ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

Research on EFL Learners' Engagement with Feedback in English Writing

Yue Feng[1,a,*]

[1]*College of Foreign Languages and Cultures, Geely University of China, Chengdu, China*
[a]*fengy_guc@163.com*
**Corresponding author*

Abstract: *This research utilized Zhang and Hyland's framework on learner engagement with writing feedback as its theoretical basis. It employed a mixed-methods approach, integrating quantitative and qualitative analyses, to examine English-as-a-foreign-language (EFL) learners' behavioral, cognitive, and affective engagement with three types of corrective feedback: feedback provided by an automated writing evaluation (AWE) system, peer feedback, and teacher feedback. The study was conducted among 32 sophomore English majors at a Chinese university. The results reveal that students generally exhibited high levels of engagement with corrective feedback, which supports the educational effectiveness of the integrated "AWE + peer + teacher feedback" model.*

Keywords: *Corrective Feedback; Learner Engagement; EFL Learners; Automated Writing Evaluation*

1. Introduction

Research in the field of EFL (English as a Foreign Language) writing has shown growing interest in how English learners engage with writing feedback[1][2]. Some scholars argue that student engagement with feedback—rather than feedback itself—is crucial for learning, as effectively utilizing feedback to iteratively refine drafts can enhance writing proficiency[3]. It must be noted, however, that student engagement is a complex process, and learners may disengage from feedback-related activities at any stage. Additionally, teachers play a pivotal role in fostering engagement by shaping learners' cognitive perceptions, creating supportive environments, and offering diverse feedback modalities[4][5]. Yet, few studies have explored feedback engagement among EFL learners, particularly in the Chinese EFL teaching context. Key gaps remain: how writing instructors facilitate such engagement, and the extent to which learners actually engage with feedback. To address these, the present study adopted a mixed-methods approach (quantitative and qualitative) within an authentic classroom setting—without researcher intervention—to examine how both teachers and learners integrate three feedback types into EFL writing pedagogy: teacher feedback, peer feedback, and feedback provided by an automated writing evaluation (AWE) system. This article focuses on answering one central research question: To what extent do EFL learners engage with English writing feedback during the drafting and revision process?

2. Literature Review

2.1. Concept of Student Engagement

The term "student engagement" was primarily used to explain academic outcomes. The psychologist Taylor defined "student engagement" as "Time on Task," studying the amount of time learners spend on academic tasks and the impact of this time investment on task completion[6]. Fredricks et al. identified three types of engagement: behavioral engagement, affective engagement, and cognitive engagement[7]. Later, Ellis applied the learner engagement encompassing these three dimensions to second language acquisition research, suggesting that "engagement" refers to how learners respond to oral and written feedback[8]. Among these, cognitive engagement focuses on how learners notice feedback, indicating their cognitive responses to feedback through revision operations (such as rewriting and restructuring) and cognitive strategies (such as evaluation and monitoring). Behavioral engagement is concerned with the specific behavioral responses of learners to feedback, mainly reflected in learners' revision behaviors (i.e., whether and how learners adopt feedback to modify their texts) and the time spent on revisions. Affective engagement refers to learners' attitudinal responses to feedback. Zhang and Hyland[9], based

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

on the research of Fredricks et al.[7], proposed a theoretical model to explore the degree of learner engagement with second language (L2) writing feedback (see Figure 1). This engagement model has gradually attracted the attention of researchers in L2 acquisition. This study also used this model to analyze the level of learner engagement with multiple feedback on EFL writing.

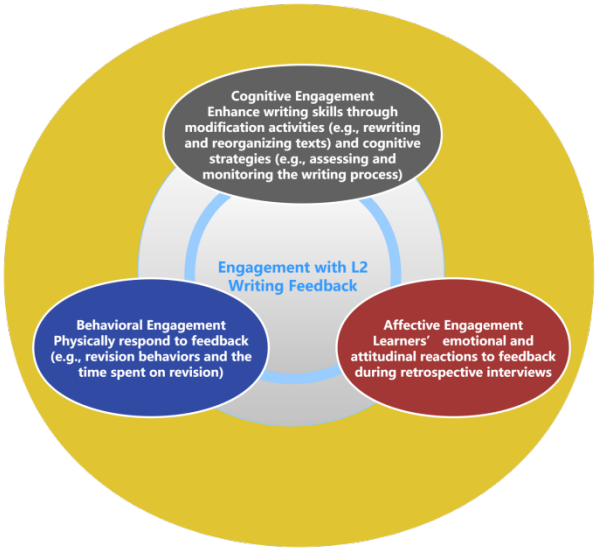

Figure 1: Theoretical model of EFL learners' engagement with writing feedback[3]

2.2. Research on EFL Learners' Engagement with Writing Feedback

Currently, most studies have primarily focused on the effectiveness of teacher feedback, including the presentation and specificity of teacher feedback[10]. These studies vary in design but consistently show that students generally have a negative attitude towards teacher feedback. For example, learners find it difficult to understand or do not know how to use teacher feedback to promote learning[11], and consider teacher feedback to be not detailed or timely[12]. To compensate for the shortcomings of teacher feedback, peer feedback and AWE feedback have been introduced into EFL writing instruction as supplements to teacher feedback[3]. It is believed in academia that peer feedback can promote meaning negotiation among learning peers, expose students to different perspectives, provide emotional support to each other, and thus achieve collaborative learning[13]. Over the past decade, with the development of technologies such as natural language processing, text classification, and latent semantic analysis, AWE systems have been able to provide more accurate, timely, and efficient formative and summative writing feedback[14][15][16]. Consequently, AWE systems like *Pigai* and *iWrite* have been widely used in EFL writing instruction at universities in China. In fact, learners need a richer variety of writing feedback, such as oral feedback, written feedback, peer feedback, AWE feedback, audiovisual feedback, etc.[17], extracting the essence of various types of feedback to assist learners from different perspectives in improving the quality of their English essays.

A plethora of studies have compared the impact of teacher feedback, peer feedback, and AWE feedback on learners' EFL writing abilities, but most of these studies have mainly explored from the teacher's perspective, leaving it unknown how learners engage with different types of feedback. Therefore, the field of feedback research needs to shift towards learners' or feedback recipient's perspective, focusing on how learners engage with feedback and how they use writing feedback. This shift from viewing students as passive recipients to active users of feedback can help EFL writing teachers better understand how students engage with writing feedback and how to help learners become more engaged in writing tasks.

A handful of studies have shown that different factors may affect the degree of learner engagement with feedback, such as learner beliefs and skills[18], teaching environment[19], and modes of feedback presentation[5]. However, these inquiries are largely theoretical, with few studies exploring practical methods that can promote student engagement with feedback and lead to positive learning outcomes. Recent studies have focused on how students engage with teacher, peer, and AWE feedback from behavioral, emotional, and cognitive perspectives[1][9][20]. The results of these studies help clarify why learners engage or disengage with different types of feedback, but the limitation is that subjects in each

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

study only receive one type of feedback. However, students not only receive different types of feedback but also actively seek information through other channels[12]. Therefore, this study aims to explore how EFL learners respond to three different types of feedback (teacher, peer, and AWE feedback) during the writing process and the degree to which they engage with different types of feedback.

3. Methodology

3.1. Participants and Teaching Context

The subjects of this study were 32 sophomore English majors from a Chinese university. Among the 32 students, there were 6 males and 26 females, with an average age of 19.31 years (*SD*=0.27). The research commenced during the fall semester of the 2024-2025 academic year, when one friend of the researcher was teaching the course *Intermediate English Writing I*, which lasted for 16 weeks. The reason for selecting this instructor's writing course as the research teaching context is her extensive experience in writing instruction and the unanimous praise received from students. The researcher contacted the instructor and obtained her consent to participate in this study. Upon understanding the purpose of this study, all students agreed to share their English essays and participate in interviews.

As the students were about to take TEM-4 (Test for English Majors Band 4), the writing course mainly focused on argumentative essay writing, requiring students to complete an essay on a topic every three weeks, totaling five writing assignments. For each writing task, students received three types of feedback: AWE feedback, peer feedback, and teacher feedback. The AWE system *Pigai* was employed to provide automated writing feedback to students. It is worth mentioning that *Pigai* has been used by over 6000 schools and nearly 20 million EFL learners in China. All English major students at the school had been using *Pigai* since their freshman year, thus being very proficient with the system's feedback and operations. Additionally, students freely paired up to complete peer reviews, resulting in 16 groups from the 32 students. Although this was not the students' first time conducting peer assessments, to ensure the effectiveness of peer review, the instructor provided detailed guidance on how to effectively engage in peer review.

The overall writing instruction process is as follows. After explaining writing knowledge and skills, the teacher assigned corresponding writing tasks, and students prepared for the writing tasks. Students produced four drafts for each task; after completing the first draft, they submitted it to the *Pigai* platform and revised it based on its feedback to produce the second draft. Then, students sent the electronic version of their essay to their peer reviewers. The peer review task was conducted after class to ensure that students were not constrained by classroom time. During the review process, reviewers needed to evaluate the strengths and weaknesses of the essay in terms of vocabulary, grammar, content, and organization, and provided solutions for the identified issues. Students revised their essays based on peer feedback to produce the third draft. Finally, the teacher reviewed the third draft, provided feedback, and students revised their essays based on teacher feedback to complete the final draft.

3.2. Data Collection and Analysis

Based on the learner engagement model and existing research, this study explored the extent to which learners engaged with writing feedback across three dimensions—namely, behavioral, emotional, and cognitive—by comparing changes in students' drafts and analyzing retrospective interviews. The originality of this study lies in carefully analyzing learners' revision behaviors and investigating the ways and reasons for their revision behaviors. However, due to the large sample size, the researcher only analyzed the first and last drafts of the essays. Each essay included four drafts, so a total of 256 essays were analyzed. Text analysis involved students' essays and three types of writing feedback. The study conducted quantitative analysis based on Zhang and Hyland's feedback classification[3] and Ferris's error focus classification[21], resulting in 12 error focuses and 5 types of feedback. Additionally, according to Zhang and Hyland[3] and Faigley and Witte's[22] revision classifications, the modifications in students' different drafts were coded into seven categories: null revision, effective revision, ineffective revision, addition, deletion, substitution, and rewriting (see Table 1). To enhance the precision of the data analysis, an experienced applied linguist was invited to collaborate on the coding process. The inter-rater reliability for coding error focuses, feedback types, and revision categories by the two researchers were 98.1%, 96.7%, and 94.6%, respectively, with disagreements resolved through discussion.

Eight students, comprising two males and six females, engaged in retrospective interviews. Each interview, averaging 30 minutes in duration, delved into their experiences with utilizing three distinct

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

types of feedback and their perspectives on these feedback mechanisms. Conducted in Mandarin Chinese post the conclusion of each writing assignment, the interviews followed a semi-structured format. With participants' permission, the interviews were fully recorded, transcribed, and the content was then correlated with the three dimensions of learner engagement. The same applied linguist collaborated on coding the transcripts. The inter-coder reliability for behavioral, emotional, and cognitive engagement was found to be 96.4%, 94.5%, and 92.1% respectively, falling within an acceptable range. Disagreements were amicably addressed through discussions between the two coders.

Table 1: Revision types

Revision Types	Description
Null Revision	No response to the feedback
Effective Revision	Correcting grammatical errors and errors in writing mechanics (such as spelling, punctuation, etc.)
Ineffective Revision	Failure to correct grammatical errors and errors in writing mechanics
Addition	Adding extra words or phrases beyond correcting errors
Deletion	Removing parts of the text identified as problematic in the feedback
Substitution	Replacing original words or phrases with other words or phrases
Rewriting	Adjusting the syntactic or discourse structure of the text

4. Findings

4.1. Characteristics of Feedback

This study tabulated the types of errors and the number of errors diagnosed by three types of feedback. As shown in Table 2, there were differences in the proportion of error foci among various types of feedback. This diversity is beneficial for learners because, compared to encountering only one form of feedback, they could receive more input information and examine the issues existing at different stages of writing from various perspectives.

Table 2: Different Error Proportions in Each Type of Feedback (%)

Error Focus	AWE	Peer	Teacher	Error Focus	AWE	Peer	Teacher
Spelling	27.4	8.5	0	Adjectives	4.2	3.6	0
Nouns	12.4	23.6	0	Adverbs	2.5	6.3	0
Prepositions	7.2	0	0	Capitalization	4.5	0	0
Verbs	15.3	21.4	0	Punctuation	6.3	0	0
Articles	8.2	1.6	0	Collocations	4.3	4.6	32.6
Pronouns	1.8	5.4	0	Syntax	5.9	25	67.4

It is noteworthy that, in contrast to peers and *Pigai*, teachers have not only supplied indirect error correction feedback but also enriched their feedback with additional side notes and endnotes (as Table 3), thereby furnishing students with valuable writing advice.

Table 3: Proportions of Various Types of Feedback

Forms of Feedback	AWE (%)	Peer (%)	Teacher (%)
Direct	0	22.6	0
Indirect	100	52.3	16.8
Side Notes	0	16.5	56.5
Endnotes	0	8.6	26.7
Total	100	100	100

4.2. Behavioral Engagement

As previously mentioned, a key indicator of behavioral engagement is task time, which was illustrated by counting the number of times students submitted essays on the *Pigai* platform and analyzing interview data. The results show that in two writing tasks, 81.25% of students (N=26) submitted their essays at least five times on *Pigai*, (M=7.5, SD=1.45). This indicates that, overall, learners had a high level of engagement with AWE feedback. Interview findings reveal that, on average, learners spent 2.3 hours (SD=0.8) using AWE feedback to revise their essays during both writing tasks, which is more than the

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

time spent using peer feedback (M=1.7, *SD*=0.6) and teacher feedback (M=1.4, *SD*=0.7) to revise their essays. The number of essay submissions and the time spent revising demonstrate a high level of behavioral engagement with writing feedback.

4.3. Cognitive Engagement

This study demonstrates learners' cognitive engagement by analyzing interview data and comparing changes in students' revisions across different drafts. Table 4 lists the statistical breakdown of revision types in all students' drafts for two writing tasks. The statistics show that all seven types of revisions were involved in all drafts, but the frequency of revision types varied in each draft after receiving different types of feedback. For instance, students primarily used AWE feedback for error correction, but after receiving peer feedback, they not only paid attention to error correction but also made substitutions or rewrites. After receiving teacher feedback, the proportion of rewrites was even greater. This implies that students, with the help of teacher feedback, could evaluate their own articles and focus on the content of their writing. Studies have shown that rewrites, as a type of revision, involve more writing planning and thinking, requiring greater cognitive engagement[3].

Table 4: Proportions of Seven Types of Revisions

Revision Types	Second Draft (%)	Third Draft (%)	Forth Draft (%)
Null Revision	2.5	2	1.4
Effective Revision	78.2	42.7	13.5
Ineffective Revision	3.5	2.7	4.5
Addition	2.6	10.7	7.5
Deletion	2.7	7.4	3.5
Substitution	6.6	17.8	6.5
Rewriting	3.9	16.7	63.1
Total	100	100	100

Table 4 presents an overall picture of the revisions, which does not clearly demonstrate the learners' revision behaviors. In light of this, Table 5 illustrates how a single student utilized three types of feedback for revisions.

Table 5: Revision Examples of a Participant

Feedback Type	Revision	Revision Type
Indirect correction from *Pigai*: The expression "in campus" is incorrect.	**Original**: I have been gradually used to the life in campus and adapt to it since I came to university. **Revised**: I have been gradually used to the life in university and adapt to it since I came to university.	Substitution
Side note from peer: This is a run-on sentence	**Original**: Last but not least, university life is the most precious time in our life, what we can do is to spend this period in a meaningful way. **Revised**: Last but not least, university life is the most precious time in our life, and what we can do is to spend this period in a meaningful way.	Effective Revision
Side note from teacher: You can cite an example to illustrate the rich life at university.	For example, in my spare time, I often hung out with my roommates in the downtown where we enjoyed tasty food. Besides, I took a part-time job and acquired abundant knowledge that could not be acquired in class.	Rewrite

4.4. Affective Engagement

Affective engagement was measured by students' emotional and attitudinal responses to feedback during interviews. 87.5% of the respondents (*N*=7) expressed positive views on the integration of AWE feedback in writing instruction. They believed that automated feedback was more "convenient," "timely," "effective," and "helpful for improving writing skills." For instance, Student A said: "I find the *Pigai* platform very convenient. After submitting my essay on the platform, I can get feedback immediately. It used to take weeks to get comments from teachers, but now I don't have to wait that long. Moreover, I

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

can make multiple revisions on the platform to continuously improve my essay score. After being guided by the platform, I revise my essay and then have it reviewed by other students and teachers, which makes me more confident in my writing. Therefore, the feedback from the platform is particularly useful for me."

75% of the students (*N*=6) believed that peer feedback had its value and could provide more direct support from the writer's perspective. For example, Student B said: "I think it makes sense to have my essay reviewed by the *Pigai* platform and then by other students. Although the *Pigai* is timely, it is, after all, a machine and cannot truly understand my essay. Having classmates read each other's essays and express their opinions is very helpful for mutual growth. We can learn about each other's vocabulary, syntax, thoughts, and so on." Student C believed that peer review among classmates could reduce anxiety and enhance confidence because peer groups were composed of learners who had a harmonious relationship, and pointing out issues to each other did not cause embarrassing situations.

All students indicated that although teacher feedback focused more on deep dimensions such as content and structural arrangement of the essay, which greatly contributed to the improvement of writing skills, teacher feedback was often slow and lacked timeliness. In addition, some students pointed out that some feedback provided by teachers was too professional, and students, due to a lack of understanding and fear of communicating with teachers, often ignored some of the teacher feedback, which was not conducive to the improvement of students' writing skills.

5. Discussion and Conclusion

This study analyzed the extent of EFL learners' behavioral, cognitive, and affective engagement when using AWE feedback, peer feedback, and teacher feedback. The results indicate that EFL learners' engagement with writing feedback is a complex process[1][3][4]. In terms of behavioral and affective engagement, learners not only spent ample time and energy during the writing process and after receiving different types of feedback but also needed to manage their emotional attitudes towards feedback. Overall, learners exhibited a positive attitude towards the arrangement of writing feedback. Cognitive engagement is the most challenging of the three dimensions because it requires learners to fully integrate cognitive and metacognitive strategies to evaluate writing feedback and monitor the entire process of essay revision. Given learners' limited language proficiency, they face significant cognitive challenges in evaluating the quality of essays, diagnosing the crux of writing problems, and making effective revisions to their essays. However, this study did not explore the mediating effects of learners' English proficiency and cognitive abilities on their engagement, which could be considered in future research.

The results show that the Intermediate English Writing course involved in this study effectively promoted learners' engagement with writing feedback. AWE feedback can provide timely and effective diagnostic evaluation, offering learners multiple opportunities to revise, allowing them to continuously test their meta-linguistic knowledge during the revision process, and strengthening their English knowledge after repeated trial-and-error[23]. Peer feedback can reduce learners' writing anxiety and promote collaborative learning[1]. Supplementing these two types of feedback with teacher feedback can alleviate teachers' pressure and also enable learners to pay more comprehensive attention to English writing, as teachers can focus less on superficial issues when reviewing essays and spend more time on deeper aspects such as content, discourse, and logic[24]. The combination of "AWE feedback + peer feedback + teacher feedback" allows learners to balance local and global aspects of their writing at every stage and makes them realize that using writing feedback for revision is an indispensable part of the writing process, as good essays are refined through continuous polishing[25]. Additionally, integrating these three types of feedback provides learners with both online and offline learning modes and a diverse readership (i.e., machines, teachers, and peers), thereby enriching their writing experience.

It must be pointed out that improving EFL learners' engagement with feedback requires teachers to possess exceptional skills and a high level of awareness, which poses higher demands on EFL writing teachers. Teachers need to create integrated and collaborative learning conditions for students but should tailor teaching methods to the characteristics of individual learners rather than simply copying the teaching model used by the writing instructor in this study.

This study preliminarily explored the extent of Chinese university EFL learners' engagement with different types of writing feedback. The findings show that learners had a high overall level of engagement but differed in their engagement with different types of writing feedback, which has certain pedagogical implications for EFL writing instruction. However, there are several limitations in the research design. First, the sample size was small with only 32 students, which might limit the

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

generalizability of the results. Second, the study only analyzed the writing texts produced by learners in two tasks and did not compare whether there were differences in how learners used different feedback for revisions between the two tasks. Writing is a dynamic and complex process, and learners' behavioral and emotional dimensions may fluctuate. Third, inferring learners' cognitive engagement solely based on statistical changes in different drafts of their texts and interview data does not provide a complete picture of the learners' writing and revision processes. Future researchers can optimize the research design to address these limitations by: 1) expanding the sample size and considering factors such as age, gender, and region of subjects for horizontal and vertical comparisons; 2) analyzing the dynamic changes in learners' engagement with EFL feedback; 3) using more sophisticated research tools to measure learners' engagement levels, such as employing think-aloud protocols and eye-tracking technology for accurate and in-depth measurement of cognitive engagement.

References

[1] Yu S, Zhang Y, Zheng Y, et al. Understanding Student Engagement with Peer Feedback on Master's Theses: A Macau Study [J]. Assessment & Evaluation in Higher Education, 2019, 44(01): 50-65.
[2] Zhang Z V. Engaging with Automated Writing Evaluation (AWE) Feedback on L2 Writing: Student Perceptions and Revisions [J]. Assessing Writing, 2020, 43: Article 100439.
[3] Zhang Z V, Hyland K. Student Engagement with Teacher and Automated Feedback on L2 Writing [J]. Assessing Writing, 2018 (36): 90-102.
[4] Handley K, Price M, Millar J. Beyond 'Doing Time': Investigating the Concept of Student Engagement with Feedback [J]. Oxford Review of Education, 2011, 37(4): 543-560.
[5] Lunt T, Curran J. 'Are You Listening Please?'The Advantages of Electronic Audio Feedback Compared to Written Feedback [J]. Assessment & Evaluation in Higher Education, 2010, 35(7): 759-769.
[6] Tyler, R W. Basic Principles of Curriculum and Instructions [M]. Chicago: University of Chicago Press, 1969.
[7] Fredricks J A, Blumenfeld P C, Paris A H. School Engagement: Potential of the Concept, State of the Evidence [J]. Review of Educational Research, 2004, 74(1): 59-109.
[8] Ellis R. Epilogue: A Framework for Investigating Oral and Written Corrective Feedback [J]. Studies in Second Language Acquisition, 2010, 32(2): 335-349.
[9] Koltovskaia S. Student Engagement with Automated Written Corrective Feedback (AWCF) Provided by Grammarly: A Multiple Case Study [J]. Assessing Writing, 2020, 44: Article 100450.
[10] O'Donovan B, Rust C, Price M. A Scholarly Approach to Solving the Feedback Dilemma in Practice [J]. Assessment & Evaluation in Higher Education, 2016, 41(6): 938-949.
[11] Mulliner E, Tucker M. Feedback on Feedback Practice: Perceptions of Students and Academics [J]. Assessment & Evaluation in Higher Education, 2017, 42(2): 266-288.
[12] Boud D, Molloy E. Rethinking Models of Feedback for Learning: The Challenge of Design [J]. Assessment & Evaluation in Higher Education, 2013, 38(6), 698-712.
[13] Harland T, Wald N. The Assessment Arms Race and the Evolution of a University's Assessment Practices [J]. Assessment & Evaluation in Higher Education, 2021, 46(1): 105-117.
[14] Ding L, Zou D. Automated Writing Evaluation Systems: A Systematic Review of Grammarly, Pigai, and Criterion with a Perspective on Future Directions in the Age of Generative Artificial Intelligence[J]. Education and Information Technologies, 2024, 29(11): 14151-14203.
[15] Chan S, Lo N, Wong A. Leveraging Generative AI for Enhancing University-Level English Writing: Comparative Insights on Automated Feedback and Student Engagement[J]. Cogent Education, 2025, 12(01): 2440182.
[16] Fu Q K, Zou D, Xie H, et al. A Review of AWE Feedback: Types, Learning Outcomes, and Implications[J]. Computer Assisted Language Learning, 2024, 37(1-2): 179-221.
[17] Henderson M, Ryan T, Phillips M. The Challenges of Feedback in Higher Education [J]. Assessment & Evaluation in Higher Education, 2019, 44(8): 1237-1252.
[18] Adams A M, Wilson H, Money J, et al. Student Engagement with Feedback and Attainment: The Role of Academic Self-Efficacy [J]. Assessment & Evaluation in Higher Education, 2020, 45(2): 317-329.
[19] Christenson S, Reschly A L, Wylie C. Handbook of Research on Student Engagement [M]. New York: Springer, 2012.
[20] Han Y, Hyland F. Exploring Learner Engagement with Written Corrective Feedback in a Chinese Tertiary EFL Classroom [J]. Journal of Second Language Writing, 2015 (30): 31-44.
[21] Ferris, D. Does Error Feedback Help Student Writers? New Evidence on the Short- and Long-Term Effects of Written Error Correction [A]. In: Hyland K, Hyland F, eds. Feedback in Second Language

ISSN 2522-6398 Vol. 8, Issue 4: 127-134, DOI: 10.25236/FER.2025.080419

Writing: Contexts and Issues (Cambridge Applied Linguistics, pp. 81-104). Cambridge: Cambridge University Press, 2006.
[22] Faigley L, Witte S. Analyzing Revision [J]. College Composition and Communication, 1981, 32(4): 400-414.
[23] Stevenson M, Phakiti A. The Effects of Computer-Generated Feedback on the Quality of Writing [J]. Assessing Writing, 2014 (19): 51-65.
[24] Fokides E, Peristeraki E. Comparing ChatGPT's Correction and Feedback Comments with that of Educators in the Context of Primary Students' Short Essays Written in English and Greek[J]. Education and Information Technologies, 2025, 30(02): 2577-2621.
[25] Taylor G. A Student's Writing Guide: How to Plan and Write Successful Essays[M]. Cambridge University Press, 2009.