

References

- Ahmed, A. H. (2010, December). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal (LICEJ)*, 1(4), 211-221.
- Alhumidi, H. A., & Uba, S. Y. (2016). The effect of indirect written corrective feedback to arabic language intermediete students' in Kuwait. *European Scientific Journal*, 12(28), 361-374.
- Alimi, O. S. (2013). Observed leadership behaviour of primary school head-teachers in osun state, Nigeria. *Asian Journal of Management Sciences & Education*, 2(2), 192-197.
- Anselmo, L., & Eaton, S. E. (2017). Making evidence informed decisions about formative written feedback. In A. P. Preciado Babb, L. Yeworiew, & S. Sabbaghan (Ed.), *Selected Proceedings of the IDEAS Conference 2017: Leading Educational Change* (pp. 57-65). Calgary, Canada: Werklund School of Education, University of Calgary.
- Askew, S. (2000). *Feedback for learning*. London: Routledge.
- Bound, D. (2010). Implementing student self-assessment. 2. Campbelltown, N.S.W: Higher Education Research and Development Society of Australasia (HERDSA).
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria Va: Association for Supervision and Curriculum Development.

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains: Longman.
- Clarke, S. (2003). *Enriching feedback in the primary classroom: Oral and written feedback from teachers and children*. London: Hodder & Stoughton.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research method in education* (7th ed.). London: Routledge.
- Conrad, S. M., & Goldstein, L. (1999). Student revision after teacher written comments: text, context and individuals. *Journal of Second Language Writing*, 8(2), 147-180.
- Cox, C. (2012). *Literature-based teaching in the content areas*. California: SAGE Publications, Inc, 44.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Devlin, M. (2006). Challenging accepted wisdom about the place of conceptions of teaching in university teaching improvement. *International Journal of Teaching and Learning in Higher Education*, 18(2), 112-119.
- Driscoll, M. P. (2007). Psychological foundations of instructional design. In R. A. Reiser, & J. V. Dempsey (Eds.), *Trends And Issues in Instructional Design and Technology* (2nd ed.) (pp. 36-44). Upper Saddle River, NJ: Pearson Education Inc.

- Earl, L. (2003). *Assessment as learning: using classroom assessment to maximise student learning*. Thousand Oaks, CA: Corwin Press.
- Ferris, D. (1995). Student reactions to teacher response in multiple-draft composition classroom. *TESOL Quarterly*, 29(1), 33-53.
- Ferris, D. (1997). The influence of teacher commentary on students revision. *TESOL Quarterly*, 31(3), 315-339.
- Froyd, J., & Simpson, N. (n.d). Student-centered learning addressing faculty questions about student-centered learning. 1-9.
- Ghani, M., & Ashger, T. (2012). Effect of teacher and peer feedback on students' writing at secondary level. *Journal of Educational Research*, 15(2), 1-13.
- Harmer, J. (2004). *How to teach writing*. Harlow: Longman.
- Hattie, J., & Timperley, H. (2007, March). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Hawe, E., Dixon, H., & Watson, E. (2008). Oral feedback in the content of written language. *Australian Journal of Language and Literacy*, 31(1), 43-58.
- Hiemstra, R. (2001). Uses and benefits of journal writing. (L. M. English, & M. A. Gillen, Eds.) *Promoting Journal Writing in Adult Education (New Directions for Adult and Continuing Education)*(90), 19-26.
- Kaweera, C., & Usaha, S. (n.d.). The impact of different types of teacher written feedback on EFL university students' writing. 5.

- Kulhavy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, 47(2), 211-232.
- Lee, I. (2008). Student reaction to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing*(17), 144-164.
- Leibold, N., & Schwarz, L. M. (2015). The Art of Giving Online Feedback. *The journal of effective teaching* , 15(1), 34-46.
- Leki, I. (1991). The preferences of ESL students for error correction in college level writing classes. *Foreign Language Annals*(3), 203-218.
- Maarof, N., Yamat Hamidah, & Li, K. L. (2011). Role of teacher, perr and teacher-peer in enhancing ESL students' writing. *World Applied Sciences Journal (Innovation and Pedagogy for Lifelong Learning)*(15), 29-35.
- MacDonald, D. (2017). *professional development in teaching program*. Retrieved July 21, 2017, from Learning & Teaching Office Ryerson University: <http://www.ryerson.ca/lt/taga/pdp/>
- McKeachie, W. J., & Svinicki, M. (2006). *McKeachi's teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston, MA: Houghton Mifflin.
- Merrill, D. M. (2002). Instructional strategies and learning styles: which takes precedence? In R. A. Reiser, & J. V. Dempsey (Eds.), *Trends And Issues in Instructional Design And Technology* (pp. 99-106). Upper Saddle River, NJ: Pearson Education Inc.

- Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria Va: Association for Supervision and Curriculum Development.
- Nadeem, M. A., & Nadeem, T. (2013). Exploring impact of teacher's feedback on learner's learning behavior at university level. *Journal of Educational Research, 16*(2), 54-62.
- Noroozizadeh, S. (2009). Indirect feedback: A plausible suggestion for overcoming error occurrence in L2 writing. *The Journal of Asia TEFL, 6*(4), 245-262.
- O'Neill, G., & McMahon, T. (2005). Student-centered learning: What does it mean for students and lecturers. In G. O'Neill, T. McMahon, G. O'Neill, S. Moore, & B. McMullin (Eds.), *Emerging Issues in the Practice of University Learning and Teaching* (pp. 28-36). Dublin: AISHE.
- Pirhonen, N. (2016). *Students' perception about the use of oral feedback in EFL classrooms* (Unpublished master thesis). University of Jyväskylä, Finland.
- Purnawarman, P (2011). *Impacts of different types of teacher corrective feedback in reducing grammatical errors on ESL?EFL students' writing*. Virginia Polytechnic Institute and State University, Blacksburg, VA.
- Race, P. (2004). *Using feedback to help students learn*. Retrieved 12 25, 2016, from Higher Education Academy:

<https://www.heacademy.ac.uk/resource/using-feedback-help-students-learn>

Rae, A., & Cochrane, D. (2008). Listening to students: How to make written assessment feedback useful. *Active Learning in Higher Education*, 9(3), 217-230.

Raimes, J. M. (1983). *The writing process*. Massachusetts: Little, Brown & Company Limited.

Reigluth, C. M. (1999). *Instructional design theories and models: A new paradigm of instructional theory* (Vol. 2). Mahwah, NJ: Lawrence Erlbaum Associates.

Riazi, A. (1997). Acquiring disciplinary literacy: A sociocognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing*, 6(2), 105-137.

Rowe, A. D., & Wood, L. N. (2008, March). Student perceptions and preferences for feedback. *Asian Sosial Science*, 4(3), 78-88.

State of New South Wales Department of Education and Communities (2005).

Taylor, T. (2005). Learning from feedback: An EIC guide. *Educational Initiative Centre*, 1-15.

Truscott, J. (n.d.). The case against grammar correction in L2 writing classes. *Language Learning* (43), 327-369.

Van Beuningen, C. G., De Jong, N. H., & Kuiken, F. (2008). The effect of direct and indirect corrective feedback on L2 learners' written accuracy. *ITL International Journal of Applied Linguistics*(156), 279-296.

Westberg, J., & Hilliard, J. (2001). *Fostering reflection and providing feedback: Helping others learn from experience*. New York: Springer Publishing Company.