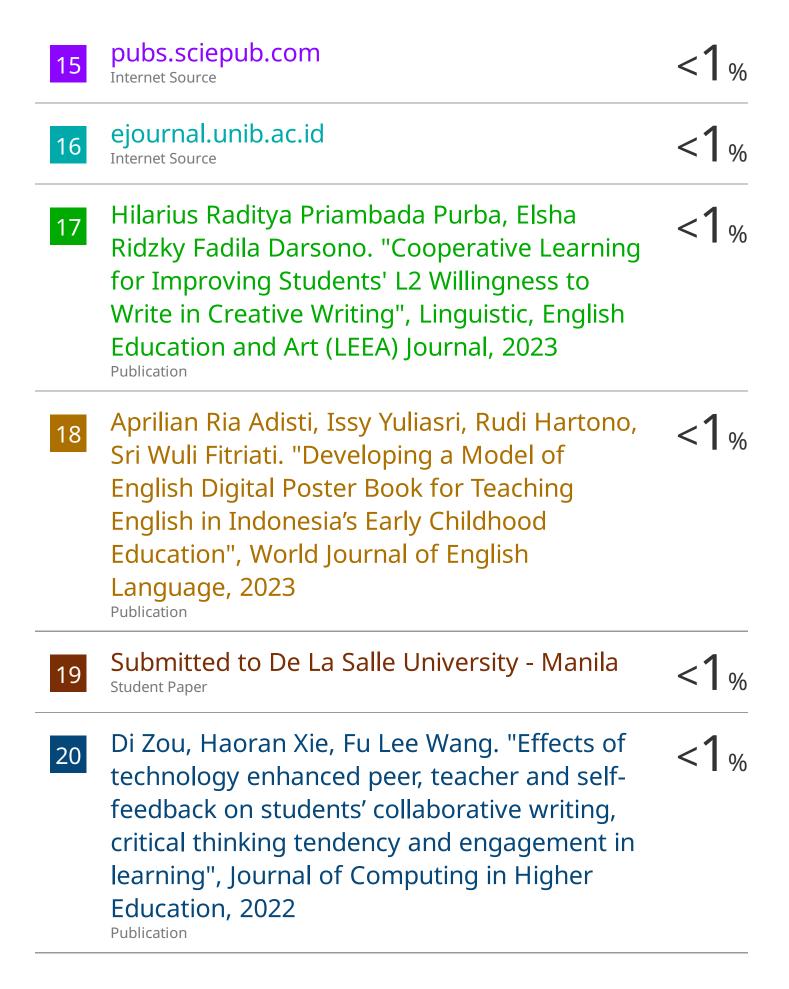
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