

## Students' Perceptions of Immediate Feedback and Delayed Feedback in Learning Writing

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### ARTICLE HISTORY

Receive: 07 February 2025  
Accepted: 04 June 2025  
Published: 18 June 2025

### KEYWORDS

Delayed feedback  
Immediate feedback  
students' perception  
Writing

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### ABSTRACT

This study stems from the existence of corrective feedback whose timing has become a hotly debated issue and requires further empirical investigation by second language researchers. This needs to be done because related to the ideal time to implement corrective feedback, some studies confirm that immediate feedback has more positive effects and maximizes students' learning opportunities. However, on the other hand, some researchers claim that of the two types of feedback, delayed feedback is more influential and beneficial in students' language development. This study aims to further explore students' perceptions of immediate feedback and delayed feedback in the writing learning process. Descriptive Qualitative Method was carried out in this study by involving 20 students as samples. The instruments used in collecting data are questionnaire and interview. The data analysis technique used is an interactive model consisting of data collection, data filtering, data display and conclusion making or verification. The results of data analysis showed that all responses to immediate corrective feedback were positive as indicated by 66% of students chose strongly agree and 34% chose agree. As for delayed corrective feedback, only 35% of students agreed and the remaining 65% disagreed.

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## INTRODUCTION

The corrective feedback (CF) method in the learning process is seen as an approach that has an important role in students' second language (L2) writing skills. The type of corrective feedback (CF) is still a hot topic of discussion. The type and impact of feedback that became a controversial issue started by Truscott's comment is still a matter of debate by second language (L2) researchers (Bitchener & Ferris, 2012; Ene & Kosobucki, 2016).

Over the past two decades, corrective feedback (CF) has been at the forefront of second language research due to its theoretical and pedagogical significance. The popularity of CF is evidenced by the number of studies examining various issues related to corrective feedback including what types of CF teachers use in the classroom (Brown, 2016; Choi & Li, 2012); how students respond to CF (Loewen, 2005); what types of CF are more effective than other types of CF (Sheen, 2010); what beliefs and attitudes teachers and learners have towards CF (Li, 2020).

Despite the large number of studies related to corrective feedback (CF), one area that remains to be further empirical investigation is the timing of CF implementation or the ideal time to provide feedback. The timing of corrective feedback (CF) can be operationalized in two ways namely corrective feedback is given at the errors students make while performing the task or after the task is completed (Li, 2020). This needs to be done because related to the appropriate time to implement corrective feedback, some studies confirm that immediate feedback is more important and provides positive effects and maximizes students' learning opportunities (Arroyo & Yilmaz, 2018; van Blankenstein et al., 2019). However, on the other hand, some researchers claim that delayed feedback is more influential and beneficial in learners' language development (ÖZTÜRK, 2023; Yasaei, 2016).

Departing from this gap, this research is important to explore further the role of the two types of feedback by exploring Students' Perceptions of Immediate Feedback and Delayed Feedback in Learning Writing in Secondary Schools in South Oba Sub-District, Tidore Islands with the following problem formulations; 1) How are students' perceptions of immediate feedback and delayed feedback in learning to write? How do the findings of this research position against the debate related to the two types of feedback? This research was conducted to find out students' perceptions of immediate feedback and delayed feedback in the learning process of writing.

Writing is part of an interpersonal communication system that involves mental activities to create, distinguish, express ideas and put them in written form (Jalaluddin et al., 2011). Writing is a productive skill that involves a person's cognitive work system in the form of writing so that it can be understood by the (Harmer, 2007). Then, related to producing a good writing that can be accepted by readers, adequate writing skills are needed which can be achieved by continuous

practice. As with students' skills in writing, it can be improved by using an effective approach or method. For this reason, the *feedback* method is considered to improve students' writing skills (Lewis, 2002).

In relation to the corrective feedback method, there are two types of corrective feedback, namely immediate corrective feedback (Immediate CF) and delayed corrective feedback (delayed CF). Immediate feedback refers to receiving feedback in real-time or immediately after an action or event. It provides immediate information about results or performance, allowing for quick adjustments and learning. The timing of CF in this case immediate feedback is given at the early stages of the instructional cycle such as immediately after students receive instructions in the learning process, and delayed feedback is offered after students have engaged in some practice activities. This is in line with statement (Fu & Li, 2022) which states that according to Skill Acquisition theory the learning cycle begins with explicit instruction, followed by specific skill practice activities. Learners in the immediate feedback condition receive feedback as long as the task is performed immediately after receiving explicit instructions. Then related to the timing of corrective feedback, (Fu & Li, 2022) asserts that immediate corrective feedback facilitates L2 development more than delayed feedback. According to him, this shows the importance of addressing linguistic errors before they are proceduralized in the interlanguage.

On the other hand, delayed feedback refers to receiving feedback after a certain period of time has passed. It involves a time lag between the action and the feedback, which can vary in duration. Delayed feedback is often used to assess long-term learning or performance and can provide a more comprehensive evaluation of outcomes. This is in line with Skill Acquisition Theory which asserts that learners in the delayed feedback condition do not receive feedback until a later stage after completing some practice or activity (Fu & Li, 2022). This allows individuals to reflect on their actions and make connections between their behavior and the feedback received. Delayed feedback can be particularly relevant in situations where immediate feedback is not possible or when assessing the impact of time on decision-making or learning processes.

Perception is a social reaction carried out by students in responding to stimuli or influences on themselves from repetition situations carried out by others, such as the teacher's repetitive actions in the learning process. According to (Walgito, 2003) perception is the process of sensory stimuli both internal and external, which are associated with certain people, objects or events. It is added that perception is a cognitive process carried out by individuals. to interpret and understand something. This does not happen by chance, but takes a long time to perceive certain events and experiences. A person must experience something in order for perception to be involved. If a person perceives a certain situation in his

life, it means that he recalls what has happened at a certain period in the past in the form of objects or events of his experience.

There are several studies that are used as a guide and are relevant to this research, among others: first, Research with the title "A Study of the Effects of Time Lag between Learners' Errors and Teachers' Feedback on the Depth of Vocabulary Knowledge" which shows delayed feedback from teachers is significantly more successful than immediate feedback from teachers in increasing student knowledge (Yekta, R. R., & Dafe'ian, S. 2016). Second, (Kheradmand & Sayadiyan, 2016) investigated the effect of teacher immediate and delayed corrective feedback on EFL learners' writing accuracy and found immediate feedback to be more beneficial than delayed feedback. Third, (Yasaei, 2016) in the study "The Effect of Immediate vs. Delayed Oral Corrective Feedback on the Writing Accuracy of Iranian Intermediate EFL Learners" and revealed delayed feedback is more facilitative in learning the language and also more useful in improving learners' language development. Then, (Hassan et al., 2018) with the study "Students' perceptions about the immediate feedback assessment technique in team-based learning" and assumed immediate feedback has an important role compared to delayed feedback.

## **RESEARCH METHOD**

This research utilizes a qualitative descriptive approach. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Mack & Woodson, 2005). This approach applied by the researcher in order to acquire complete data regarding the students' perception on providing immediate and delayed feedback.

### ***Research Design***

The design of this research is descriptive qualitative which is used to explore the students' perception on providing Immediate Feedback and Delayed Feedback in learning writing activity. The location chosen in this study was the senior high school 14, Tidore Islands, North Maluku Province. According to Moleong, Bogdan and Taylor define qualitative research as a procedure that produces descriptive data. This data takes the form of written or spoken words obtained through observations of people and their behaviour. Qualitative research focuses on achieving a deep understanding of social phenomena by giving voice to the feelings, perceptions and experiences of the individuals involved. The descriptive data produced by qualitative research explains the phenomenon being studied in detail and depth. Qualitative research strongly emphasises the importance of participants' perspectives in understanding social phenomena. It seeks to understand how participants experience, feel and view the phenomenon under study.

### ***Subject***

In qualitative research, research subjects are also called informants. Informants are actors who have an important role in supporting the research process carried out by providing responses and information related to things considered important by researchers (Mack & Woodsong, 2005). This research was involving 20 grade XI students as subject or informan. Then, the determination of the subject was based on the consideration of the subject matter taught.

### ***Instruments***

Data was collected using several methods, including questionnaires and semi-structured interviews. During the data collection process, researchers gave questionnaires to students and asked them to answer questions about their perceptions of the two types of feedback they had received. After the learning process was completed, the questionnaire was distributed to obtain a general overview of the students and prepare for the semi-structured interviews (Cohen et al., 2017). Next, semi-structured interviews were conducted to investigate and confirm the students' responses to the questionnaire. After administering the questionnaire, researchers interviewed students about Immediate Feedback and Delayed Feedback in Writing Instruction. At the beginning of each interview, the researcher emphasized their interest in obtaining the respondents' genuine opinions.

### ***Data Analysis***

The data analysis technique used is an interactive model consisting of data collection, filtering, presentation and drawing or verifying conclusions. During the analysis process, the researcher first examines the data obtained from questionnaires and semi-structured interviews. The analyses data is then transcribed and interpreted. Once all stages of analysis, transcription and interpretation have been completed, the researcher presents the data in a results and findings presentation.

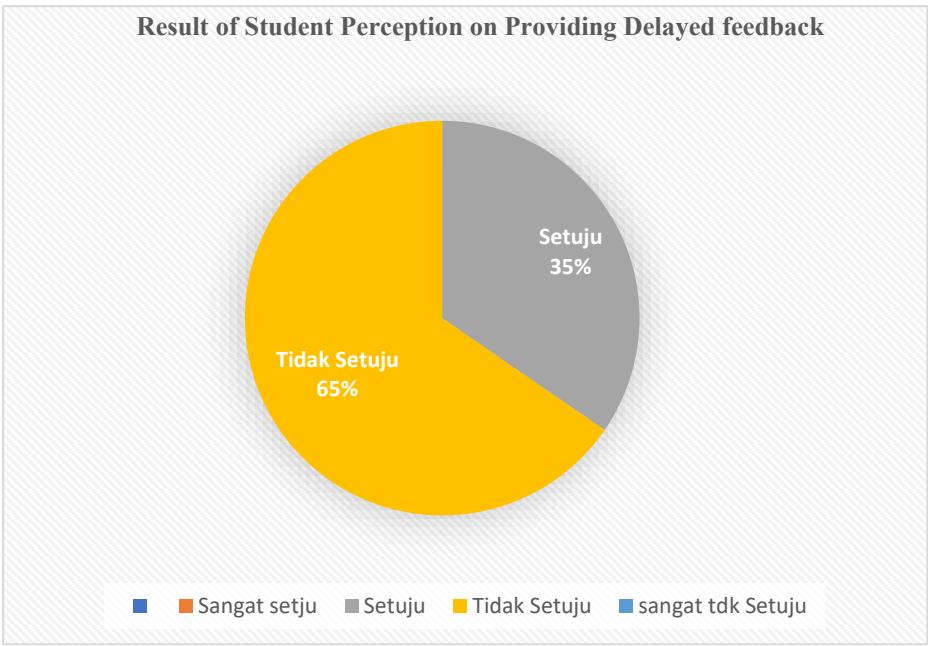
## **FINDINGS**

This part outlines the findings of a study focused on examining students' views regarding immediate and delayed corrective feedback methods in writing. The aim was to gain insight into students' perception concerning these feedback techniques, particularly regarding their role on writing skills. By exploring these viewpoints, the research aimed to shed light on how effective both feedback methods are in learning writing. This research findings are divided into two phase namely the result of questionnaire regarding the students' perception on providing immediate and delayed feedback and the result of interview. In this research, the data were collected using questionnaires and interviews wherein

provide insights into students' preference toward immediate and delayed corrective feedback in their writing abilities. Moreover, the writer administered the test to the students by applying the questionnaire in order to investigate and eksplore the extent to which level of the students' preference toward the two kinds of feedback. Furthermore, the researcher carry out interview as a form of confirmation of the answer given in the questionnaire. Below is an overview of the findings based on the responses.

**Students' Perception of Delayed Feedback**

In exploring the beneficial types of corrective feedback that enhance students' writing skills, it is essential to understand how different feedback methods impact student learning and engagement. The following table presents findings from the questionnaire that reveal students' perceptions regarding delayed corrective feedback. By examining these preferences, we can gain insights into which types of feedback are most effective in supporting students' writing development and how they contribute to a more personalized learning experience.

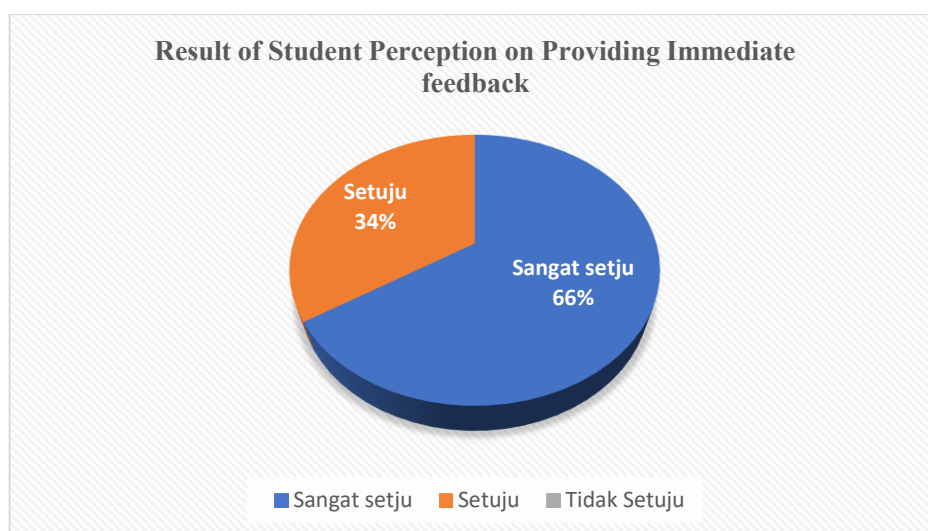


*Table 1. students' perception of Delayed Feedback*

Regarding the applying of delayed feedback method, table 1 displayed that most of the students' response was negative. There were only 35% of respondents selected "agree" for all questionnaire items pertaining to delayed feedback, while 65% selected "disagree." In summary, the data shown in tabale 1 indicated that the respondent disliked the delayed feedback strategy. In other words, delayed feedback has little effect on students' writing abilities.

### *Students' perception of Immediate feedback*

Understanding how various feedback techniques affect student learning and engagement is crucial when investigating the helpful forms of corrective feedback that improve students' writing abilities. The results of the questionnaire that show how students feel about immediate corrective feedback are shown in the following table. By looking into these preferences, we may learn more about the kinds of comments that help students improve as writers and how they help create a more individualized instructional experience.

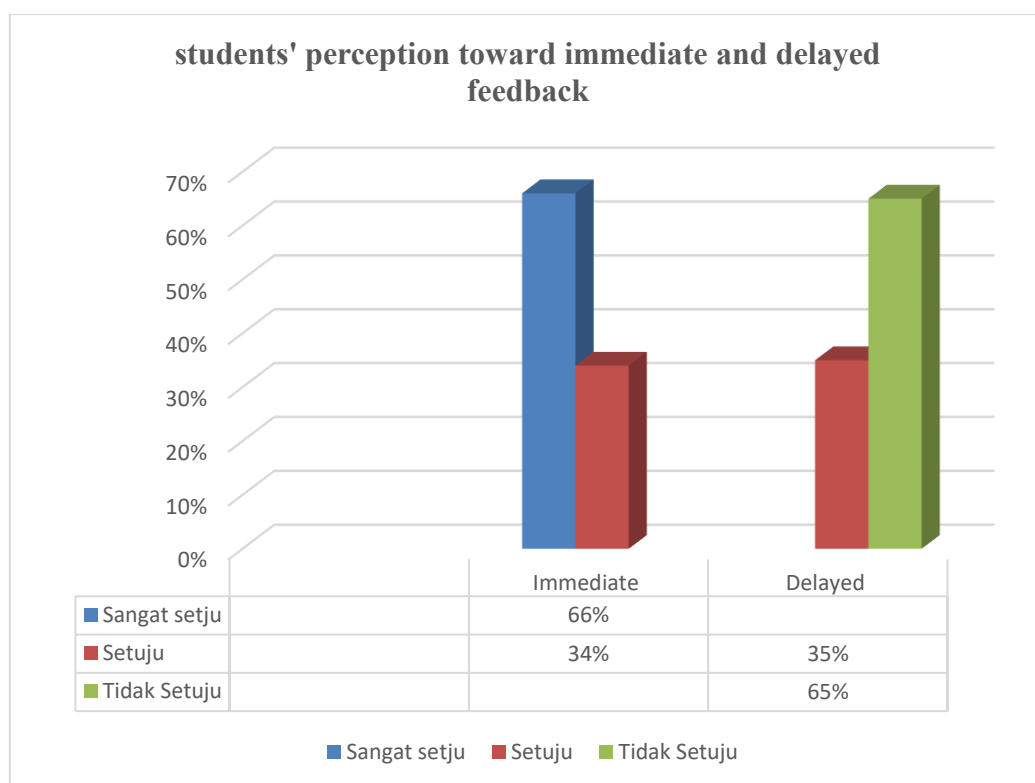


*Table 2. students' perception of immediate feedback*

The results of the students' responses using the immediate feedback method were shown in table 2. Accordingly, the only responses to the questionnaire's items were "strongly agree" and "agree." Furthermore, as seen in table 2, 66% of respondents selected "strongly agree," whilst 34% selected "agree." To put it briefly, the data in table 2 indicated that the immediate feedback method was appreciated by the respondent.

### *Students' perception of Immediate and Delayed CF*

In learning to write effectively, teacher feedback is pivotal in guiding students toward improvement. Teacher feedback helps students identify their writing mistakes. Understanding the role of feedback on students' writing abilities is essential, as it provides insights into how students perceive and utilize the feedback they receive. In writing education, teacher feedback is a tool for skill enhancement and significantly contributes to students' emotional responses. The insights gained from feedback allow students to identify their strengths and weaknesses, fostering a deeper understanding of their writing abilities. The following table presents the findings from the questionnaire, highlighting the Students' perception on applying Immediate and Delayed Feedback.



**Table 3. students' perception of Immediate and delayed feedback**

Regarding the providing of immediate and delayed feedback, table 3 showed that the students' response toward immediate corrective feedback was highly positive as proven by 66% choosing strongly agree and 34% of students were choosing agree. Hence, it could be stated that students' preference on applying the approach was highly positive. On the other hand, the response toward delayed corrective feedback appeared that the students' preference was negative. The students who prefer the delayed feedback were only 35% and as many as 65% of students were choosing disagree.

The findings from the questionnaire provide valuable insights into students' preferences regarding different types of corrective feedback and their perceived effectiveness in improving writing skills. One of the most notable results is the strong preference for immediate corrective feedback, with 66% and 34% of students agreeing that immediate feedback makes revising their writing easier than delayed feedback. Students expressed that immediate feedback helps them quickly identify specific mistakes. This finding aligns with by (Fu & Li, 2022), (Hassan et al., 2018) and (Kheradmand & Sayadiyan, 2016) who appeared that the immediate CF was more facilitative of L2 development than delayed CF. It could encourage the students' competence in produce a good writing. Students stated that receiving feedback immediately to ensure they are on the right track is very important to help them improve their writing skills and correct their mistakes.



### *The Result of Interview*

This interview was conducted as part of a study on students' perceptions of the impact of immediate and delayed corrective feedback. The effectiveness of these two types of feedback remains a subject of debate among second language researchers. The purpose of the interview was to collect students' direct views on the role of these two types of feedback, for which the students also served as informants. Through the interview, the researcher hopes to identify the strategies students prefer. The interview took place on March 27, 2025, at senior high school 14 in Maidi Village, Tidore Islands, North Maluku, and lasted two hours. The results showed that most students believed both types of feedback were significant, as they could easily understand their mistakes and improve their writing with immediate feedback. Immediate feedback is an effective writing learning method that encourages students to recognize and correct their mistakes. This method can enhance students' understanding of writing structure. It can be concluded from this interview that immediate feedback has a significant impact when provided and implemented in writing. Immediate feedback has a greater influence on students' writing skills than delayed feedback strategies.

### *Discussion*

This section presents the results of the study aimed at exploring the students' perceptions on providing the immediate and delayed corrective feedback approach in learning writing. It was to understand how students perceive and their preference toward the immediate and delayed feedback approach in terms of its impact on their ability of writing. By investigating these perceptions, the study sought to provide insights into the effectiveness of the both corrective feedback approach in fostering self-directed learning. The study used a descriptive qualitative methodology with data collected through a Likert-scale questionnaire and semi-structured interviews. The discussion aligns with the research objectives, which include examining students' perception with the immediate and delayed corrective feedback approach, assessing its impact on students' writing skill beyond the classroom.

In the process of teaching and learning, the role of written corrective feedback is crucial. As was said in the preceding section, the purpose of the current study was to determine how students felt about receiving both delayed and immediate feedback. This study was conducted to investigate the function and value of delayed and immediate feedback. The students wherein as the respondent were given the questionnaire regarding the delayed and immediate feedback. In addition, the students were asked to giving response the questionnaire based on their perception.

Associated with the applying of delayed feedback method, table 1 displayed that majority of the students' response was negative. The finding

pertaining the pupil's views regarding the role of delayed corrective feedback approach in learning writing, there were only 35% of respondents selected "agree" for all questionnaire items, while 65% selected "disagree." In summary, the data shown in tabale 1 indicated that the pupils' responses on applying the delayed corrective feedback technique in enhacncing the ability of writing was negatively high. In addition, most of the respondents were not prefer the delayed feedback strategy in writing class. In other words, delayed corrective feedback has little effect on students' writing abilities.

In the other side, regarding the finding pertaining the role of delayed feedback was different with the immediate feedback. The result gathered in term of students' perception toward immediate corrective feedback appeared that the pupils' response was positive highly. The data in table 2 displayed that the only responses to the questionnaire's items were "strongly agree" and "agree." Furthermore, as seen in table 2, there were 66% of respondents selected "strongly agree," whilst 34% selected "agree." To put it briefly, it could be affirm that all of the students or respondent were more prefer immediate corrective feedback than delyaed corrective feedback. In sum, the data in table 2 indicated that the immediate corrective feedback method was more appreciated by the students.

Additionally, pertaining the students' perception on providing immediate and delayed feedback, reffering to the study of the questionnaire results, it was discovered that students' response toward immediate corrective feedback was highly positive than delayed corrective feedback. The students who selected immediate feedback was 66% in *strongly agree* and 34% in option *agree*. Furthermore, for the students' response toward the delayed feedback, there was only 35% chose agree whilst 65% was disagree. Hence, referring to the data gathered through the questionnaire test, it remarked that the students were more prefer on providing *immediate feedback* strategy.

The results from the survey offer important information about students' preferences concerning various forms of corrective feedback and how effective they believe these are in enhancing their writing abilities. A key finding is the strong inclination towards immediate corrective feedback, with 66% and 34% of students agreeing that it makes revising their work easier compared to delayed feedback. Students indicated that immediate feedback enables them to quickly spot specific errors. This observation supports several studies which appeared that immediate corrective feedback is more beneficial for second language development than feedback given at a later time. It could boost students' skills in crafting high-quality writing. According to students, receiving feedback right away to confirm they are on the right path is crucial for helping them enhance their writing skills and fix their errors. In short, this finding indicates that the existence of immediate feedback strategy has a favorable impact on the student's writing competence. In addition, this percentage of result in line with (Kheradmand & Sayadiyan, 2016) who investigated the effects of teachers' immediate and delayed corrective feedback on EFL learners'

writing accuracy and found immediate to be more beneficial than delayed feedback. Furthermore, it was added by (Fu & Li, 2022), (Hassan et al., 2018) with the study “Students’ perceptions about the immediate feedback assessment technique in team-based learning” and assuming that immediate feedback has an important role than delayed feedback.

In addition, apart from the questionnaire test, researcher also applied semi-structured interview in order to confirm the students’ answer obtained from the questionnaire result. This interview was carried out as an element of a research focused on how students view toward the effects of immediate versus delayed corrective feedback. The aim of the interview was to gather students’ firsthand opinions regarding the significance of these two feedback forms, with the students acting as sources of information. The researcher aspires to uncover the techniques that students favor through this discussion. The interview process occurred on March 27, 2025, at senior high school 14 located in Maidi Village, Tidore Islands, North Maluku, and extended for two hours.

In the process of interview, the students were asked to give their response regarding the question given related to delayed and immediate corrective feedback. Furthermore, during the process of interview, the students’ response to the questions given was widely diverse, namely Immediate corrective feedback as a kind of suitable approach in teaching and learning activity, it was a teaching and learning strategy that easy to understand. Additionally, compare to delayed corrective feedback, Immediate feedback is more beneficial in encourage the student competence to identify their error in writing, it could enrich their ability to produce a good writing. In addition, immediate feedback as the easiest and fastest approach to boost the student in enhancing their quality of writing. Furthermore, of all the answers acquired displayed that the students have positive response toward immediate corrective feedback. The results indicated that a majority of students felt that both forms of feedback were important, as they were able to quickly identify their errors and enhance their writing through immediate feedback. Immediate feedback serves as a powerful technique for learning writing, motivating students to spot and amend their errors. This approach can improve students’ comprehension of writing organization. It can be inferred from this conversation that immediate feedback plays a crucial role when applied and utilized in writing. It tends to have a more significant effect on students’ writing abilities compared to delayed feedback techniques.

From the data obtained, it could be ascertained how do the students’ perception contribute to the debate regarding these two types of feedback. It could be seen that the extent to which this finding contributes to the hottest and controversial issue related to the role of the two types of feedback amongst SLA and L2 writing researcher. The result of data analysis appeared that all of the responses toward immediate corrective feedback were positive. While the findings

are overwhelmingly positive, it is worth noticing that there were 66% of respondents chose strongly agreed (rather than agreed) that they had enhanced their ability in writing. This suggests room for improvement in the implementation of immediate corrective feedback immediately, particularly in scaffolding activities that help students transit from dependent to independent learning styles. Providing tailored feedback and resources could further strengthen these outcomes. Whilst, on the other hand, the response pertaining the delayed feedback students who chose agree were only 35 % and the remaining 65% chose disagree. In short, of all the questionnaire and interview result, then it could be confirmed that this finding was in line with or contribute pertaining to studies by (Fu & Li, 2022), (Hassan et al., 2018) and (Kheradmand & Sayadiyan, 2016) who appeared that the immediate CF was more facilitative of L2 development than delayed CF. It could encourage the students' competence in produce a good writing.

The findings indicate that the immediate corrective feedback approach positively influenced writing abilities among participants. It was empower learners to engage in deeper cognitive processes and problem-solving. The students who perceive the immediate feedback approach very effective in fostering comprehension, critical thinking, and transferable skills in the development of writing skills. While the results confirmed the suitability of the immediate feedback approach to improving students' writing, they also highlighted areas for improvement, particularly in providing support for collaborative learning and mentoring roles. These insights contribute to the growing body of literature advocating self-determined learning as a transformative methodology in education. Further, this study is limited by its small sample size, which may affect the generalizability of the findings. Future research could expand the participant group and include longitudinal studies to assess the long-term impact of immediate feedback on academic and professional outcomes. In addition, comparative studies could explore the effectiveness of immediate feedback relative to other learner-centered approaches.

## CONCLUSION

The prominent goal of research was to exploring the students' perception toward direct and Indirect WCF. Referring to the data obtained, it was founded that 100% of student prefer feedback was carried out in immediately while there were only 34% prefer delayed corrective feedback. The student also stated that immediate CF as a suitable and easiest strategy wherein it could encourage the students in increasing writing competence. In sum, it could be assumed that immediate CF has a positive effect than delayed CF. In this instance, as an implication of pedagogy, it is advised to English teachers to use this approach in teaching writing, particularly in correcting students' errors. It was hoped that

further researchers would carry out a similar study using immediate and delayed CF for different levels and writing styles. This conclusion can also be used as a further source of information when performing further research for producing descriptive paragraphs that focus on different kind of feedback.

## ACKNOWLEDGEMENT

For the successful completion of this study, the author would like to express gratitude to Allah SWT. My sincere gratitude to the students and faculty of Senior High School 14 who have contributed to this study. I would like to express my gratitude for the help, direction, and encouragement I received from the University of Bumi Hijrah Tidore, my family, my friends, and my partner. The findings of this study will, hopefully, be helpful in the advancement of English language instruction.

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