

EFL Students' Language Accuracy Development through Self-Assessment from Online Written Feedback: How Do They Experience and Perceive It?

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Abstract

Despite myriad studies on writing assessment, those that focus on students' self-assessment in an online writing context remain underexplored. The current descriptive qualitative design explores the EFL students' experiences and perceptions of their language accuracy development through self-assessment from online written feedback (OWF). The study involved 30 EFL students enrolled in a university-level writing course who were required to submit their writing drafts online in Google Docs, and six of them were recruited to participate voluntarily in the semi-structured interview session. This study fills the gap by portraying how EFL students self-assess their language errors with different severity levels since teachers provided OWF through the Grammarly tool. The findings reported that although EFL students experienced internal and external challenges in self-assessment from OWF, most engaged with self-assessment from Grammarly as an OWF tool for specifically identifying their language errors. They believed it could help them develop a greater sense of ownership over their language-learning process, promote learner autonomy, and boost their motivation to learn writing. Most students had positive perspectives on implementing self-assessment through

OWF, particularly on improving their language accuracy, so their writing drafts looked more accurate and readable.

Keywords: EFL students' experience; language accuracy; online written feedback; perceptions; self-assessment

Introduction

The development of language proficiency is a complex process that involves both formal instruction and learner autonomy. In recent years, the use of self-assessment from online feedback as a tool for promoting language development has gained considerable attention in the field of English as a Foreign Language (EFL) education. It provides learners with opportunities to reflect on their language abilities, identify strengths and weaknesses, and set goals for improvement. By actively engaging in the assessment process, learners can become more aware of their learning processes and develop a sense of responsibility for their progress (Bachman & Palmer, 2010; Hosseini & Nimehchisalem, 2021).

Several studies have suggested that self-assessment using online written feedback (OWF) can effectively promote EFL students' language accuracy development. For example, Tyas (2020) found that online feedback could enhance learners' self-assessment accuracy and foster autonomous learning. In another study, Kerman et al. (2022) found that online peer feedback can lead to students' success in improving writing an essay. The findings of this study provide practical implications for the effective design of peer feedback strategies for enhancing students' argumentative essay writing in online learning environments. This is also in line with Javaherbakhsh's (2010) study, which revealed that self-assessment from online feedback can improve EFL students' writing ability. Through digital platforms, learners can receive immediate and personalized feedback, enabling them better to understand their language abilities and areas of improvement. Despite these potential benefits, there are challenges associated with self-assessment from OWF in promoting EFL students' language accuracy (Ruegg, 2015; Yang, 2018).

One challenge is that learners may not always be able to accurately assess their language proficiency, particularly if they lack the necessary language knowledge or experience, and online feedback may not always be perceived as credible or trustworthy. Another challenge is that learners may not always be motivated to engage in self-assessment or may not know how to use the feedback provided to them effectively. In addition, its effectiveness depends on how well it is integrated into the language-learning process and how well learners can use it to support their learning (Fathi et al., 2017). To address these issues or challenges, teachers must provide learners with appropriate training and support in using self-assessment from online feedback (Zhan et al., 2022). This may include teaching learners how to use digital tools effectively, providing clear guidelines for self-assessment, and offering regular opportunities for learners to reflect on their progress and receive feedback from peers, instructors, or teachers.

Studies on the impact of self-assessment on students' writing competency have increased, as other recent studies have attempted to portray them in the context of online learning. Al-Mwazaiji and Alzubi (2022) investigated the potential of online self-assessment or self-evaluation on EFL students' writing skills, and they found that the students' self-assessment and performance in writing significantly correlated, although the effect size was small. In another study, Zakharov et al. (2021) unveiled that self-assessment together with peer assessment can engage students more thoroughly in learning writing without giving much workload to the instructor for having large numbers of writing assignments. Yet, the validity and reliability of self- and peer-assessment are still questionable, primarily when carried out

by inexperienced students. Despite the growing interest in investigating the impact of self-assessment in online writing contexts, studies focusing on this context are scarce. Therefore, the present study attempts to examine EFL students' perceptions of their language accuracy development through self-assessment using online teacher-written feedback. It also explores the factors influencing students' perceptions, such as their prior language learning experience, motivation, and attitudes toward self-assessment and online feedback. By understanding students' experiences and perceptions, teachers can better design and implement self-assessment from online feedback in a way that supports students' motivation and engagement in the language learning process. In line with this, two central research questions will be answered as follows:

1. How do EFL students experience self-assessment of language accuracy development from OWF?
2. What challenges are EFL students encountering during the self-assessment of language accuracy development using OWF?
3. How do EFL students perceive the self-assessment of language accuracy from OWF used in their writings?

Literature Review

Review of Previous Studies in Self-Assessment Practice

Previous studies on self-assessment have been extensively performed and uncovered its positive impacts on developing writing skills. Cömert & Kutlu's (2018) study centered on the effects of self-assessment on university students' writing skills, particularly on several criteria (i.e., content, paragraph organization, and language use). The study results revealed that performing self-assessment effectively improves students' writing skills, with students improving content development and paragraph organization better than in language use. The study also discovered that practicing self-assessment motivated the students more in writing lessons and that they gradually improved their self-assessment skills. In another study, Rezai et al. (2022) investigated how self-assessment reports improve Iranian high school students' writing skills and the student's perceptions of the impacts of self-assessment reports on improving their writing skills. The study found that using self-assessment reports was able to (1) aid the students in improving their writing skills, particularly in content, language, organization, and task requirement factors; (2) lessen students' writing mistakes and writing difficulties; and (3) increase the students' motivation to practice writing. The study also revealed that the students had very positive perceptions toward using self-assessment reports in developing their writing skills, which affected them cognitively and affectively. The findings asserted that the use of self-assessment reports promotes the increase of self-regulated learning.

More studies on implementing self-assessment in writing have related it to students' self-regulated learning. Fathi et al. (2017) compared practicing self- and peer-assessment and their impact on students' self-regulation. It was discovered that employing self- and peer-assessment in a writing course contributed considerably to increasing students' self-regulation. There was no significant difference between implementing self- and peer-assessment to enhance students' self-regulated learning. Ebrahimi et al. (2021) conducted a similar study investigating the effect of self- and peer assessment in writing on learners' autonomy and metacognitive awareness. Their study discovered that both self- and peer assessments were helpful for learners to perform more autonomously in writing and valuable to increase better learning, reflection on the learners' learning process, and learning management. However, unlike Fathi et al.'s (2017) study, this study revealed that self-assessment was more effective than peer-assessment in improving learners' autonomy and metacognitive awareness. Vasu et al.

(2022) conducted another study that also focused on self-regulated learning (SRL) development in Malaysian undergraduate ESL writing classrooms, which compared the use of indirect teacher feedback (ITF) and self-assessment. From the quantitative data, the study discovered that implementing ITF and self-assessment improves the level of SRL on adaptive behavior, while only self-assessment decreased SRL maladaptive behavior. Qualitatively, the study revealed that self-assessment promotes SRL more than ITF related to goal setting, strategy planning, strategy use, attribution, and adaptive inference or behavior. The study concluded that self-assessment should be explicitly incorporated in undergraduate ESL writing classrooms based on the cyclical model of SRL, of which self-assessment should be employed at every stage of the writing process, as it significantly impacts improving SRL.

Present studies also consider the impacts of implementing self-assessment in online settings. Zakharov et al. (2021) performed a mixed-method analysis to probe the effectiveness of self- and peer-assessment for grading scientific news literacy online writing assignments. The study's findings showed that having self-and peer assessments engages students more fully in their learning and allows for many writing assignments in big online classes without adding to the instructor's workload. However, the results of self- and peer assessments may be questionable, notably if inexperienced undergraduate students performed them. Thus, students must be trained to self- and peer-assess in writing to implement self-and peer assessment successfully. Al-Mwzaiji & Alzubi (2022) carried out another study, which also focused on exploring EFL learners' most improved writing areas and correlating them to using a self-evaluation strategy in the online learning mode. The results showed that learners who used the self-monitoring checklist in the experimental group reported fewer mistakes than those in the control group in using punctuation marks, capitalization, informal language, and subject-verb agreement. The study also concluded that the learners' progress in EFL writing was high and that their use of a self-assessment strategy improved their academic performance in EFL writing in online learning mode. With the advanced technologies, various interactive online tools such as blogs, forums, wikis, and Google Docs have offered and paved the way for online collaborative learning environments in EFL writing. These tools allow learners to receive feedback from their teachers and peers and to participate in collaborative writing, peer editing, and peer feedback activities. Using Google Docs, for example, teachers can provide immediate and personalized feedback to their students. This approach enables students to receive corrections and suggestions in real-time, which helps them promptly identify and rectify their language errors. Additionally, teachers can provide more detailed feedback on specific parts of the text, which can help students grasp language rules more effectively (Jeong, 2016).

The Current Study

Studies in the field of EFL education are increasingly focusing on the role of self-assessment through online written feedback in enhancing students' language accuracy development. This educational approach harnesses the power of technology and learner autonomy to facilitate language learning and improvement. The primary aim of this present study on EFL students' language accuracy development through self-assessment via online written feedback is to explore the students' experiences and perceptions of this innovative approach. We aim to investigate how EFL students engage with self-assessment facilitated by online feedback and how they perceive its impact on their language accuracy development. Additionally, our study aims to identify potential challenges in implementing this methodology and provide insights into overcoming these hurdles.

The novelty of our study lies in its focus on integrating self-assessment and online written feedback within the EFL context. While self-assessment and technology-assisted learning have been subjects of individual research, there is a noticeable gap in the literature that comprehensively investigates the synergy between these two elements in the development

of language accuracy among EFL students. Therefore, the implication of this study not only seeks to contribute to the growing body of knowledge on self-assessment and online feedback but also offers practical implications for teachers, educators, and curriculum designers aiming to enhance language accuracy development in EFL settings. Combining these elements provides a more holistic understanding of effective language learning strategies in the digital age.

Method

Design of the Research

The study was designed as a descriptive study using a qualitative approach to explore the EFL students' experience in self-assessment of language accuracy development from OWF, the challenges they encountered, and their perceptions of the self-assessment of language accuracy from OWF used in their writings. This approach was chosen to delve into how self-assessment and online feedback contribute to the development of language accuracy in this specific educational context. In EFL education, language accuracy plays a pivotal role in language acquisition. However, the dynamics of self-assessment and online written feedback in this context are multifaceted and require an in-depth examination. The qualitative approach allowed us to capture diverse experiences and perceptions as they engaged in self-assessment and received feedback through digital platforms. This approach facilitated a more holistic understanding of how self-assessment and online feedback impact EFL students' language accuracy. Thus, this study's descriptive, qualitative approach allowed for a comprehensive exploration of the complex dynamics involved in EFL students' language accuracy development, shedding light on effective pedagogical strategies and contributing to enhancing language education in the digital age.

Participants and Context

The study participants were 30 students (twenty-five females and five males) who participated in this study and were enrolled in the fourth semester. They took an academic writing course as a compulsory course throughout the semester. Their ages ranged from 19 to 20 years old. In general, they were at an intermediate level of language proficiency based on the level language proficiency test, and their scores on the writing paper and the examination in the previous semester were generally at the intermediate level. In academic writing, the students were taught the elements of essay writing and different types of essays, such as comparison and contrast, cause-effect, and argumentative essays. In this study, we only focused on argumentative writing, and the students were required to write between 300-600 words with attention paid to developing their ideas or arguments and using their language accurately. The class met once a week over one semester (14 weeks), with a two-hour lesson.

Data Collection and Procedure

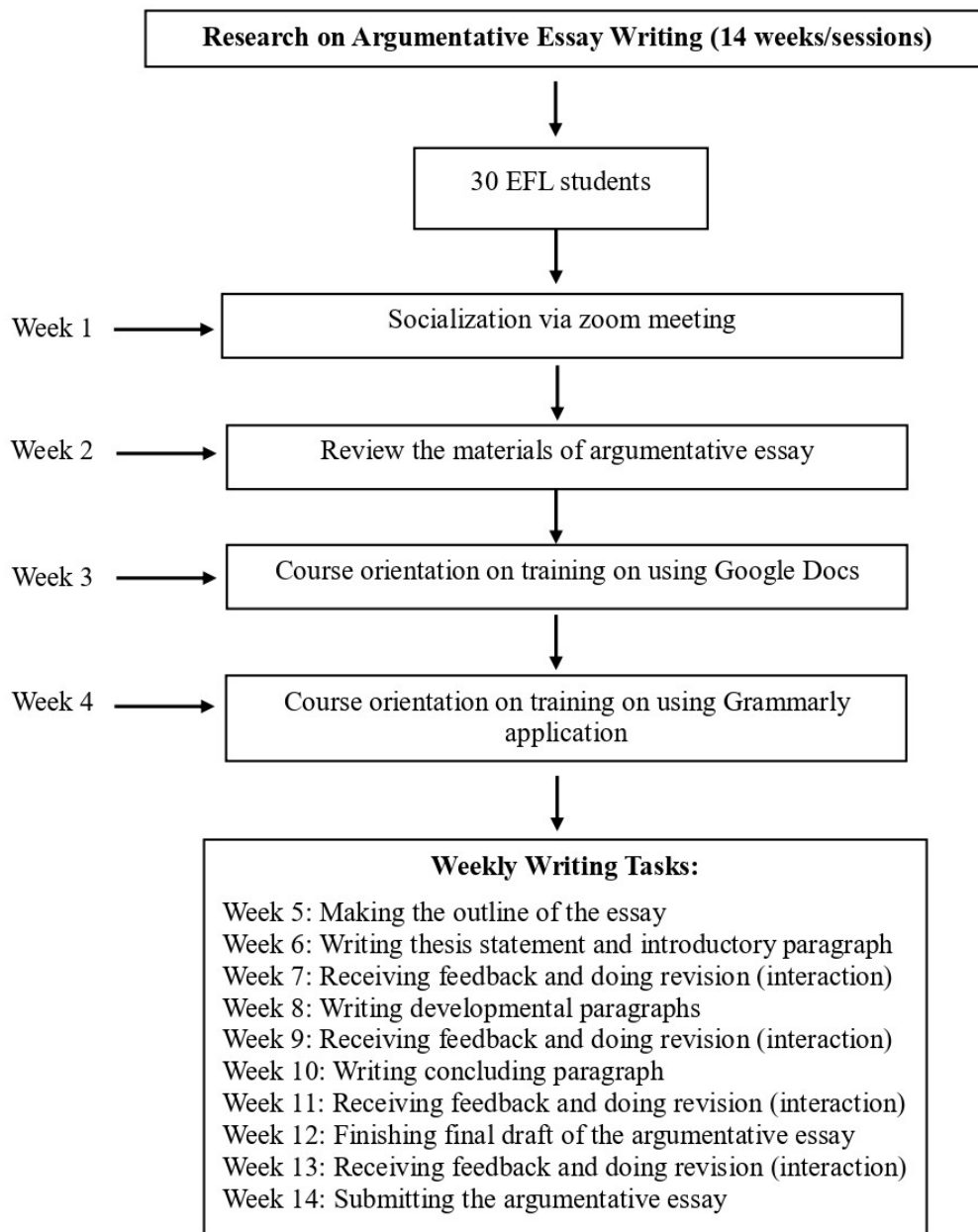
Students Argumentative Essay

We, as the researchers of this study who were also the teachers of the course, conducted several steps to collect the data of students' essays in this study. First, we conducted online socialization via Zoom meetings to provide information on writing guidelines, argumentative essay materials, the procedure of using Google Docs, and topics. Q and A sessions were provided

during the online socialization to ensure the students understood all the information. A WhatsApp Group was created to communicate effectively between teachers and students. Next, the students worked on the first draft of their essays. They had to finish writing the drafts within four days and submit them to their Google Docs accounts. For the self-assessment process, we began using the Grammarly application, copying and pasting the students' written drafts into the Grammarly editor or uploading the document directly to the Grammarly web app. Then, Grammarly automatically scanned their texts for grammar, spelling, punctuation, and style errors. However, we eliminated spelling, punctuation, and style aspects. We just focused explicitly on the students' language accuracy in the texts. Grammarly then highlighted the problematic areas and provided suggestions and detailed explanations for self-assessment. Afterward, we returned the students' drafts to be revised based on Grammarly's suggestions or information and asked them to understand and self-assess their language errors. They had to complete their revisions within two days. Once they had addressed all the identified errors and made the necessary revisions, they submitted the revised drafts via Google Docs as the last step.

Figure 1

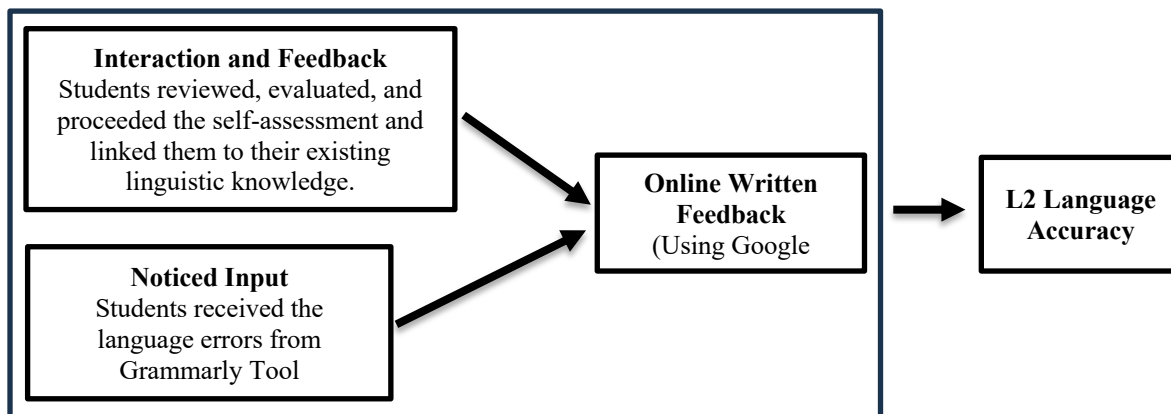
Steps of Collecting the Data on Students' Argumentative Essays



In the present study, we adopted interaction theory (Long, 1996), which explained four micro-vital stages in the cognitive processing of input to modified output. These four constructs are noticed input, interaction, feedback, and output, representing the occurrence of OWF episodes. The output is crucial to the acquisition process because it forces the students to process grammatical forms and triggers metalinguistic reflection to notice the gaps in their interlanguage system (Swain, 1995; Yamashita & Iizuka, 2017). In the current study context, students witnessed the input when they received the language errors that Grammarly provides. Interaction and feedback occur when the students review, evaluate, and process the self-assessment and link them to their existing linguistic knowledge. Finally, the output is produced after students revise their work based on OWF.

Figure 2

Long's (1996) Interaction Theory



Interview

After gathering data on students' argumentative essays and scoring these writings, purposive sampling was used to determine the six EFL students to participate in a semi-structured interview, which is described in Table 1. The interview protocol was adapted from Takrouni and Assalahi (2022). It consisted of seven main questions: (1) students' familiarity with self-assessment, (2) students' experience of SA implementation in writing, and (3) students' perceptions of using SA for their writing process. The interviews lasted for around 30-45 minutes via Zoom meetings and were conducted in Indonesian to avoid awkwardly discussing their experiences, challenges, and perceptions. Further explanations of the interview questions were also given to the participants throughout the sessions to ensure correctness.

Table 1

Participant demographic information

Participant Initial	Gender	Participant Writing Competency
S1	Female	Low
S2	Male	High
S3	Female	High
S4	Female	Moderate
S5	Male	Moderate
S6	Male	Low

Data Analysis

The data analysis of the study was performed in two stages. The first stage involved analyzing the drafts and final products of the students' argumentative essays limited to the use of grammar, which showed their development of language accuracy in writing. Each student's writing draft and final product were compared based on the employed rubric to assess students' language accuracy and determine their improvement before and after receiving the teacher's OWF and performing a self-assessment. From a comparison of each student's writing draft and final product, we categorized the students' development of language accuracy in writing into three categories: (1) low, (2) moderate, and (3) high. These categories were the basis for selecting two participants from each type to be interviewed.

The second stage of the data analysis revolved around the data gathered from the semi-structured interviews. In analyzing the data, Braun and Clarke (2006) took six thematic analysis steps were applied. They were (1) familiarizing ourselves with the collected data, (2)

transcribing and translating the data from Bahasa Indonesia into English, (3) marking relevant excerpts, (4) generating codes of the data, (5) specifying the codes into themes, and (6) performing final analysis of the data. Member checking was applied to ensure the trustworthiness of the results of the analysis of the data collected from semi-structured interviews. One way to do member checking is by returning the analyzed data to the study participants to give reviews and comments on the analyzed data (Birt et al., 2016). The results of the semi-structured interview analysis were used to find (1) how the students experienced the self-assessment process through OWF, (2) the challenges they encountered during the process, and (3) the perceptions they had on the implications of their self-assessment in writing, which was performed virtually, on their language accuracy development.

Findings

The EFL Students' Experience of Performing Self-Assessment

When the students submitted and saved their own writing drafts through their Google Docs accounts, each draft was checked to find any drafts that did not correspond to the given instructions, such as contents that did not match with the agreed topic, inadequate amount of words, etc. After checking all drafts, we, as teachers and researchers of the study, provided OWF through the Grammarly application. By knowing their language errors, the teachers instructed the students to pay more attention to language errors and quickly change them to the correct form (see examples of the students' drafts). We selected the corrections and suggestions obtained from the checking performed by the Grammarly application limited to language accuracy. Next, we copied and pasted the corrections and suggestions into the students' drafts stored in their Google Docs accounts as a guideline for the students in revising their drafts (see Figure 3, Figure 4, and Figure 5 for examples of students' drafts). The students self-assessed their drafts by modifying them based on the guidelines found in their writing drafts. Thus, their grammar knowledge and their understanding of the given corrections and suggestions were crucial in defining the accuracy of their revisions.

Social media is a very important thing in our day to day[EN1] life, we literally use it every day without social media just imagine how **society**[EN2] would **be**[EN3] but it also **weakens out** [EN4] **brain**[EN5] to focus on one thing and **to**[EN6] complete our **task**[EN7] . So **is social media actually**[EN8] helpful to our brain or it is just weakening our ability to think? most of the community believes that social media is helping out society to grow and I believe that too. Yes, sure there **is** some drawbacks to it there is nothing in the world where there **is no drawbacks** to anything **it is our decisions**[EN9] to get **most**[EN10] out of it, social networking **provide**[EN11] many researchers **to**[EN12] a bigger society allowing them to reach their goal.

Like, Share, and Send! Millions of eyes **runs**[EN13] across the screen, seeking information, entertainment, and daily gossip every second of the day. Facebook **are** a worldwide network that is used in today's society. Mark Zuckerberg the founder of Facebook first launched his network, initially the membership was only for Harvard students but then later expanded to **the college**[EN14] students in Boston. Then gradually to anyone **who is** older than 13 years of age. Facebook is an online social **networking's**[EN15] , where you **can be** create profiles, add friends and family from across the world, post and like **status**[EN16] , and upload videos and pictures. Facebook has become **one of the most used social site**. In August 2015 Facebook had over 1.18 billion monthly active users. People in today's world get **side tracked**[EN17] , as their studies lay flat on the surface of their desk, and their cellular device **raise** like the O' Mighty God that they are, as the thought of a human brain says "Five more minutes let me just post this." Distractions to one's eye.

[EN2]Correct article usage
 [EN5]Fix the agreement
 [EN6]Fix the infinitive
 [EN7]Fix the agreement
 [EN8]Remove the phrase
 [EN9]Fix the verb agreement
 [EN10]Correct article usage
 [EN11]Change the verb form
 [EN12]Change preposition
 [EN13]Change the verb form
 [EN14]Collect article usage
 [EN15]Change noun form
 [EN16]Fix the agreement mistake
 [EN17]Correct your spelling
 [EN18]Correct word choice
 [EN19]Fix the agreement mistake
 [EN20]Fix the agreement
 [EN21]Fix the agreement
 [EN22]Replace the word

Figure 3. Example of S1's Draft (Low Writing Competency)

In this digital-era, we are certainly not familiar anymore **to** [EN1] the existence of Social Media. It is becoming popular these days **by** [EN2] **their** [EN3] user-friendly features. [4] **Allow** us to share ideas, thoughts and opinions or just to share our moments of life with **others member** of society, and sometimes as a tool to keep in touch with family and friends. One of the Social Media **platform** [EN5] that I think is really useful and including all of these features already mentioned is Facebook.

Facebook has some really engaging features. It offers a news feed, messaging and chat, voice and video calls, the ability to like, reply and follow. With one platform, we can get various kinds of features that make it easier for us to exchange information or just **to** [EN6] relieve fatigue and see the latest news. This shows how useful facebook **in** [EN7] communication and information activities.

Based on the features that **them** [EN8] **presents** [EN9] to their users, for young people **itself** [EN10], this is a comfortable place for them to express themselves, through writing or the moments they go through with pictures or video. Expressing their fresh opinions on phenomena that are currently happening, as well as building communities for positive activities with a wide range of people.

Moreover, it includes a large number of users of different **age** [EN11]. So this platform is ideal to become one of the social networks to expand your business. In that platform itself, they **presents** [EN12] useful features in the form of a Facebook Business Manager to support your business activities, in order to produce effective business advertisements. With **this features** [EN13] you can have a central place to monitor the performance of your ads and also your posts.

- [EN1]Change the preposition
- [EN2]Change the preposition
- [EN3]Correct pronoun usage
- [EN4] Add subject
- [EN5] Correct plural noun
- [EN6]Fix the infinitive
- [EN7]Add a missing verb
- [EN8]Correct pronoun usage
- [EN9]Correct subject-verb agreement
- [EN10]Correct pronoun usage
- [EN11] Fix the agreement mistake
- [EN12]Change the verb form
- [EN13]Correct determiner usage

Figure 4. Example of S4's Draft (Moderate Writing Proficiency)

Firstly, Facebook has a larger user base in Indonesia compared to other social media platforms. According to a survey conducted by Statista, as of January 2023, Facebook has over 120 million active users in Indonesia, making it one of the most popular social media **platform** [EN1] in the country. The high number of users means that people in Indonesia are more likely to find and connect with their friends and family members using Facebook rather than other social media platforms.

Secondly, Facebook provides a wide range of features and tools that make it more useful for people in Indonesia. For example, Facebook Marketplace allows people to buy and sell products directly through the platform, making it easier for individuals and small businesses to reach a wider audience. Additionally, there **is** [EN2] Facebook groups, **it** [EN4] **offer** [EN5] an opportunity for individuals who share similar interests to communicate and exchange knowledge, which is particularly advantageous for those residing in **isolated** [EN6] area or facing restricted access **of** [EN7] information.

- [EN1]Correct plural noun
- [EN2]Change the verb form
- [EN3]Correct pronoun usage
- [EN4]Change the verb form
- [EN5]Add an article
- [EN6]Change preposition and add definite article

Figure 5. Example of S1's Draft (High Writing Proficiency)

The examples above show that the students had different levels of language accuracy when writing a draft. While the students were given online OWF, the teachers only focused on selecting the language accuracy type in the Grammarly tool and identifying the error type encountered by the students. Then, every single language error was highlighted in red and indicated language errors along with the language instruction and EN symbols. It means that the students had to address their language errors to self-assess for correcting them in the correct form. Based on the students' writing drafts, we categorized their language levels into high, moderate, and low. These categories indicated that the students had problems with their language accuracy in writing and instructed them to perform self-assessments. The student who

got a high level showed that student A's writing draft had good competency in language mastery and a few errors. Student B's writing draft was moderate because she experienced some language errors in their performance. Then, student C's writing draft showed a lot of linguistic errors and tended to be low. Based on the students' writing drafts (see Figure 3, Figure 4, and Figure 5), we categorized their language levels into high, moderate, and low. These categories indicated that the students had problems with their language accuracy in writing, and the language that appeared in their writing drafts showed levels of language competency. First, the S2 draft was at a high level where S2 tended to have good competency or control of language structures in writing a draft because S2 experienced a few errors in his writing draft. Second, the S4 draft was moderate because S4 had some language errors or fair control of language structures. Last, the S1 draft indicated a low level due to many linguistic errors in her draft.

Although all the students had various error types and levels of language accuracy in their writing performance, they were willing to revise and perform self-assessment in their drafts, the times they struggled to understand every single error they encountered, their failures in analyzing or even responding correctly to some of them, and their successes at other times to deal with the target language. Finally, they believed self-assessment could force them to develop a greater sense of ownership over their language-learning process and increase their motivation to improve accuracy. As revealed by the students from the high, moderate, and low levels in the interview results:

Self-assessment could help me promote fairness and equity in grading, identify language areas for improvement, and work to address them. My writing draft was given clear criteria for evaluation, so by knowing my language errors and doing a self-assessment, I felt engaged and independent in learning to rewrite my draft accurately. [S1]

Providing explicit feedback on the self-assessment technique was my first experience in self-assessing my work. In fact, this could help me develop the necessary knowledge and skills to evaluate my language use accurately. I was forced to find the solution myself and often struggled to understand online teachers' feedback. Ultimately, I got meaningful and valuable lessons from self-assessment, which impacted my language acquisition in the long run. [S2]

I found self-assessment useful and effective for improving my language accuracy, even though I often experienced failures in understanding online teachers' feedback. Actually, I lacked the necessary knowledge and skills to evaluate my own language use accurately. I corrected my error types by finding solutions from other learning sources such as grammar books, the Internet, and handouts to achieve the targeted language. [S3]

The findings show that the students correctly addressed most error types in Grammarly flagged usages. The EFL students experienced something new and different when they received online teachers' OWF via the Grammarly tool, and they performed self-assessments in the grammatical aspects. It played an essential role in writing, especially for students looking to improve their grammatical competence. When the EFL students were responsible for self-assessing their work, they became more engaged in writing. They were better able to respond to some regions of language errors where they needed to improve.

EFL Students' Challenges in Self-Assessment through Online Written Feedback (OWF)

Regarding the qualitative data of interviews concerning students' challenges encountered during self-assessment through OWF on their language accuracy, the research data showed that the EFL students experienced several internal and external challenges in the learning process. Students' capacity to understand their teachers' feedback is an internal factor during classroom practice. Almost all EFL students experienced misunderstanding teachers' input in revising their mistakes, and they were sometimes unfamiliar with the structure term, as stated in the following script.

I got feedback from the teacher about the ungrammatical structure of the sentence, and I did not understand what the feedback meant, but I tried to look up the revision so that my argumentative essay looked better than the previous draft. [S6]

To overcome the challenges encountered during the writing class, all EFL students have strategies to run the process optimally. First, they supported their efforts in technological tools to improve their writing towards teachers' feedback on language accuracy. Several specialized tools they are dealing with faceted conditions are the reference search engine, application for supporting proofreading activity, and grammar checker. Second, they also make tremendous effort in the academic environment through informal discussions between student-student and student-teacher. From the point of view of student discussion, their classmates function in the clarification process of the students' comprehensible input, while teacher-student discussion posits recommendation requests from the students. In addition, one of the teachers offered inclusive conditions in the way she motivated the students in virtual mode, as seen in the following script.

I was afraid I misunderstood the teachers' feedback, so I contacted one of the teachers personally. She did not correct me directly, but she motivated me to search for the best version of my revision, and she urged me not to worry about making mistakes because there would be a discussion session after the revision. [S5]

The further internal factor of the challenging condition is students' self-time management while producing high-quality argumentative essays. The EFL students experienced overload awaiting assignments from other courses, so they were distracted amidst circumstances, and all these assignments were not making well-tracked progress, including in writing class. To cope with the challenge, some EFL students preferred to create a priority agenda and change their mindset not to accomplish the assignment on injury time or the nearby submission period. In addition, some EFL students preferred to complete the task gradually daily following the goal setting they made, as described in the following script.

There were a lot of assignments during this period since all the teachers were virtually conducted, and all the teachers gave me assignments. To avoid getting exhausted and keep the good quality of assignments, I made lists and did these assignments gradually. [S3]

Despite the internal factors that have been elaborated, the external factors dealt with EFL students in self-assessment implementation through OWF concerning Internet connections. Some EFL students mentioned that they experienced an unwell Internet connection because they were from a diverse remote background that was only allowed for the WhatsApp application, not for Zoom application, Google Drive, and Google Mail. They were

time-consuming in uploading the result of the essay virtually. But then, they preferred moving to an area with a rich internet connection as a solution to upload their essays appropriately.

Another external factor was assignment overload and the time frame limitation in producing argumentative essays from outlining to writing a final draft. As mentioned in the previous section on the EFL students' distraction as personal barriers to completing the requested essay, the academic environment of assignment overload also influenced students' challenges in performing self-assessment through OWF. Based on their students' perspectives, they claimed they experienced overwhelming feelings, including anxiety, discouragement, and dread to accomplish several assignments and tasks during classroom practices. Besides, the time frame limitation of submission was also an external factor challenging the EFL students to write an argumentative essay. Technically speaking, the EFL students even had to complete the first draft of the writing in only four days and submit their revision in two days, as described by one of them in the following script.

I had to finish my argumentative essay in four days, and then I waited for the teacher's revision, and I had to finish my revision within two days. It was a very short period for writing an assignment, and I normally did it in two weeks. Thus, my essay did not have the optimum quality of writing. [S4]

Responding to the mentioned challenges, EFL students coped with these conditions to achieve their goals of writing argumentative texts. First, they elaborated on creating priority activities to complete all assignments and tasks from the submission date and difficulty level viewpoints. They tended to prioritize assignments with shorter due dates than regular projects in other courses. Then, EFL students also found that they emphasized doing the most difficult project to finish, which varied from one student to another. The inclusive statement was also delivered by one of the EFL students; he negotiated with the teachers to extend the period of submission.

Student Perceptions of Online Written Feedback (OWF)

Although most students encountered difficulties performing self-assessments through the given OWF, they had positive perceptions of such implementation on the language accuracy development of their essays. All the students believed that having self-assessment facilitated them to review the grammatical knowledge they had earned previously from their grammar classes and served as a drive for them to learn more about grammar. S1, for example, was happy with how she could self-assess her essay through OWF so she could review her previous knowledge of grammar. She believed that self-assessment through OWF was important for her writing skill development.

I think a self-assessment through online written feedback was relevant and important because I had to write my final project in English. ... I was happy with the activity because I could learn and review my grammar knowledge. [S1]

The students thought that such benefits from performing self-assessments would eventually help them improve the quality of their writing. S5 mentioned that self-assessment through OWF was crucial for him since it enabled him to enhance his writing skills, especially those related to language accuracy. Similarly, S6 deemed that she could grow her understanding of grammar to write better in the future by self-assessing her essay through OWF.

Having to self-assess my writing through online written feedback was helpful and effective for me because I could learn the grammatical errors that I made ... so that I could improve my grammatical knowledge and write better in the future. [S6]

Not only did it give them a chance to improve their grammatical knowledge, but the students also assumed that performing self-assessment through OWF enabled them to cultivate their sense of self-regulated learning. Most students, especially the low- and medium-level ones, were motivated to find other learning sources, particularly from the Internet independently, or other ways, such as discussing feedback with their peers, to help them clarify those challenges to understand. One of them, S5, felt that performing self-assessment through OWF helped and eased her in learning independently as she got more input and knowledge about grammar when she learned independently.

I believed that performing self-assessment through online written feedback helped and eased me to learn independently, and I could revise the errors faster by looking for other learning sources from the Internet. I felt that I got more input in grammatical knowledge when I learned independently. [S5]

Among the participants, S3 had distinctive views on performing self-assessment for his essay writing. As one of the high achievers of the interviewees, he believed that performing self-assessment was critical, as he also preferred to revise his essays individually. Being familiar with self-assessment, he supposed that having the feedback through an online platform (i.e., Google Docs) was sufficient for him to fix the grammatical errors in his essays and learn something about grammar. Although he had positive views about applying self-assessment through OWF, getting feedback directly from the teachers in face-to-face writing classes was preferable.

I think performing self-assessment was important. I preferred to revise my essay by myself. I think having clues in the Google Docs about the grammar errors was enough for me to self-revise my essay and improve my knowledge of grammar. However, in offline classes, I preferred to have direct feedback from the teachers. [S3]

Discussion

The study's findings indicated that self-assessment from online written feedback can be an effective approach for the EFL students to improve their writing skills, particularly in grammatical accuracy. The study is in alignment with some theories and current research. For example, the primary foundation of the written corrective feedback model is rooted in Long's (1996) interaction theory, which delineates four pivotal micro-stages involved in the cognitive transformation of input into altered output. These four concepts encompass the recognition of input, interactive engagement, provision of feedback, and the resulting output, collectively presenting the progression of a written corrective feedback episode.

With the influence of the interaction theory of language learning, errors were seen as treatable through the feedback that arises naturally in interaction. It can only be resolved empirically through research investigating where corrective feedback influences interlanguage development, the various types of students, and the external factors that facilitate the effect of corrective feedback (e.g., Chen & Liu, 2021). Furthermore, Krashen (1985) added that comprehensible input is the only way to acquire a second language. Input processing can be

seen as one development from the perspective of comprehension and language learning processes, emphasizing the cognitive aspect (Vu et al., 2022). In the context of the present study, the students noticed the input when they received the implicit corrections that Grammarly gave and compared them to their written work. Interaction and feedback occurred when the students reviewed, evaluated, and processed the sentences and connected them to their linguistic knowledge. Finally, the output is produced after the students revise their work based on online written feedback. Then, the sociocultural theory of learning lends support to the idea of feedback being beneficial in second language (L2) learning and acquisition, as referenced in the works of Jiang and Yu, (2022) and Peterson et al. (2022). According to Vygotsky (1978), teacher-provided written feedback is vital in helping and guiding students through zones of proximal development, particularly leading to expected outcomes. With written feedback promoted on the online learning platform, the students better understood their language learning. They were able to develop the language competence to transfer acquired language skills in future writing situations.

Based on the findings in the study, the students reported enjoying the experience of self-assessment, and they found it fun, challenging, and valuable in identifying their weaknesses and improving them in more self-directed learning. They also appreciated the opportunity to revise their work based on feedback received from teachers using the Grammarly tool. The feedback from the Grammarly tool was beneficial for students as it helped them identify their errors more accurately, which made it easier for them to self-assess their work (Koltovskaia, 2020; Thi & Nikolov, 2022). Furthermore, the students experienced the benefits of self-assessment, such as understanding grammatical errors, improving writing skills, and gaining new knowledge. They recognized the importance of receiving feedback directly on their written essays, enabling them to identify mistakes, revise errors, and improve their writing. The experience of self-assessment also provided the student with an opportunity to learn how to use Google Docs, which has proven useful in their academic work (Jeong, 2016; Alsubaie & Ashuraidah, 2017; Alharbi, 2020). The use of technology, such as the Grammarly tool and Google Docs, played significant roles in the success of the self-assessment approach in this study. The immediate feedback provided by the Grammarly tool allowed students to identify their errors and make corrections in real-time. The use of technology in language learning has been an area of focus in recent years. This study adds to the growing body of research that suggests that technology-assisted language learning (TALL) can effectively enhance language proficiency. As technology plays an increasingly significant role in education, TALL will likely become more prevalent in language learning contexts.

Self-assessment was the most helpful for improving the quality of students' writing. Despite the stress of assignment overload, time frame limitation, and external factors influencing the process of teaching and learning for some EFL students, participating in self-assessment was a worthwhile learning experience for them, which is consistent with the results from earlier studies (Stančić, 2020; Wanner and Palmer, 2018). In addition, Shang (2019) found that OWF helps EFL students improve in producing more sentences and lexical items. A study by Kılıc,kaya (2019) also corroborates that self-assessment through OWF types that the pre-service language teachers most preferred. Students can train their self-efficacy, time management, and self-regulation strategies through the process.

Responding to students' challenges and performing strategies for EFL students to achieve their goals in writing an argumentative essay was a more significant movement. These strategies utilize specific behaviors or cognitive processes (e.g., Andrade & Brown, 2016) to direct, facilitate, and address issues that arise during language acquisition. The students, regardless of their writing proficiency levels, had positive views on implementing self-assessment through OWF, particularly on improving their language accuracy. Grammatical errors are considered the most essential type of errors given from teachers' feedback through

online platforms due to their impact on grammatical accuracy, although other aspects of writing need to be equally addressed (German & Mahmud, 2021). The students had the chance to review previous grammar lessons and learn more about grammatical knowledge since performing self-assessment through OWF urged them to find other learning sources, especially from the Internet, to facilitate them in understanding the feedback. Such positive perceptions of self-assessment through OWF assured the students that performing such activity would eventually lead them to write better. The positive perceptions emerged when the students acquired input, new language, and knowledge of the feedback given by the teacher so that they could refine their writing to be accurate and readable.

Therefore, we underlined the present study's findings that the comprehensibility of the feedback played a crucial role in shaping the self-assessment experience. Clear and constructive feedback on language accuracy of writing aided the students in understanding their strengths and areas for language improvement (Wu & Schunn, 2022). This clarity facilitated a more effective self-evaluation process. It is in line with other studies reported that the students themselves could be excellent sources of feedback through self-assessment, through which they would reflect on the quality of their linguistic performance, judge the degree to which their work reflected explicitly stated goals or criteria, revise their language work and produced good writing accurately (e.g., Yan & Carless, 2022); Cheong et al., 2023). Thus, the practice of self-assessment prompted self-reflection among them. Self-reflection helps the students develop awareness and critical thinking in addressing language issues arising from the course (Archambault et al., 2022). It reflects their cognition and critical thinking or re-construction of the accurate language in nature as it helps the students make informed decisions to write the essays. The students believed that engaging with online written feedback encouraged them to critically assess their work, enabling them to identify language errors and weaknesses independently. This heightened self-awareness contributed to a deeper understanding of their language-learning process.

Moreover, the study revealed that self-assessment was a motivational approach for EFL students. Taking an active role in evaluating their work and aiming to surpass their previous achievements created a sense of ownership over their learning process. This ownership and the aspiration to excel resulted in increased dedication to language improvement. Additionally, they noted that self-assessment through online written feedback led to the development of language skills. Regularly engaging with feedback contributed to improvements in grammatical aspects. This demonstrated the value of self-assessment in fostering tangible language skill enhancement. Furthermore, the study highlighted the empowerment and autonomy that self-assessment conferred upon EFL students. Determining language areas of weakness and independently addressing them allowed them to tailor their learning strategies according to individual needs, ultimately fostering a more personalized learning experience.

Conclusion

Self-assessment from OWF mediated by the Grammarly tool enabled the EFL students to gain new insights into how they use and self-assess their language errors in their writing drafts. The students first sent and saved their writing drafts through Google Docs accounts, and then the teachers assessed their language accuracy. In this respect, the teachers employed a Grammarly tool to provide OWF with a specific focus on language usage such as tenses, conjunctions, verb form, articles, preposition, pronouns, etc. Our findings highlighted the learning outcomes and benefits students reported. The use of the Grammarly tool helped to (1) engage students more independently in learning writing skills, especially the knowledge of language accuracy issues; (2) develop their language knowledge in critical thinking and self-

directed learning; and (3) teach them a sense of responsibility to improve and develop their grammatical competence. However, the challenges that students face in doing self-assessment from OWF are multifaceted and can significantly impact the effectiveness of their learning experience. These challenges can be from internal and external issues. The internal issues include the EFL students' misunderstanding of the teachers' feedback in revising their mistakes in language structures and self-time management during the process of producing high-quality essays, while the external issues come from a lack of Internet connections and overload awaiting assignments from other courses, so these distract them to focus on revising their language errors. Thus, most of them perceived that implementing self-assessment from OWF can make them more satisfied, happy, and engaged with the quality of feedback they received regarding their language use than offline written feedback. It also can promote learner autonomy and help them identify language weaknesses for improvement so their writing drafts look more accurate and readable than before.

The research findings beneficially contribute to both teachers' and students' viewpoints. From the view of EFL teachers, the current study provides an instructional teaching model for writing classes that implements a blended teaching mode, a process-based approach, and an integrated writing process. As facts mentioned, writing English as a foreign language class were found to be a product-based method due to time allotment and other demand of courses. The present finding implies that the challenges experienced by students in writing class can be solved with the offered model of teaching writing. Integrating technology into the writing process is one of the more outstanding provisions for EFL teachers of empowering students' self-regulated learning through self-assessment. From students' viewpoints, the literacy of using technology for this case is automatic writing evaluation is a need to gain good quality writing in terms of language development. The process then promotes their self-regulated writing learning before submitting their writing to their EFL teachers.

Despite the beneficial contributions, the current study has several limitations that should be considered in future research. First, the context and participants of the present study focused only on higher education settings, so further studies are recommended to investigate writing activities engaging more significant levels of education. Second, the present study cultivated the research data on a qualitative study, whereas the measurement of students' writing quality before and after classroom pedagogical mediation is crucially prominent to provide evidence of writing performance progress, so other researchers are required to mix both quantitative and qualitative study regarding the issue to corroborate the previous research findings. Third, there has not been found about EFL teacher's professional development on the offered topic under research in writing class from the present study; it would be an attractive idea for other researchers to engage EFL teachers attending professional development as part of pedagogical mediation to the process of research which show empirically with those who has not attend the professional development.

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