

Applying Writing Feedback Orientation and Self-Regulated Learning Writing Strategies to EFL Students at Van Lang University During COVID-19

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ABSTRACT

The main purpose of this study is to investigate the relationship between Writing feedback orientation (WFO) and self-regulated learning (SRL) Writing L2 strategies in online teaching during COVID-19. 200 EFL students from Van Lang University in Vietnam were recruited to participate in this study from a variety of courses (98 first-year students and 102 second-year students), using the questions from Jian Xu's study as a guide (2021). Data from this study are examined using qualitative, quantitative, and theoretical studies methodologies. Evidence from experiments has been gathered and categorized a number of guidelines that students follow when exercising in writing with a focus on feedback and self-controlled learning Writing techniques to develop their writing abilities. The findings revealed that EFL students had developed an optimistic response toward written corrective feedback (WCF), which is related to SRL strategies; at the same time, the teachers' and students' online interactions are also associated with teachers' feedback, which has created a confident academic online space for students accomplishing further tasks during COVID-19.

Keywords: Writing feedback orientation, Self-regulated learning (SRL) writing strategies, EFL students

Introduction

After more than an extended year of the COVID-19 pandemic, various aspects of human life are affected, including education. Most schools gradually change the teaching and learning methods from traditional to online to deal with this circumstance in the world in general and in Vietnam in specific. However, learning online is considered a matter which leads to several troubles in the interactions between teachers and learners, especially in receiving feedback on some complicated subjects such as the Writing of EFL students.

The online teaching method, widespread worldwide even before the breaking out of the COVID-19 pandemic, is not a new method to students these days, especially to students in developed countries. It shows several remarkable features to other countries and concurrently attracts those countries to employ this teaching method. Some studies on the issue of online learning have been launched, such as the study "Factors Influencing Freshmen's Acceptance of Online Learning: A Study at Hanoi University of Industry" (Trinh et al., 2022) or "Preparedness for Online Learning in the Context" of Monkeypox Virus: A Literature Review" (Ismail & Dawoud, 2022). However, it may cause some disadvantages for L2 learning, especially writing,

because of the barriers to interactive progress, imparting knowledge, and feedback orientation to EFL students. Giving L2 writing feedback orientation can help students increasingly refine their products, even in collaborative writing and individual writing (Guasch et al., 2013). Additionally, Trung (2021) investigated that by collaborative writing, students improved more in accuracy, which showed a good impact of receiving peer feedback after writing. At the same time, in an online learning environment, Alvarez et al. (2012) identified the importance of feedback in enhancing collaborative writing assignments. Furthermore, Robb et al. (1986) carried out a study to point out the importance of error feedback with the aim of improving L2 writing quality. In 2010, Parr et al. investigated that both the qualities of teacher's feedback for learning and students receiving feedback from teachers in writing progress are really important. Waller and Papi (2017) analyzed the data from participants and concluded that learners who had background knowledge of writing theories and always sought feedback writing could guess orientation toward written corrective feedback (WCF) easily. Moreover, Miao et al.'s study (2006) pointed out that students prioritize teacher input above peer evaluation and recognize the importance of peer input due to instructors' proficiency. In addition, Jian Xu (2021) also demonstrated that students having a positive attitude towards online WCF in online teaching could help them improve their writing even during COVID-19. So, feedback orientation is one of the important factors which can help students form self-regulated learning strategies in L2 writing. Through receiving feedback, students proceed to do their own self-regulated learning writing strategies. Several studies found that this is an effective method for writing. According to Scott G. Paris & Alison H. Paris (2001), analysis and discussions of learning strategies can help students of all ages get the benefit. Furthermore, MacArthur, Philippakos, and Ianetta (2015) discovered that the overall quality of writing in a persuasive essay and the article's length had substantial benefits. Additionally, SRL is encouraged to utilize online teaching more and more in the future. According to speculation, the result of Jimmerman et al.'s study (1986) proved that students who used SRL in writing progress got greater achievement than others. In 2011, Zumburunn et al. found that SRL help students become lifelong learners, even online and out of the classroom. According to Teng et al. (2018), the successful implementation of SRL in EFL students' writing performance is predicated on motivational control. Additionally, Tran (2021) proved that using SRL strategies in writing is possible, although the students' writing achievements didn't enhance much as expected at first, and both teachers and students had to spend more effort in using this method. Therefore, we can conclude that SRL significantly contributes to students' L2 writing (Sun et al., 2020). Thus, feedback orientation and SRL strategies in L2 are widely used in writing to raise the ability of students' writing all over the world increasingly.

Nowadays, in Vietnam, several researchers are steadily getting the importance of L2 learning feedback orientation and SRL for EFL students. However, applying these methods in L2 learning effectively, especially L2 writing, made both students and teachers get challenges. According to Luu (2014), students' writing skills are one the destitute skills because it has not been focused on since they were still studying in general education. Therefore, students face many difficulties when learning writing skills at university. Students not only feel agonized but also discouraged and not making progress from receiving some traditional feedback methods such as pointing out and correcting faults just from their teachers. Also, in this study, the author has shown that receiving comments from classmates will help students develop more writing skills. With the same opinion, Nguyễn (2016) said that although the feedback from classmates is still incomplete and specific, if it is properly and carefully oriented, it will help students advance their writing skills. Students taking ownership of their learning and being more engaged in the learning process without relying on the teacher's remarks is another benefit of assisting students in delivering feedback to help one other. According to Nguyễn (2013),

through peer feedback, learners can realize their own writing's strengths and weaknesses and know how to complete writing better. The author also considered that professors should make sure that students understand the goal of feedback and the role of respondents, who should be critical readers rather than "hunting error" people. In reality, online learning asks students to have a strong self-study ability to deal with L2 subjects, especially L2 writing, which is a difficult subject for EFL students. After receiving feedback, students adjust their self-determination to accomplish their writing the best. Self-determination shows the motivation of self-control has numerous positive attitudes in learning progress (Bùi, 2010). Students can understand the topic clearly and durably by spending time for self-study, which also helps them train will and the ability to creative activity (Lê, 2019). According to Nguyễn and Trần (2008), through every period of the evaluation process and feedback, students would know how to adjust to learning writing step by step. To maximize the self-study and self-research capacity of students, teachers must always take students' learning as the central object and find a way and a way for students to self-understand and apply knowledge (Truong et al., 2015). In a word, feedback orientation and SRL strategies in L2 writing are steadily applied by most universities in Vietnam to help students improve their writing the best.

This study aims to investigate EFL students' L2 writing feedback orientation, present the effects of writing feedback orientation and SRL writing strategies on the learning process, and set up SRL writing strategies for them, especially for Van Lang University's EFL students, in receiving revisable feedbacks and applying SRL writing strategies in L2 writing online class in the COVID-19, and simultaneously helping them improve Writing skills in particular and academic achievement in general. In addition, this study may release a number of other studies with the same purpose and topic.

Literature Review

The definition of Writing feedback orientation

Writing feedback orientation is the process of receiving evaluations, comments, feedback, and ideas about one's writing from teachers and friends via online learning on concerns such as grammar, word choice, spelling, etc. Individuals can then create their own lessons, as well as edit and enhance their writing skills. Furthermore, individuals can draw their own lessons as well as correct and enhance their writing ability. The feedback content is based on research that analyzed the effect of teacher feedback on collaborative writing in online environments and has four types of feedback: corrective feedback, epistemic feedback, suggestive feedback, and epistemic + suggestive feedback, according to Alvarez et al.'s (2011) study.

The definition of Self-regulated learning writing strategies

The term Self-regulated learning (SRL) was created to distinguish it from learning with the regulation from teachers. SRL, according to Zumburunn et al. (2011), is a process that assists students in managing their thoughts, behaviors, and feelings in order to optimize their learning experience and, as a result, achieve academic achievement. SRL occurs when the student's purpose is to acquire skills or knowledge by themselves. The authors also mentioned that SRL models are divided into stages. Three phases are included in one of the most common circle models: foresight and planning, performance monitoring, and performance reflections. In another study, Teng and Zhang (2017) show that SRL is the most effective process that helps students achieve learning goals by trying to regulate, monitor, and control the students' motivation, behavior, and feeling by themselves. Based on the information above, the SRL can be simply known as an effective process that assists students in controlling their study environment.

It is a cyclical process that is divided into phases: planning, monitoring their performance, and reflecting on the outcome.

Theoretical studies method

The theoretical studies method, according to Nguyễn (n.d.), is the activity of gathering scientific knowledge based on investigating various texts and materials with the same issue to obtain objective results. This method aids researchers in gaining a broad understanding of any new issue and exploring previous studies' tendencies to obtain valuable guidelines for their further topics. On the other hand, it also organizes scientific papers into a coherent, logical structure that allows the researchers to understand the issues deeply. For example, Nguyễn et al. (2008) pointed out the impact of peer feedback on learning by introducing theoretical difficulties and then allowing students to enhance their abilities. Also, Bùì (2010) gathered the necessary information from previous studies and demonstrated the meaningful aspect of theory in learning. Furthermore, Zumburunn et al. (2011) and MacArthur et al. (2011) proved that encouragement and self-regulated learning could help students get great achievements by applying self-regulated learning strategies, especially in writing, by using theoretical frameworks.

Product approach

As the name indicates, the product method compels the writer to concentrate on the completed text, or the product of writing, rather than the techniques and steps that led up to it. What important is that you complete the task quickly, efficiently, and all at once. The Product-based approach is acceptable by most writing teachers because of its general advantages in writing classes. Students can easily learn how to write parts of English using sample techniques, particularly rhetorical samples in English, through reported speech, description, and persuasive sentences. Product-based writing has been shown to improve L2 writing in terms of grammatical and syntactic structures (Tangpermpoon, 2008). Furthermore, when models are appropriately included in the content of the writing process, they become effective instructional tools, according to Eschholz (1980). They can help students become more conscious of writing elements, including style, language, organization, and structure. (Saeidi et al., 2011). On the other hand, Murray (1980) claims that using model texts in L2 writing programs has a number of downsides, the most prominent of which is that model texts impede L2 learners' creativity. In brief, the product approach helps learners have a general view of new topics in L2 writing so that they can easily accomplish challenging tasks.

Process approach

Process writing is an approach to writing that enables both teachers and students to gain knowledge more efficiently via activities such as teaching. It is also a type of writing in which EFL students concentrate on the process of creating their written goods rather than the finished results. Sun et al. (2009) concluded that a process approach to teaching writing should include several stages, including prewriting or invention activities (brainstorming, group discussion, assessing ideas); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, determining whether the revision is necessary); and revising on the whole-text level (looking at the overall focus, reconsidering organization, determining whether the revision is necessary); and revising on the whole-text (looking at the overall focus, reconsidering organization, deciding whether there is a need for revision). In other words, the process approach to writing teaching places a greater emphasis on the writing process than on the final product. Additionally, according to Myles (2002), the process approach to writing is only appropriate when students are given the opportunity to receive feedback on their written work, and it also encourages students to reflect

and seek input as their intentions, ideas, and language change as a result of providing opportunities for learners to receive feedback. Besides that, Sutikno (2008) investigated that the process-based approach is more effective than the product-based approach since it allows students to experiment with and develop their own unique writing style. Otherwise, according to Tangpermpoon (2008), students must spend a significant amount of time in the classroom to create a complete piece of writing. To sum up, the process approach helps students elevate their minds in L2 writing through activities in the studying process and achieve further achievements.

Previous studies

Plenty of relevant research claims that the process of acquiring the written language ability of EFL students is closely related to the recognition of written feedback orientation. Many studies showed that students who use Writing Feedback Orientation techniques are more engaged in their future writing practices.

Students' questionnaires were obtained from a legitimate sample in the study "Chinese University Students' L2 Writing Feedback Orientation and Self-Regulated Learning Writing Strategies in Online Teaching During COVID-19" after unfinished responses were eliminated using an Internet survey tool with 311 Chinese university students aged 18 to 21 years old (Xu, 2021). The result shows that students have many positive expressions about receiving feedback orientation. In particular, the main benefit of teacher criticism is that it aids students in seeing the logical flaws that the instructor identified in their work. Some students who were questioned indicated that their instructors' criticism helped them grasp what makes a good composition and led them to work hard on the proper path. Furthermore, the efficacy of feedback was boosted during COVID-19, as professors provided more tutorials and feedback to assist students in identifying writing issues and improving their writing, even if they studied in class but otherwise did not. Generally, students saw online English writing feedback as generally favorable, and they exhibited a feedback-seeking bias toward written corrected comments in the majority of cases.

In another study on feedback orientation, "Feedback to writing, assessment for teaching and learning and student progress" Parr et al. (2010), data regarding 59 teachers' ability to give feedback for students' writing papers from six schools were collected for research. After researching, the authors discovered that the link between teacher feedback and students' writing scores is quite tight and that the better a teacher's ability to provide excellent feedback, the better the student's writing results. In addition, the study "Feedback from peers regarding writing: from theory to practical application" (Phản hồi bài viết từ bạn học: Từ lý luận tới thực tiễn áp dụng) of Nguyen (2013) also shows the relationship between students' writing and their school fellows' feedback. The author said that school fellows' feedback has certain influences on students' writing. This is considered a very useful activity effect so that both teachers and all students in a class can discuss problems with each other in responding to writing assignments. It also helps students identify and solve the problems in writing by themselves. Also, in "The value of feedback in improving collaborative writing assignments in an online learning environment" (Alvarez, Espasa & Guasch, 2012), after dividing 83 students into 16 work groups and giving them two weeks to complete an assignment with the help of technical tools, the researchers discovered that students' responses are more active and constructive when teachers provide feedback with more comment and suggestion than simply correcting the fault.

Also, in the study of Jamshidi et al. (2021), the researchers have chosen 12 of the total 18 EFL learners from a sixteen-week Writing course (once class a week) in the first semester of 2019-2020 at Poldokhtar University to investigate. This paper aims to explore peer interaction (or peer feedback) to create facilities for the quality of peer feedback dynamics and the quality of

EFL learners' English writing. The result showed that EFL learners' English writing was actually improved through peer feedback dynamics factors (such as motivation, interaction, awareness, comfort, competition, confidence, cooperation, correction, creativity, techniques, role, nature, and opportunity). Because of these factors help, students get more chances to work together and share ideas with each other in the process of writing to produce good articles. Otherwise, peer feedback dynamics also accidentally make an invisible responsibility to each student. Due to this responsibility, more motivations are created to encourage students to learn writing harder not to affect the process of peer writing. In addition, in "Effect of corrective feedback on revision through computer-mediated instruction: the Pakistani EFL context" (Hassan et al., 2021), they explored how EFL learners provided feedback to their peers and its impact on revision. Also, this study investigated the factors that influence students' writing feedback and how they respond to their peers by using computers. The researchers picked 20 EFL students (male and female) in the third semester of BS English at Khwaja Fareed UEIT who were 16 to 18 years old and learning English as a foreign language. These students were given a number of materials to help them develop their reading and writing abilities as well as analyze, evaluate, and critically think about the feedback actions of their peers. The results show that EFL students use feedback based on their needs and stay focused on the content. Particularly, Peer feedback has no direct impact on revisions; similarly, the findings revealed that peer evaluation had a significant impact on the length of the essay but almost no effect on the communication's goal. Various elements influence peer feedback writing, including the characteristics of writing tasks and language proficiency, which make the process rather sophisticated and require an intermediate computer to supplement the oral peer response. Ultimately, students' attitudes and enthusiasm to write in English as a foreign language seemed to increase as they learned how to utilize word-processing language tools.

At the same time, SRL is implemented in many schools throughout the world because it plays an essential role in the development of L2 abilities, particularly writing skills, by fostering relationships with students' feedback orientation. This relation occurs when students receive feedback, they will have the motivation to correct their writing, and the self-regulated learning strategies will assist them in controlling their thoughts, including motivation better, so students can work with their writing more effectively.

In "Encourage Self-Regulated Learning in the Classroom" (Zumbrunn, Tadlock, & Roberts, 2011), the authors show that SRL assists students in controlling their thoughts, behaviors, and emotions to be successful in learning. Furthermore, SRL teaches students how to get knowledge and skills by themselves, which is very extremely for subjects that require high perseverance, such as writing. In the study "Self-Regulated Strategy Instruction in College Developmental Writing" (MacArthur, Philippakos, & Ianetta, 2015), an experiment involving 13 instructors and 276 students from 19 developmental writing classes at two universities found that teaching SRL curriculum for a full semester in 9 classes and comparing it to a normal condition in the others improved overall quality of writing on a persuasive essay and length, but not grammar. It also helped students develop their skills for setting goals, managing their efforts, and reflecting on their work.

In their study "Effects of motivational regulation strategies on writing performance: a mediation model of self-regulated learning of writing in English as a second/foreign language," Teng and Zhang (2017) discovered that motivational regulation has an impact on both students' writing performance and their reported use of SRL strategies. The results of self-report questionnaires and English writing tests completed by 512 undergraduate students in mainland China show that motivation regulation can assist EFL writers in becoming more active in extending their

learning efforts and using various strategies to develop their cognitive, metacognitive, and social involvement in completing learning tasks in EFL Writing.

Previous studies have found a link between writing feedback orientation, self-regulated learning practices, and students writing abilities. Writing feedback orientation and self-regulated learning methodologies, in fact, have a favorable impact on writing ability by assisting students in actively developing their writing abilities.

Methods

Research context

Here and now, the COVID-19 disease is becoming more and more serious and causes several effects on people in general and students in specific. Therefore, setting up online classes for learners, especially university students, for long-term development is really urgent and necessary. For this particular context, this study aims to investigate EFL student's L2 writing orientation feedback and present the learning process of EFL students of Van Lang University, which is proceeded in the form of online courses to help students catch up with the academic program and complete it on time to help them set up SRL writing strategies. However, most students consider that their learning process and achievements are reduced, especially in writing which is an essential skill for EFL students to help them accomplish advanced studying programs in each major and academic research better. Lack of setting suitable SRL strategies in L2 writing and interaction with classmates and teachers with the orientation of seeking feedback to correct their writing is the main reason for the feeling of dissatisfaction about learning Writing online. Students need to focus on establishing suitable SRL strategies since these strategies can help them point out the important details of each subject, and then, they can exactly solve the problems and get good results. In addition, WFO is also a helpful solution that can help students have a chance to learn from their writing faults after receiving classmates' and teachers' feedback to prevent usual errors and improve their following writing. To find out a suitable solution for the issue that makes students confused, researchers have created appropriate questionnaires, which are based on the reality of EFL students of Van Lang University, according to Xu's (2021) framework, and have continued online surveys to collect and analyze data from 200 EFL students, who are first-year students and second-year students. At the same time, researchers have also invited 20 students, 200 total, to get further interviews about the mentioned issue and to receive more feedback and wills in learning L2 writing online.

Participants

In total, after excluding incomplete responses for three weeks in August, 200 questionnaires were collected from 200 students aged 18 to 21, all of them studying in the Faculty of Foreign Languages, Van Lang University. In the number of participants, there are 131 (65.5%) female, 65 (32.5%) male, and 4 (2%) others; 98 (49%) are freshmen, and 102 (51%) are sophomores who participated in the study for three weeks. All the survey participants are currently or have completed at least one online writing course in the Faculty of Foreign Languages, Van Lang University. Academic English writing is a compulsory class for students who have majored in English for more than two years of their four-year undergraduate study. At the time of the study, all participants were engaged for at least one semester in an obligatory English writing course, which demanded them to have good writing talents, a wide variety of knowledge, and a strong self-learning mindset. Out of those 200 volunteers, 20 people agree to participate in a follow-up interview. This group has 7 males, and 13 females, of which 16 are first-year students and 4 are second-year students.

Research design

Quantitative method

Quantitative methods will probably have specific numbers throughout statistics. According to Aliaga and Gunderson (2002), research entails collecting quantitative data and evaluating it using quantitatively based approaches to explain events (in particular statistics). Muijs's (2004) research on "doing quantitative research in education" has been excellent, and it also pointed out that there is many the foundation of the quantitative research method. If we tend to take a pragmatic approach to analysis strategies, we must first determine which types of questions are best answered with quantitative rather than qualitative methods (Muijs, D., 2004). Much research has looked at the L2 writing feedback orientation in conjunction with other factors such as academic performance, stress, and so on. Many studies use the quantitative technique to get the result of SRL writing strategies. The majority of studies were done with university or college student populations and relied on questionnaires or self-report measures to gather data. Sun et al. (2020), for example, underlined the importance of using writing SRL methods in learning English as a foreign language since they have a significant relationship after completing surveys in university writers' areas. Additionally, Parr et al. (2010) and Teng et al. (2017) used the quantitative technique to obtain relevant results from writing feedback for education and learning, as well as SRL tactics on writing performance.

This research paper uses quantitative methods by using a questionnaire according to Xu's (2021) framework. This questionnaire will be sent to 200 EFL students from Van Lang University (98 students from first-year, and 102 students from second-year) through an online form to collect data, and then the researcher will analyze the topic. The time for this questionnaire will last 3 weeks. Students will be asked about their favorable feedback orientation, their reactions about creating their own self-regulated learning strategies in writing, what they would do to seek feedback and carry suitable strategies for L2 writing, and so on during teaching and learning online during the COVID-19 time. The researcher will use this information to identify which writing feedback orientation and self-regulated learning procedures will help EFL students improve their writing abilities and accomplish their goals.

Qualitative method

The researcher will use this information to assess which writing feedback orientations and self-regulated learning procedures will help EFL students improve their writing abilities and successes. "Qualitative" denotes a sketch of phenomena, but "quantitative" denotes a quantity or numerical value, implying that qualitative research is also identified. In qualitative research, linking descriptive, interpretative data, and numerical indices together is frequently suitable — even desired — for comprehending a phenomenon (Damico, Simmons-Mackie, Oelschlaeger, Elman, & Armstrong, 1999; Ragin, 1987). When observing and analyzing reality with the goal of generating a hypothesis that would explain what was observed, the qualitative naturalistic method is applied (Newman, I., & Ridenour, C., 1998). A lot of research has identified and assessed feedback orientation and SRL writing using qualitative methodologies, according to a review of the literature. For example, after interviewing, Nguyễn (2016) detected that using peer feedback and teacher feedback in writing helps students realize their errors and develop their accomplishments. Moreover, during COVID-19, Xu (2021) used an interview technique to learn about students' thoughts about online English writing classes, online instructor WCF, and their personal SRL writing approach.

This study uses qualitative methods by interviewing 20 EFL students at Van Lang University (16 students from the first year and 4 students from the second year) according to Xu's (2021)

framework and takes advantage of the students who were a volunteer and pleased to participate in the study. These interviews will last two weeks to collect information in full and usefully. During teaching and learning online during the COVID-19 time, students will be asked about their preferable feedback orientation, their responses to producing their own self-regulated learning strategies in writing, what they would do to seek feedback and carry appropriate strategies for L2 writing, and so on. The researcher will use this information to identify which writing feedback orientation and self-regulated learning techniques will help EFL students improve their writing abilities and accomplish their goals.

Instruments

Under the influence of the COVID-19 disease and the government's social distancing directives, using the online questionnaire and online interview is the safest and most effective way to collect data from EFL students of Van Lang University as participants for this study.

The questionnaire is designed into two clear and specific parts to analyze the WFO and SRL strategies in learning L2 writing. The questions in both two parts of the questionnaire would be divided into different categories with multiple-choice answers. These answers were given to help participants get the problem and answer in more detail. In this way, the data would not only be collected scientifically and systematically but also would avoid having ambiguous answers. Furthermore, it could help participants understand the questions more clearly and choose the most suitable answers for themselves, improving their ability to learn L2 writing. And the most important thing is that the questionnaire has the ability to collect the most data in the shortest time through a Google form which is sent to the EFL students of Van Lang University at student groups on social networking sites.

Online interview is chosen as the second way to collect data from participants for this study because of two main reasons below. The first reason is this method helps researchers to gather reliable data because these data sources have been well-verified as first-year and second-year EFL students of Van Lang University. In addition, researchers can understand the general situation of problems that each student has experienced in the learning process of L2 writing. Therefore, many previous studies have also applied this form in the research process. Also, the interview is not too dependent on the default questions, so it would be flexibly changed depending on the situation that could appear during the interview process for each student. Therefore, researchers could explore more aspects of the problem and have the opportunity to see more problems that have not been mentioned before. The second reason is the interview could help researchers investigate the information deeply, which may be missed in the questionnaire method. Additionally, by interview, participants can express their difficulties and desires in the learning process of L2 writing in terms of WFO and SRL strategies. For the above reasons, the combination of both the questionnaire and interview methods in conducting this study is extremely necessary and useful for this study.

Procedures of data collection

The survey, which includes two questionnaires and an interview, is based on the framework of the research paper "Chinese University Student's L2 Writing Feedback Orientation and Self-Regulated Learning Writing Strategies in Online Teaching During COVID-19" by Jian Xu (2021). The questions have been summarized and edited with some content to suit the context of Vietnam and EFL students of Van Lang University during the Covid pandemic. These questions will be sent to 200 students (including first- and second-year students) of the Faculty of Foreign Languages at Van Lang University via community groups as students' forums on the social network on the internet. The purpose of this way is to select random volunteers to

participate in the survey and give more objective survey results. After collecting enough responses and eliminating sketchy response forms by 3 weeks, the survey system will be closed a week after the survey form submission date begins, or it may take one more week to collect enough data. After collecting, the researchers would select 20 forms that could extract more information and proactively contact the owners. Researchers will conduct interviews, which will take place individually based on the Zalo platform, with an estimated time of an hour for each person. The content of the interview can be changed flexibly depending on the situation, the interviewer, and so on.

Data collection and analysis

According to Jian Xu's approach, the study was done using data from surveys and interviews for the feedback orientation questionnaire (FOQ) and writing strategies self-regulated learning questionnaires (WSSRLQ) (2021). The goal of this decision is to investigate the internal structure of these surveys for practical application and to verify that they both produced the expected findings.

Results

This study aims to figure out the effect of WFO and SRL strategies in L2 writing on EFL students during online learning time due to COVID-19's influence, especially on Van Lang University's EFL students. Besides, applying WFO and SRL strategies would help students learn to write more productively and obtain good achievements. The following data is collected from 200 participants from Van Lang University EFL students.

Writing Feedback Orientation

Quantitative results of Writing Feedback Orientation

Table 1. Writing feedback orientation

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	I communicate to my teacher online when I don't comprehend his or her critiques on my English writing.	Agree	120	60	60.1
		Hesitating	31	15.5	
		Disagree	14	7	
2	I appreciate it when my English instructor corrects all of my errors (grammar, content, organization, spelling, and punctuation).	Agree	136	68	
		Hesitating	18	9	
		Disagree	11	5.5	
3	I read all of the remarks attentively when I receive my English writing assignments.	Agree	124	62	
		Hesitating	32	16	
		Disagree	9	4.5	
4	I strive not to repeat the English writing faults that my instructor has pointed out to me.	Agree	121	60.5	
		Hesitating	36	18	

		Disagree	8	4	
5	I appreciate it when my English instructor asks me questions on my writing paper to help me think about what I'm writing (not just gives me the answer).	Agree	100	50	59.33
		Hesitating	46	23	
		Disagree	19	9.5	
6	I dismiss my teacher's comments on my English writing work when I don't grasp what he or she is saying.	Agree	81	40.5	
		Hesitating	27	13.5	
		Disagree	57	28.5	
7	I only consider the grade after I receive my English writing assignments.	Agree	6	3	
		Hesitating	45	22.5	
		Disagree	114	57	
8	I don't care whether I get criticism on my English writing assignments when I get them back.	Agree	8	4	
		Hesitating	17	8.5	
		Disagree	140	70	
9	In my English writing work, I appreciate it when my instructor merely puts a grade and no remarks.	Agree	4	2	
		Hesitating	25	12.5	
		Disagree	136	68	
10	My classmate's remarks on my English writing work are never looked at after peer review.	Agree	10	5	
		Hesitating	25	12.5	
		Disagree	130	65	
11	I'd want to hear exclusively on the things I performed well in my English writing paper.	Agree	7	3.5	
		Hesitating	23	11.5	
		Disagree	135	67.5	

Table 1 presents the survey results of 11 questions about the orientation of receiving feedback from first- and second-year students at VLU's foreign language faculty. According to the findings, the majority of students have developed their own understanding of the need to obtain criticism in order to enhance their writing abilities. At the same time, the survey findings suggest that in the process of learning to write in L2, students place a high value on instructor feedback. The factors related to the response to the feedback from teachers all reached over 50% agreement. The students also had a positive attitude toward feedback-seeking oriented. The pupils, on the other hand, were less engaged in feedback avoidance activities.

Qualitative results of Writing Feedback Orientation

Three themes were generated based on the responses of the students in the interview, which are attitudes towards learning writing online, applying SRL, and the orientation to receive feedback

while learning writing online. Regarding students' attitudes towards online learning, most students have a positive attitude toward learning writing online, especially during the Covid-19 epidemic. Some students said that learning to write online helps them have more autonomy in learning (time and place, can review lessons by the storage functions, and so on). Furthermore, teachers can help their students in time through online channels such as messages or email. On the other hand, others argue that online learning has drawbacks, such as a lack of connection between lecturers and students throughout the teaching and learning process, and that students are easily distracted when learning online by external elements such as phones, noise, and so on. However, learning online during the covid epidemic is inevitable. Most students have already gotten used to learning writing online. Learning writing online also affects the orientation of students when receiving feedback. Students said they enjoyed getting feedback from their teachers even while learning online because it helped them realize their faults in writing and improve their skills. The students interviewed also commented that they would rather receive teacher feedback at the end of each writing than just grade it. Otherwise, unlike receiving feedback from teachers, the interviewed students said that although they liked to talk with their friends during the writing process, they were not very interested in receiving feedback from their classmates. They think that feedback from classmates is affected by their level and knowledge, so classmates' feedback may be wrong, and they still have to give it back to the teacher for feedback again. In general, the students have a positive attitude towards learning writing online and are oriented to receive feedback in learning writing.

Writing Strategies for Self-Regulated Learning

Quantitative Writing Strategies for Self-Regulated Learning

Self-regulating learning methods play a vital role in strengthening students' writing abilities, especially for foreign language students. That is proven through the data collected from table 2 to table 10, which indicate the students' enthusiasm and sense of self-study at some different stages: Goal-Oriented Monitoring and Evaluating (GME), Idea Planning (IP), Text Processing (TP), Course memory (CM), Peer Learning (PL), Feedback Handling (FH), Interest Enhancement (IE), Motivational Self-Talk (MST) and Emotional Control (EC).

Table 2. Goal-Oriented Monitoring and Evaluating (GME)

When I learned writing, I ...	Number	Percent (%)
Set up goals for me to direct my learning activities.	140	70
Make sure I'm on track to meet my goal by checking in on my progress.	137	68.5
Examine my understanding of the concepts and abilities gained in writing classes.	98	49
Keep track of my progress in writing courses.	106	53
Remind me to stick to my strategy.	100	50
Set a learning objective for me to better my writing skills.	130	65

In table 2, more than 65% of students spend time setting learning goals and routinely evaluating their progression when learning writing skills to ensure they can get directly to their learning activities and achieve those previous targets. Due to a lack of supervision from their professors, students, on the other hand, have little interest and find it difficult to measure their proficiency

in the knowledge and experience taught in writing courses. Unfortunately, only 49% claimed that they are conscious and capable of measuring their own competence while learning. Only half of the students could convince themselves to stick to their schedule since self-motivation to continue and sustain their habit is challenging.

Table 3. Idea Planning (IP)

Before writing, I ...	Number	Percent (%)
Read similar articles to aid my planning.	137	68.5
Use the internet to look for relevant facts to assist me in planning.	176	88
Consider the key characteristics of a successful composition that I've learnt to assist me in planning.	107	53.5

Furthermore, before beginning to practice a new essay, students find the internet to be a remarkable and incredibly valuable tool because up to 88% of students claim that relevant material can be found on this platform presented in table 3.

Table 4. Text Processing (TP)

When writing, I	Number	Percent (%)
Apply certain literary tricks to make the work more intriguing.	101	50.5
Check for grammatical errors.	171	85.5
Make sure your spelling and grammar are correct.	152	76
Make sure the structure is logically sound.	146	73
Examine the cohesion or relationship between sentences.	141	70.5
Examine if the topic and substance have been presented clearly.	127	63.5

However, in table 4, about 70.5% to 85.5% of students say that they want to check their writing before submitting in regard to grammar mistakes, spelling, punctuation, cohesiveness or connection among sentences, and structure for logical coherence. They consider these steps as crucial milestones in developing their writing abilities. Furthermore, half of the students generally employ literary strategies to make the essay more engaging, and they double-check the subject and substance to verify that they have been conveyed correctly.

Table 5. Course memory (CM)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	To assist me recall useful terms and idioms learned in writing classes, I write them down.	Yes	186	93	71.8
		No	14	7	
2	To assist me recall useful terms and expressions learned in writing classes, I say them out loud.	Yes	88	44	
		No	112	56	
3	To assist me recall my class notes and course information, I read them over and again.	Yes	157	78.5	
		No	42	24	
		Others	1	0.5	

According to the 3 given questions in table 5, a number of students obviously have a sense of self-study and self-directed learning. Most students, in particular, like to jot down valuable phrases and idioms learned in writing classes in order to remember them. In addition, re-reading class notes and course materials were also their preferred method. However, approximately 60% of the students said they were not in the habit of memorizing useful words and expressions taught through speaking out.

Table 6. Peer Learning (PL)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	I talk with my classmates to get new ideas and get them to assist me to write.	Yes	171	85.5	85.5
		No	29	14.5	

Regarding peer learning, table 6 shows that 85.5% of students want to discuss with their friends to gain more ideas and help enhance their writing.

Table 7. Feedback Handling (FH)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	I'm open to receiving feedback on my work from others.	Yes	185	92.5	94.6
		No	15	7.5	
2	In my writing, I am willing to accept teacher critique.	Yes	199	99.5	
		No	1	0.5	
3	Based on peer comments, I aim to enhance my English writing.	Yes	174	87	
		No	26	13	
4	On the basis of instructor criticism, I aim to enhance my English writing.	Yes	199	99.5	
		No	1	0.5	

Table 7 also revealed that over 90% of children are open to students and teachers' feedback. By allowing students to get the teacher's and peer comments, they may be able to improve their English writing skills and avoid repeating the same errors in subsequent writings. Furthermore,

they rely on these elements to remind themselves to keep writing while also looking for strategies to control their mood when they want to stop.

Table 8. Interest Enhancement (IE)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	I'm always looking for new methods to make learning to write more enjoyable.	Yes	140	70	71.5
		No	60	30	
2	To practice writing, I chose fascinating themes.	Yes	134	67	
		No	66	33	
3	To pique my interest, I make a connection between the writing assignment and my own life.	Yes	144	72	
		No	56	28	
4	I make an effort to link the writing assignment to something I'm passionate about.	Yes	154	77	
		No	46	23	

In terms of Interest Enhancement, more than 70% of them are looking for ways to make writing more interesting by integrating their writing work with their real and tangible hobbies to pique their interest and enthusiasm. Surprisingly, according to the findings in this table 8, 33% of students do not wish to practice writing on their favorite topic, which shows their interest and effort in developing writing abilities.

Table 9. Motivational Self-Talk (MST)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	I remind myself how critical it is to achieve high grades in writing classes.	Yes	164	82	66.9
		No	36	18	
2	I persuade myself that practicing writing will help me surpass my classmates.	Yes	155	77.5	
		No	45	22.5	
3	In writing classes, I compete with other students and push myself to achieve better than they do.	Yes	108	54	
		No	92	46	
4	I motivate myself to put in the effort necessary to increase my writing abilities and knowledge by enrolling in writing classes.	Yes	116	58	
		No	84	42	
5	I remind myself that I need to keep taking writing classes to improve my writing skills.	Yes	126	63	
		No	74	37	

The majority of students believe that motivation is a key part of the Self-Regulated Learning approach. Specifically, they instinctively remind themselves of the importance of achieving good marks or the necessity of practicing writing in order to outperform their classmates in

online writing classes. Nevertheless, up to 46% of students do not want to compete nor to challenge themselves to do better than their other classmates in writing courses.

Table 10. Emotional Control (EC)

No.	Items	Answer	Number	Percent (%)	Cumulative percent (%)
1	When I'm doing a written exam or answering questions in a writing class, I tell myself not to be concerned.	Yes	167	83.5	86.5
		No	33	16.5	
2	When I want to stop writing, I persuade myself to keep going.	Yes	179	89.5	
		No	20	10	
		Others	1	0.5	
3	When I'm about to give up, I find strategies to keep my emotions in check.	Yes	173	86.5	
		No	27	13.5	

The final table mentioned students' emotional control; moreover, half of them claimed they told themselves they had to keep writing or looking for different strategies to regulate their moods when they wanted to give up.

Qualitative Writing Strategies for Self-Regulated Learning

The 20 interviewed students had a common view of self-regulating learning through its positive and negative effects. In terms of the positive side, students acknowledged this is an extremely effective method for developing writing skills. Before commencing an essay, they reported that it allows them to have more time to brainstorm ideas and find references, so they could have more opportunities to discuss with their peers about their assignments or build a good outline in the online classroom environment. When applying this strategy throughout the writing period, they can conveniently look up the meaning of words and synonyms by using dictionaries or avoid common faults such as grammar, spelling, punctuation, etc. After finishing an assignment, they can use some online websites to check for faults that make their writing perfect before submitting it to the teacher. On the other hand, this learning method makes students passive in creating their writing compositions. The proof is that the teachers provide all students same layout, and they only need to change some necessary information. As a result, when given a new topic that has never been discussed before, some students often find it challenging to develop and analyze it into a complete text. Furthermore, some pupils may not receive a specific technique in how to write effectively owing to a lack of instructor training from the start. Every time they do their assignments, they just start writing and submitting them immediately without following the accurate sequences. Overall, SRL strategies have certain impacts and enormous contributions to improving students' writing skills via the virtual classroom.

The Association between WFO and SRL strategies in L2 writing

The qualitative findings reveal that the majority of the students interviewed thought SRL was directly connected to receiving feedback when attempting to write in L2. Students can learn how to write a decent writing assignment and then send it to teachers for feedback by implementing appropriate SRL tactics in the L2 writing process. The SRL strategies in L2 writing also motivate the students to write and self-correct to improve other assignments. Additionally, SRL strategies make the motivation for students to exchange with friends to create more fitting strategies. Besides, reading each classmate's writing can also help correct faults

and learn good ideas. This result presents the interaction between SRL strategies in L2 writing and WFO to create good achievements for students' learning-to-write process.

Discussion

In the implicated situation of COVID-19, all EFL students are ready to learn online, including writing. By learning online, they can actively attend classes and review the previous at any time by using teaching applications (such as Microsoft Teams, E-learning, and other applications). Therefore, students all get full awareness of online learning's advantages to their learning process. And it is obvious from the collected data that students have created their own awareness about the orientation of receiving feedback to improve writing skills which is the same as the study of Jian Xu (2021) that demonstrated positive attitudes towards online writing feedback orientation. Approximately 68% of students want the teachers to point out their writing faults and correct them (for example, grammar, content, organization, and so on.). Pointing out writing errors and correcting them aims to help students know the core of each error. Because of that, most students take the initiative to try to remember these faults, and then they would not get the same faults in the following writings. Moreover, the first- and second-year students are interested in creative and thought-provoking studying methods such as giving questions or broaching subjects by teachers, and then, they would have a chance to handle the subjects themselves. About half of the participants are interested in this studying method, which is considered as a new modern studying method for students and also leans more toward active than passive. By this method, students would keep knowledge in mind longer and apply it for L2 writing easily after they research and learn by themselves. Otherwise, around 60% of students prefer talking directly to their teachers to get the points well when they do not understand any subjects clearly. It shows the initiative of students in seeking feedback orientation for writing and improving writing skills through this studying method, as the previous study of Guasch (2013) has dealt with writing feedback and showed results that giving writing feedback orientation actually helps students clarify their products. In the 'receiving feedback' process, around 124 to the total of 200 students choose reading feedback carefully and accurately to improve their writing skills, which shows they totally understand the essentiality of teachers' feedback. And, as Alvarez et al. (2012) had investigated before, another encouraging sign is considered from the table that more than half of students appreciate writing feedback orientation in learning writing courses. It also implies that students gradually have a good vision of feedback orientation and handle it as a part of learning writing strategies to get good achievements.

Almost all students realize the importance of feedback orientation and are willing to receive peer and teachers' feedback for writing, as the study of Parr et al. (2010). None of them ignore teachers' feedback or learn more about misunderstanding issues. Each student assumes that each teacher's feedback will help them pay attention to these issues and get better results in writing. Therefore, most students prefer getting scores with teachers' feedback in detail to getting scores without caring about the feedback of their errors. This shows the students' will need their teachers to point out the errors in writing products to know their weaknesses to reduce and correct them. From 57% to 60.5% of participants are aware that the score is not the only thing they need to focus on because it does not tell them what their faults are and what they need to do to correct them. For that reason, these students prefer receiving papers back with feedback or comments to receiving papers back with only scores. Referring to the faults and congratulating the rights are what students want to be received from teachers in writing courses. Besides, students are also willing to get more comments or feedback from peers to advance

their writing later. Nearly 65% of students believe that peer feedback is useful and can give them more new experiences. This shares the same result with the study of Luu (2014), which is about peer feedback will help students enhance writing skills, and the study of Nguyễn (2013), which demonstrates that obtaining peer input allows kids to recognize their strengths and flaws. As a consequence, if students know how to clarify accurately, peer feedback is one of the good strategies to assist them in building their writing abilities.

Self-regulating learning methods play a vital role in strengthening students' writing abilities, especially for foreign language students. In general, most students have a sense of self-study and self-directed learning to improve their writing skills. Many students try to remember and apply the knowledge they have learned in class to practice writing skills. For example, many students chose to write down useful words and expressions or read them over and over again to memorize them. To feedback from teachers and peers, most students choose to communicate with classmates to improve their writing. There is a difference with the result in "Chinese University Students' L2 Writing Feedback Orientation and Self-Regulated Learning Writing Strategies in Online Teaching During COVID-19" (Xu, 2021). According to Xu (2021), the students said that they do not usually communicate with their peers when writing. But about receiving feedback from peers, both studies share the same result that students do not really want the feedback from peers since it is often affected by the level; additionally, it is often a positive comment, which is not really useful in developing writing skills. The volunteers, on the other hand, believe that the teacher's comments motivate them to practice and improve more. This is similar to the results examined in this study. Most students agree that they usually use feedback from teachers when writing and try to improve their writing based on teachers' comments. So, it can be seen the important role of receiving feedback from teachers in developing writing skills. The participants also reported that they often find ways to make writing more interesting on their own by choosing topics they find interesting to practice or relating themselves to the paper. Besides self-direction and self-motivation, most students remind themselves of the importance of practicing writing skills. They usually reminded themselves to get good grades in writing; however, they did not insist on competition in learning. Not many students said that they want to compete with others for self-improvement. Instead, the students are more self-motivated individually. Also, in self-motivation, students said that they would encourage themselves to continue practicing when they want to give up. Nevertheless, there are still a few who think that giving up or continuing depends on their emotion at that time. It is clear that self-motivation has a direct impact on L2 learners' writing abilities. This is similar to the research result of Teng and Zhang (2017) in "Effects of motivational regulation strategies on writing performance: a mediation model of self-regulated learning of writing in English as a second/foreign language", they demonstrate that Chinese EFL students are willing to put up a significant degree of effort in order to complete a writing task. Thus, most students generally apply SRL in using feedback from teachers and friends to practice their writing skills at L2.

Regarding the association between WFO and SRL, it is demonstrated clearly through the results and analyses of this study. WFO is a directive supporting method for both students' learning Writing process and SRL strategies. In particular, by applying SRL strategies in L2 writing and seeking WFO effectively, students could get good achievements. In the students' learning writing process, they need WFO's help to correct faults and complete faults to improve their writing. Besides, it helps students know their strengths and reach their full potential. Thus, this study aims to help students determine the general vision of WFO and SRL strategies and the importance of WFO and SRL strategies in L2 writing to support their writing well.

Conclusion

This study has investigated and promoted WFO and SRL strategies in L2 writing to EFL students. Otherwise, it also has explained more about how to be aware of and apply WFO in using SRL strategies in L2 writing effectively. After collecting and analyzing the data, the results showed that WFO and SRL strategies have a close relationship and an influence on each other in the process of students' developing writing skills. WFO helps students get direct orientations and the right awareness after receiving feedback and applying them effectively, and then it will create more motivations and bases to help students set up and use SRL strategies to manage the process of learning L2 writing. SRL strategies also construct good qualities in writing when teachers develop a suitable teaching environment that encourages students to seek challenges and shows their improvement to make them feel proud of their achievements. In general, students have gained knowledge and good attitudes about WFO and SRL strategies; however, they haven't applied these methods well and have needed more teachers' instruction. In conclusion, by these results and findings, the authors hope that other researchers could apply this study to the educational environment in suitable ways for more learners, especially in L2 writing. Moreover, the authors also hope that this paper could help researchers develop more studies with a similar topic to find out more optimal solutions.

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Biodata

Vu Le Uyen, Van Lang University

Vu Le Uyen is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam. She discusses the reality of Van Lang University students' L2 self-regulated learning writing strategies in online teaching during COVID-19 and these techniques' effects on students' performance.

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Tran Ngoc My is an undergraduate at Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam. She is interested in students' L2 writing feedback and self-regulated learning writing strategies in online teaching during COVID-19 and these techniques' effects on students' performance.

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Le Thi Kim Hong is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam. She discusses the reality of Van Lang University students' L2 writing feedback in online teaching during COVID-19 and these techniques' effects on students' performance.

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Appendix A

Writing feedback orientation items

Adapted items	Sources
1. When I do not understand my teacher's comments on my English writing, I talk to him/her online.	Waller and Papi (2017)
2. When I do not understand my teacher's comments on my English writing paper, I ignore them.	Waller and Papi (2017)
3. I like when my teacher corrects all of my English writing mistakes (grammar, content, organisation, spelling, punctuation).	Waller and Papi (2017)
4. When I get my English writing papers back, ... <ul style="list-style-type: none"> • I read all of the comments carefully. • I only look at the grade. • I don't care about receiving feedback on my English writing papers. 	Waller and Papi (2017)
5. I remember the English writing mistakes my teacher points out to me and I try not to make them again.	Waller and Papi (2017)
6. I like when my teacher ... <ul style="list-style-type: none"> • writes questions on my English writing paper to make me think about my writing (not just gives me the answer). • only writes a grade and not comments on my English writing paper. 	Waller and Papi (2017)
7. After peer review, I never look at my classmate's comments on my English writing paper.	Waller and Papi (2017)
8. I would like to be told only what I did right in my English writing paper.	Waller and Papi (2017)

Appendix B

Descriptive statistics of the Writing Strategies for Self-Regulated Learning Questionnaires (23 items)

Items

Text Processing (TP)

1. When writing, I...
 - use some literary devices to make the composition more interesting.
 - check grammar mistakes.
 - check spelling and punctuation.
 - check the structure for logical coherence.
 - check the cohesiveness or connection among sentences.
 - check whether the topic and the content have been clearly expressed.

Course memory (CM)

1. I write useful words and expressions taught in writing courses to help me remember them.
2. I speak out useful words and expressions taught in writing courses to help me remember them.

3. I read my class notes and the course material over and over again to help me remember them.

Idea Planning (IP)

1. Before writing, I ...

- read related articles to help me plan.
- use the internet to search for related information to help me plan.
- think about the core elements of a good composition I have learned to help me plan.

Goal-Oriented Monitoring and Evaluating (GME)

1. When learning to write, I ...

- set up goals for myself in order to direct my learning activities.
- check my progress to make sure I achieve my goal.
- evaluate my mastery of the knowledge and skills learned in writing courses.
- monitor my learning process in writing courses.
- tell myself to follow my plan.
- set up a learning goal to improve my writing.

Peer Learning (PL)

1. I discuss with my peers to have more idea and help me write

Feedback Handling (FH)

1. I am open to peer feedback on my writing.
2. I am open to teacher feedback on my writing.
3. I try to improve my English writing based on peer feedback.
4. I try to improve my English writing based on teacher feedback.

Interest Enhancement (IE)

1. I look for ways to bring more fun to the learning of writing.
2. I choose interesting topics to practice writing.
3. I connect the writing task with my real life to intrigue me.
4. I try to connect the writing task with my personal interest.

Motivational Self-Talk (MST)

1. I remind myself about how important it is to get good grades in writing courses.
2. I tell myself that it is important to practice writing to outperform my peers.
3. I compete with other students and challenge myself to do better than them in writing courses.
4. I persuade myself to work hard in writing courses to improve my writing skills and knowledge.
5. I tell myself that I should keep on learning in writing courses to become good at writing.

Emotional Control (EC)

1. I tell myself not to worry when taking a writing test or answering questions in writing courses.
 2. I tell myself to keep on writing when I want to give it up.
 3. I find ways to regulate my mood when I want to give up.
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Adapted from Teng and Zhang (2016)

 Appendix C

Interview Questions	Sources
1. What did you think of teachers' online English writing teaching activities during the COVID-19?	Jian Xu (2021)
2. Do you think the online teaching and learning of English writing during the epidemic is different from that during the non-epidemic?	Jian Xu (2021)
3. In online teaching during the epidemic, how did your English writing class work and how did your teacher give you written feedback on your composition? How do you feel?	Jian Xu (2021)
4. After receiving and reading the teacher's feedback on your writing, how did you react to and how do you think about the feedback? Why?	Jian Xu (2021)
5. How would you deal with the feedback from your teacher on your English composition?	Jian Xu (2021)
6. What kind of impact did the teacher's feedback on your English composition have on your English writing study? In what ways?	Jian Xu (2021)
7. In online teaching during the epidemic, how did you learn or practice English writing in and out of class?	Jian Xu (2021)
8. Can you describe your writing experiences on your computer (online)?	Jian Xu (2021)
9. When you wrote online, what did you usually pay attention to?	Jian Xu (2021)
10. When you write online, what writing strategies do you generally use to help you write better? Can you give specific examples?	Jian Xu (2021)
11. What strategies do you use pre, during and after the writing process?	Teng and Zhang (2016)
12. Do you plan before writing and revise after writing? If yes, please explain the process.	Teng and Zhang (2016)
13. Can you monitor and evaluate your writing process and performance in the writing course?	Teng and Zhang (2016)
14. When you wrote online, how did you ensure the quality of your composition?	Jian Xu (2021)
15. What factors do you think affected your online English writing? Please be specific.	Jian Xu (2021)
16. Have you ever worked with classmates to complete a writing task in traditional teaching and online teaching? Can you describe it?	Jian Xu (2021)
17. Would you seek help from others in the learning-to-write process?	Teng and Zhang (2016)
18. How do you motivate yourself in the composing or learning-to-write process?	Teng and Zhang (2016)
19. Do you think teacher's feedback has a great influence or improvement on your online English writing? Why?	Jian Xu (2021)
20. How do you view your English writing abilities? Do you think your English writing abilities can be improved?	Jian Xu (2021)
21. How do you solve learning challenges in the writing course?	Teng and Zhang (2016)
22. Regarding the above questions, do you have anything else to add?	Newly added
