

Effects of indirect focused written corrective feedback on students' writing accuracy and self-revision: Learners' engagement and self-concept revisited

Currently, academic writing is acknowledged as an indispensable skill university students need to master (Lonka, Chow, Keskinen, Hakkarainen, Sandström, & Pyhältö, 2014; Shrestha and Coffin, 2012). Recent approaches in language learning view writing the hub of teaching and learning in higher education as it satisfies a range of objectives according to the various contexts in which it occurs. Lillis and Turner (2001), however, argue that students are sometimes obliged to write fastidiously even before receiving the preliminary instructions. In fact, two common assumptions have falsely permeated language practices in English for Academic Purposes (EAP) contexts: students obtain academic writing skills quite easily and they do it according to the expected norms (Whitehead, 2002). These beliefs are not always realized because “most students find writing difficult and standards confusing” (Gimenez, 2008, p. 151). To address this issue, recent trends in language teaching seek to develop proficiency in language use that facilitates academic writing. Such trends entail (a) incorporating a more explicit treatment of grammar within a text-based curriculum, (b) building a syllabus and teaching/testing activities around tasks that involve functional use of language via attention to text organization and grammatical forms, (c) introducing activities involving consciousness-raising and noticing grammatical features of input and output, (d) using activities that require stretched-out i.e., which expand or restructure learner’s grammatical system through increased communicative practice of grammar in meaningful writing tasks (Cullen, 2013; Swain, 2000).