

Beyond Grammar Correction: Targeted Micro-Revision as a Scaffold for EFL Academic Writing Development

Author Name(s): Ismail¹, Umiyati Jabri²

Publication details, including author guidelines

URL : <https://jurnal2.unimen.cloud/index.php/majesty>

Editor : D r. Asbar, M.Pd.

Article History

Received : 14 April 2026

Revised : 6 Mei 2026

Accepted : 28 June 2026

How to cite this article (APA)

Ismail, I., & Jabri, U. (2026). Beyond Grammar Correction: Targeted Micro-Revision as a Scaffold for EFL Academic Writing Development. *Majesty Journal*, 8(2), 91–116. <https://doi.org/10.33487/majesty.v8i2.239>

The readers can link to article via <https://doi.org/10.33487/majesty.v8i2.239>

SCROLL DOWN TO READ THIS ARTICLE



Maspul Journal of English Studies (MAJESTY), published by Universitas Muhammadiyah Enrekang, makes every effort to ensure the accuracy of all information (the "Content") contained in its publications. However, the publisher makes no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are those of the authors and do not necessarily reflect the views of or are endorsed by the publisher.

The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Maspul Journal of English Studies (MAJESTY) and its publisher shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, or other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the Content.

Maspul Journal of English Studies (MAJESTY) is committed to upholding the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. This journal may also contain links to websites operated by other parties, which are provided solely for academic and educational purposes.



All articles published in Majesty Journal are licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Ismail, Umiyati Jabri (2026).

The author(s) declare that they have no financial or non-financial conflicts of interest related to this manuscript.

Plagiarism Declaration. This manuscript is original, has not been published elsewhere, and all sources have been properly cited in accordance with academic standards.

AI Ethics Statement. Any use of AI tools was limited to language assistance and does not replace the authors' intellectual contribution. All content remains the responsibility of the authors. All authors confirm that the information presented in this article is true and correct.

Maspul Journal of English Studies (Majesty)

ISSN 2657-0157 (Electronic)





Beyond Grammar Correction: Targeted Micro-Revision as a Scaffold for EFL Academic Writing Development

Ismail¹, Umiyati Jabri¹

¹Universitas Muhammadiyah Enrekang, Indonesia



Article History:

Received: April 2026

Revised: Mei 2026

Accepted: June 2026

Correspondence Author:

Ismail

ismail@unimen.ac.id

Universitas Muhammadiyah
Enrekang

CITATION:

Ismail, I., & Jabri, U. (2026). Beyond Grammar Correction: Targeted Micro-Revision as a Scaffold for EFL Academic Writing Development. *Majesty Journal*, 8(2), 91–116.
<https://doi.org/10.33487/majesty.v8i2.239>

COPYRIGHT:



All articles published in Majesty Journal are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

OPEN ACCESS

ABSTRACT

Background. Revision is a crucial component of academic writing; however, many EFL students still experience difficulties revising their drafts beyond surface-level grammar correction. In higher education contexts, students need explicit and manageable instructional support to revise paragraph organization, coherence, evidence, sentence clarity, and academic word choice.

Purpose. This study aimed to examine the implementation of targeted micro-revision exercises and explore their contribution to students' writing revision skills in an Academic Writing course.

Methods. This study employed a classroom-based qualitative case study supported by descriptive analysis of students' writing drafts. The participants were 22 fourth-semester students in the English Education Study Program at Universitas Muhammadiyah Enrekang. Data were collected through students' initial and revised drafts, classroom observation notes, targeted micro-revision checklists, pinpoint peer review sheets, and student reflection questionnaires. The data were analyzed using descriptive and thematic procedures.

Results. The findings showed that targeted micro-revision exercises were implemented through orientation, a specific revision focus, lecturer modelling, guided practice, individual revision, peer review, checklist use, feedback, and reflection. Students' writing improved across ten assessed aspects, with the mean total score increasing from 20.95 in the initial drafts to 30.73 in the revised drafts. Students also responded positively to the exercises, particularly to lecturer modelling, checklist use, and gradual revision.

Conclusion. Targeted micro-revision exercises can function as a practical scaffold for developing EFL students' academic writing revision skills, although continued support is needed in grammar, evidence explanation, and coherence development.

KEYWORDS

Academic writing; micro-revision; peer review; revision skills; targeted writing exercises

INTRODUCTION

Writing is one of the most complex skills in English as a Foreign Language (EFL) learning because it requires students to coordinate linguistic knowledge, rhetorical awareness, idea development, organization, audience consideration, and repeated refinement of drafts. In higher education, writing is not merely a language production activity but also a medium for academic

reasoning, argument construction, and disciplinary communication (Lillis, 2003; Moore & Schleppegrell, 2020; Walková & Bradford, 2022). For students in English Education programs, academic writing competence is particularly important because they are expected not only to produce acceptable academic texts but also to develop pedagogical awareness of how writing can be taught, improved, and

assessed in instructional contexts. However, many EFL students still view writing as a one-time product rather than a recursive process involving planning, drafting, reviewing, revising, and editing.

The process-oriented view of writing emphasizes that revision is not a minor corrective stage at the end of writing but a central component of composing. Flower and Hayes' cognitive process theory explains that writing involves recursive mental activities, including planning, translating ideas into text, and reviewing written output (Flower & Hayes, 1981). This perspective remains relevant in contemporary EFL writing pedagogy because students frequently need explicit support to move from surface-level correction to meaning-oriented revision. In practice, less experienced writers often equate revision with correcting grammar, spelling, or punctuation, whereas more substantive revision requires attention to idea development, coherence, paragraph structure, evidence, source integration, and rhetorical clarity (Han & Hyland, 2019; Manchón, 2023; Ni & Xu, 2025).

In Indonesian EFL higher education, writing instruction often faces several challenges, including limited exposure to academic writing conventions, uneven English proficiency, grammar-oriented assessment, and insufficient revision practice. Students may be familiar with writing assignments, but not all of them receive explicit instruction on how to revise drafts strategically. As a result, revision is often reduced to correcting errors identified by the lecturer rather than rethinking the quality of ideas, organization, argument, and clarity. This condition may limit students' development as independent academic writers because they become dependent on external correction and may not develop sufficient ability to diagnose and improve their own drafts.

Revision is often challenging for EFL students because they must revise both content and language while managing limited linguistic resources. This condition may increase cognitive load, particularly when students are asked to revise an entire

essay without clear focus or scaffolded guidance. Cognitive load theory suggests that learning tasks become more manageable when complex performances are divided into smaller, structured activities that allow learners to concentrate on specific components before integrating them into a complete performance (Sweller et al., 2019; van Merriënboer, 2007). In writing instruction, this principle supports the use of targeted revision exercises, in which students revise one aspect of writing at a time, such as improving topic sentences, strengthening transitions, expanding evidence, clarifying explanation, refining sentence structure, or improving academic word choice.

Targeted micro-revision exercises refer to short, focused, and scaffolded revision activities designed to help students notice and repair specific weaknesses in their writing. Rather than requiring students to revise a full essay immediately, micro-revision narrows the scope of revision by focusing either on a limited section of a text or on one recurring writing problem. This approach is pedagogically relevant because it enables students to develop revision competence gradually. Empirical work on mini revision lessons indicates that focused revision instruction, when combined with feedback, can improve students' academic writing quality and confidence in revising drafts (Dorji, 2020; C. Li & Tekwa, 2025; Nurul Hijah Jasman et al., 2025). Similarly, research on revision in EFL writing has shown that instructor feedback, peer feedback, and revision goals interact in shaping students' self-regulated revision practices (Chung et al., 2021; W. Li & Zhang, 2021; Wei & Liu, 2024).

The development of revision skills is also closely connected with self-regulated learning. Self-regulated writers are able to set goals, monitor the quality of their drafts, evaluate feedback, select revision strategies, and make informed changes to their writing. In this regard, revision is not only a textual activity but also a metacognitive process. (W. Li & Zhang, 2021) argue that revision quality in EFL writing is influenced by the interaction between external feedback and

students' own revision goals. This means that students need to be trained not only to receive feedback but also to interpret, prioritize, and act on it. Without sufficient guidance, feedback may remain underused, misunderstood, or applied only at the surface level.

Feedback plays a central role in writing revision. Written corrective feedback can help students recognize linguistic errors and improve accuracy, but its impact depends on how students cognitively and behaviorally engage with it. Recent scholarship has shifted attention from feedback provision to feedback engagement, arguing that feedback becomes pedagogically meaningful only when students understand it, respond to it, and use it for text improvement (Han & Hyland, 2019; Pearson, 2024; Z. (Victor) Zhang & Hyland, 2023). In this sense, revision exercises should be designed to help students transform feedback into concrete revision actions. For example, students may be asked to identify unclear claims, strengthen supporting evidence, improve paragraph unity, revise transition signals, or clarify sentences for conciseness and readability.

Peer feedback is another important component of revision pedagogy. A meta-analysis by Vuogan & Li (2023) indicates that peer feedback can support second language writing development, although its effectiveness depends on task design, feedback training, writing proficiency, and instructional context. Nevertheless, peer feedback may produce limited results when students are not provided with specific criteria or when peer review is conducted as a general commenting activity. Therefore, targeted peer review, in which students focus on one revision issue at a time, may offer a more structured way to develop feedback literacy and revision skills. In this study, peer review is positioned not as a general evaluation of a peer's writing but as a guided activity that helps students identify specific revision targets.

For students in English Education programs, writing revision has additional relevance because they are developing both academic writing competence and future pedagogical

competence. They are expected to master English writing while also preparing to teach language skills in educational settings. If they experience writing as a process-based and revision-oriented activity, they may develop stronger awareness of how learners can be guided to improve texts gradually through feedback, scaffolding, and repeated practice. Therefore, research on targeted micro-revision exercises among English Education students has practical relevance not only for academic writing instruction but also for language teacher education.

The local context of Universitas Muhammadiyah Enrekang provides an important setting for examining targeted micro-revision exercises. Fourth-semester students of the English Education Study Program are generally at a transitional stage: they have completed foundational English courses and are beginning to engage with more complex academic writing tasks. At this stage, students need structured support to improve paragraph development, coherence, transition use, argument clarity, vocabulary precision, sentence effectiveness, and evidence-based explanation. Targeted micro-revision exercises may respond to these needs by providing focused, repeated, and manageable writing improvement tasks within the Academic Writing course.

Several previous studies have examined writing instruction, feedback, peer review, and revision in EFL contexts. Studies on written corrective feedback have shown that feedback can support writing improvement when students actively process and apply it (Ismail, 2023; Lim & Renandya, 2020; Z. (Victor) Zhang & Hyland, 2023). Research on peer feedback has demonstrated its potential to enhance students' awareness of writing quality, although structured guidance is necessary to avoid vague or superficial comments (Vuogan & Li, 2023). Studies on automated and technology-enhanced feedback also suggest that feedback can support revision when it is timely, specific, and aligned with writing criteria (Akhter & Zaman, 2024; Dawson et al., 2020; Grigoryan, 2017). However, relatively limited attention has been given to

classroom-based micro-revision exercises that deliberately constrain the scope of revision and train students to address specific writing problems step by step, particularly in Indonesian EFL higher education.

This gap is significant because many EFL writing studies focus on feedback types, writing scores, or general writing performance, while fewer studies examine how revision skills can be developed through repeated, targeted, and manageable classroom routines. In addition, revision is often treated as an outcome of feedback rather than as a skill that needs to be explicitly taught, practiced, and observed. Consequently, there is a need for research that examines how targeted micro-revision exercises can be implemented in an EFL writing classroom, what aspects of students' revision skills develop through the exercises, and how students respond to the approach. Such research may contribute to a more practical understanding of revision pedagogy in English Education programs.

Based on this rationale, the present study investigates the use of targeted micro-revision exercises to develop writing revision skills among fourth-semester students of the English Education Study Program at Universitas Muhammadiyah Enrekang. The study focuses on revision as a teachable and observable skill rather than merely as a final proofreading activity. The intervention is expected to guide students in revising selected aspects of their writing, including organization, paragraph development, coherence, transitions, evidence, sentence clarity, academic word choice, grammar, and mechanics. By focusing on one revision issue at a time, students are expected to experience revision as a manageable, strategic, and developmental process.

Conceptually, this study is grounded in three interrelated perspectives: process writing theory, cognitive load theory, and self-regulated learning. Process writing theory positions revision as a recursive and essential part of composing. Cognitive load theory supports the pedagogical decision to divide complex writing tasks into smaller

revision activities. Self-regulated learning explains how students gradually develop the capacity to set revision goals, monitor their writing, evaluate feedback, and make purposeful textual changes. These perspectives provide a foundation for understanding targeted micro-revision exercises as instructional scaffolds that may help students move from lecturer-dependent correction toward more independent revision practice.

The purpose of this study is to examine the implementation of targeted micro-revision exercises in an EFL Academic Writing course and to explore their contribution to students' writing revision skills. Specifically, the study seeks to describe how the exercises are applied, identify the aspects of students' writing that show improvement, and examine students' responses toward the use of focused revision activities. The study is expected to provide empirical and pedagogical insights for EFL academic writing instruction, particularly in helping university students revise their writing more strategically and independently. The study is guided by the following research questions:

RQ1: How are targeted micro-revision exercises implemented in an EFL writing class among fourth-semester English Education students at Universitas Muhammadiyah Enrekang?

RQ2: What aspects of students' writing revision skills are developed through targeted micro-revision exercises?

RQ3: How do students respond to the use of targeted micro-revision exercises in revising their English writing drafts?

LITERATURE REVIEW

Writing Revision as a Core Component of EFL Writing Development

Revision is a central component of EFL writing development because it requires students to reconsider the relationship among ideas, organization, language choices, reader expectations, and communicative purpose. In process-based writing pedagogy, writing is not viewed as a linear activity that

ends after the first draft, but as a recursive process involving planning, drafting, reviewing, revising, and editing. Flower & Hayes (1981) conceptualize writing as a cognitive process in which writers continuously monitor and reshape their texts. This perspective is particularly relevant in higher education because university students are expected to produce academic texts that are not only grammatically accurate but also coherent, well-organized, and rhetorically purposeful.

In EFL academic writing, revision has both linguistic and rhetorical dimensions. Linguistically, students are expected to improve grammar, vocabulary, punctuation, mechanics, and sentence structure. Rhetorically, they need to strengthen paragraph unity, coherence, argument development, evidence, explanation, and audience awareness. These dimensions are difficult to manage simultaneously, especially for students who are still developing English proficiency. As a result, many EFL students tend to equate revision with surface-level editing, such as correcting grammar or punctuation, rather than engaging in substantive revision that reshapes meaning, structure, and clarity.

The distinction between revision and editing is therefore pedagogically important. Editing generally focuses on correcting surface-level errors, whereas revision involves rethinking and improving the content, organization, logic, and clarity of a text. Although both are necessary, revision requires deeper cognitive engagement because students must evaluate whether their writing communicates ideas effectively. Han & Hyland (2019) argues that writing development involves students' growing awareness of how texts function within social and academic contexts. From this perspective, revision is not merely a mechanical activity but a meaning-making process through which students learn to produce clearer, more coherent, and more purposeful academic writing.

For students in English Education programs, revision competence has additional relevance. They are expected to develop academic writing skills while also building

pedagogical awareness as future language educators. When revision is experienced as a structured and teachable process, students may better understand how writing can be improved through feedback, scaffolding, and repeated practice. Therefore, teaching revision in university EFL contexts supports both students' academic writing development and their professional preparation as prospective educators.

Micro-Revision and Targeted Writing Exercises

Micro-revision refers to short, focused, and scaffolded revision activities that guide students to improve one specific aspect of writing at a time. The concept is based on the assumption that revision becomes more manageable when students are not required to address every weakness in a draft simultaneously. Instead, students are directed to work on a limited writing issue, such as improving topic sentences, adding transitions, developing evidence, strengthening explanations, revising unclear sentences, or refining academic word choice. This targeted approach is particularly relevant in higher education EFL writing classes because university students are expected to produce more organized, coherent, and evidence-based academic texts.

The pedagogical rationale for micro-revision is closely related to cognitive load theory. Sweller et al. (2019) explain that learning may become less effective when students are required to process too many elements at the same time. In academic writing revision, students may experience a high cognitive burden when they have to revise grammar, vocabulary, paragraph organization, argument development, evidence, coherence, and mechanics in a single revision cycle. van Merriënboer (2007) also emphasize the importance of sequencing complex learning tasks from simple to complex so that learners can build partial competencies before integrating them into whole-task performance. Applied to university EFL writing instruction, this principle supports the use of targeted revision exercises that isolate specific

writing problems before students revise longer and more complex academic texts independently.

Micro-revision also reflects the principle of instructional scaffolding. In this study, scaffolding refers to temporary pedagogical support provided by the lecturer to help students perform revision tasks that they may not yet be able to complete independently. In targeted revision exercises, scaffolding may take the form of lecturer modeling, revision checklists, annotated examples, guided practice, peer review prompts, and focused feedback. These supports help students notice specific weaknesses in their drafts and practice appropriate revision moves. As students become more capable of identifying and revising writing problems, such scaffolds can be gradually reduced to encourage greater independence.

Empirical research on mini revision lessons supports the value of focused revision instruction. Dorji (2020) found that mini revision lessons combined with feedback helped students improve academic writing performance. Although the study was conducted in a different educational context, its pedagogical implication is relevant to university EFL writing classes: revision should be taught explicitly, repeatedly, and through manageable instructional routines. Students should not be assumed to possess revision competence automatically after producing a draft. Rather, they need opportunities to understand what to revise, how to revise, and why particular revisions improve academic writing quality.

In the present study, targeted micro-revision exercises are understood as classroom-based activities that limit revision in terms of scope and skill focus. Scope limitation refers to revising a selected part of a text, such as one paragraph, one introductory section, or one set of supporting sentences. Skill limitation refers to revising one recurring writing issue, such as transition use, sentence clarity, evidence development, explanation, or academic word choice. These two forms of limitation are expected to help students experience revision as a strategic and developmental process rather than as an

overwhelming task. This approach is especially appropriate for fourth-semester English Education students who are developing academic writing competence and need structured opportunities to refine their drafts.

Lecturer Feedback and Students' Engagement with Revision

Lecturer feedback is one of the most important forms of support in university EFL writing instruction. Feedback can help students identify problems in their writing, understand academic expectations, and improve their drafts across revision cycles. However, feedback does not automatically lead to better writing. Its effectiveness depends on whether students understand the feedback, perceive it as relevant, and engage with it through concrete revision actions. Han & Hyland (2019) emphasize that student engagement with feedback involves cognitive, behavioral, and affective dimensions. Students need to interpret the meaning of feedback, act on it during revision, and maintain a constructive attitude toward improving their texts.

Recent research has increasingly shifted attention from feedback provision to feedback uptake. Karlsson (2020) and Zhang & Hyland (2022) argue that students' engagement with instructor and automated feedback is a crucial mediating factor in L2 writing development. In other words, feedback becomes pedagogically meaningful only when students use it to make purposeful textual changes. This insight is directly relevant to targeted micro-revision because focused exercises can help students convert feedback into specific revision moves. For example, when a lecturer identifies weak paragraph unity in several drafts, a micro-revision task can ask students to revise only the topic sentence, remove irrelevant sentences, or add supporting details in one paragraph. This makes feedback more actionable and less abstract.

Lecturer feedback in academic writing classes can address both local and global issues. Local feedback focuses on grammar, vocabulary, punctuation, spelling, and

sentence-level accuracy. Global feedback addresses content, organization, argument development, coherence, evidence, and audience awareness. EFL students often respond more easily to local feedback because it is more visible and concrete. However, academic writing development also requires students to engage with global revision. Targeted revision exercises can bridge this gap by translating broad writing concerns into manageable tasks. For instance, rather than simply stating that a paragraph lacks coherence, the lecturer may ask students to revise transition signals, reorganize supporting sentences, or clarify the relationship between claims and evidence.

In Indonesian EFL higher education, lecturer feedback remains highly influential because students often regard lecturers as the main authority in evaluating writing quality. This condition can support revision when feedback is specific and constructive, but it may also create dependency if students wait for the lecturer to identify every writing problem. Therefore, revision pedagogy should not only provide feedback but also develop students' ability to self-monitor their writing. Targeted micro-revision can support this goal because students are repeatedly trained to diagnose and repair particular writing problems. Through repeated exposure to focused feedback and revision practice, students may gradually develop greater independence in reviewing and improving their own academic drafts.

Peer Feedback and Collaborative Revision

Peer feedback is widely used in second language writing instruction because it allows students to read, evaluate, and respond to each other's writing. It can encourage collaborative learning, increase audience awareness, and expose students to diverse writing strategies. Vuogan & Li (2023) meta-analysis indicates that peer feedback can contribute to L2 writing development, although its effectiveness varies depending on factors such as training, proficiency level, task design, and feedback focus. This finding suggests that peer

feedback should not be implemented as an unstructured exchange of comments. Instead, it requires clear guidance so that students know what to look for and how to provide useful suggestions.

One common limitation of peer feedback is that students may provide vague comments such as "good," "unclear," or "check your grammar," without explaining what needs to be revised. Such comments rarely lead to meaningful revision because they do not provide specific direction. Targeted peer review addresses this weakness by narrowing students' attention to one revision issue at a time. For example, students may be asked to highlight every topic sentence, underline transition signals, identify unsupported claims, or mark sentences that need clearer evidence. By providing concrete actions and criteria, targeted peer review can help students generate more useful and actionable feedback.

Peer feedback also has metacognitive value. When students evaluate their peers' writing, they may become more aware of similar problems in their own drafts. This reflective process can strengthen students' understanding of writing criteria and revision strategies. In this sense, peer feedback is not only beneficial for the student who receives feedback but also for the student who gives it. The act of noticing weaknesses in another text may help students internalize principles of effective writing. However, this benefit is more likely to occur when peer feedback is supported by rubrics, modeling, examples, and guided discussion.

In Indonesian university EFL classrooms, peer feedback may also support collaborative writing culture. Students often feel hesitant to criticize peers' writing directly, especially when they are uncertain about their own English proficiency. Therefore, peer feedback needs to be framed as a constructive academic practice rather than personal judgment. Targeted micro-revision can make peer feedback less threatening because students do not evaluate the entire essay or the writer's ability. Instead, they focus on a specific

textual feature. This limited focus may increase students' confidence in giving feedback and reduce the possibility of overly general or emotionally uncomfortable responses.

Self-Regulated Revision and Student Autonomy

Self-regulated revision refers to students' ability to set revision goals, monitor their writing, evaluate feedback, select appropriate strategies, and make purposeful changes to their drafts. This concept is grounded in self-regulated learning theory, which views learners as active agents who manage their cognitive, motivational, and behavioral processes during learning. In writing, self-regulation is important because revision requires students to make decisions about what to change, which feedback to prioritize, and how to improve the quality of the text.

Li & Zhang (2021) found that EFL students' revision is shaped by the interaction among instructor feedback, peer feedback, and revision goals. Their study indicates that revision becomes more effective when students have clear goals and are able to use different feedback sources strategically. This finding is highly relevant to targeted micro-revision because each exercise can be designed around a specific revision goal. For example, one revision session may focus on strengthening evidence, while another may focus on improving coherence or sentence variety. Such goal-directed practice can help students understand revision as a deliberate and purposeful activity.

Student autonomy in revision does not emerge instantly. Many students need repeated guided practice before they can independently diagnose weaknesses in their writing. Targeted micro-revision provides a pathway toward autonomy because it helps students build a repertoire of revision strategies. After practicing several focused revision tasks, students may become more capable of recognizing patterns in their own writing problems. For instance, a student who repeatedly practices revising topic sentences may begin to notice weak topic sentences without lecturer prompting.

Similarly, a student who practices adding evidence and explanation may develop stronger awareness of argument development.

The writer's watch list is one example of a self-regulated revision tool. Through this strategy, students record recurring writing problems identified through lecturer or peer feedback and use the record before submitting future assignments. This practice encourages students to take responsibility for their own revision patterns. In the context of English Education students, such self-monitoring is valuable because it prepares them to become reflective writers and future educators who understand how writing difficulties can be systematically addressed.

Conceptual Framework of the Study

The conceptual framework of this study is grounded in three theoretical perspectives: process writing theory, cognitive load theory, and self-regulated learning theory. Process writing theory views revision as a recursive and essential part of composing, in which students improve their writing through drafting, reviewing, and revising. Cognitive load theory explains the importance of dividing complex writing tasks into smaller and more manageable activities, particularly for EFL students who need to deal with language accuracy, content development, organization, and coherence at the same time. Self-regulated learning theory explains how students gradually develop the ability to set revision goals, monitor their writing quality, evaluate feedback, and apply appropriate revision strategies.

Based on these perspectives, targeted micro-revision exercises are conceptualized as instructional scaffolds that help students move from lecturer-dependent correction toward more independent revision practices. The exercises are expected to support students' revision skills through three mechanisms. First, they reduce task complexity by focusing on one specific writing aspect at a time. Second, they increase students' awareness of selected writing features, such as coherence,

evidence development, academic word choice, sentence clarity, and paragraph unity. Third, they promote self-regulated revision by training students to identify recurring writing problems and apply relevant revision strategies more purposefully.

In this study, targeted micro-revision exercises are implemented through lecturer modeling, focused revision tasks, guided peer review, checklist-based revision, and individual draft improvement. Students' revision skills are examined through changes in selected aspects of their writing,

including organization, main idea, paragraph unity, coherence and transitions, idea development, evidence and explanation, sentence clarity, academic word choice, grammar, and mechanics. Meanwhile, students' responses are explored to understand their perceptions of the usefulness, clarity, engagement, and challenges of the approach. To clarify the relationship among the theoretical foundations, instructional mechanisms, classroom implementation, and expected learning outcomes, the conceptual framework of this study is presented in Figure 1.

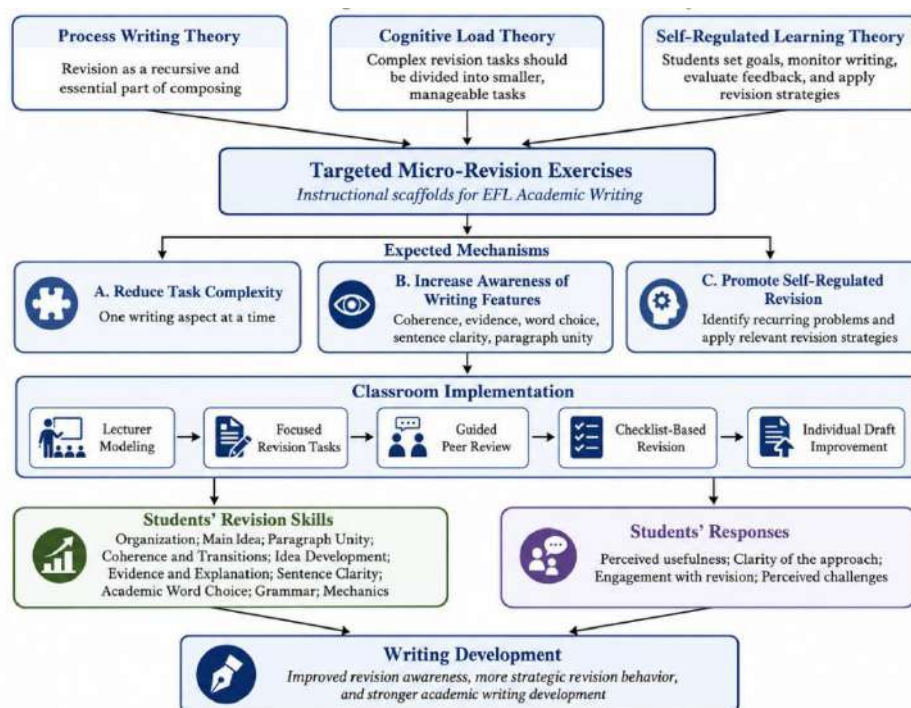


Figure 1. Conceptual Framework of the Study

Overall, this framework enables the study to analyze targeted micro-revision as a pedagogical process that connects theory, instruction, feedback, revision behavior, and academic writing development.

METHODOLOGY

Research Design

This study employed a classroom-based qualitative case study design supported by descriptive analysis of students' writing drafts. The design was selected because the study aimed to examine the implementation of targeted micro-revision exercises in an

EFL academic writing class, identify the aspects of students' revision skills that developed during the instructional process, and explore students' responses to the revision activities. A qualitative case study was considered appropriate because the research focused on a specific classroom context and sought to understand revision practice as a situated pedagogical process (Matthew B. Miles, A. Michael Huberman, 2023).

The study did not merely examine the final product of students' writing but also considered the process through which

students revised their drafts. Therefore, the analysis focused on classroom implementation, students' revision behavior, draft changes, and reflective responses. This design allowed the researcher to obtain a contextual understanding of how targeted micro-revision exercises supported students in revising their English academic writing more systematically.

Participants, and Learning Object

The study was conducted in the English Education Study Program at Universitas Muhammadiyah Enrekang. The participants were 22 fourth-semester students enrolled in the Academic Writing course. This course was selected as the learning object because it directly required students to develop academic writing competence, including paragraph organization, coherence, argument development, use of supporting evidence, sentence clarity, and appropriate academic word choice.

The participants were selected through purposive sampling. The selection was based on three considerations: students were actively enrolled in the Academic Writing course, they were involved in classroom writing and revision activities, and they were willing to submit their writing drafts and reflection responses for research purposes. The use of one intact class was intended to maintain the natural classroom setting and to ensure that the intervention reflected an authentic instructional situation.

Procedure of Implementation

The implementation of targeted micro-revision exercises was conducted across several classroom meetings in the Academic Writing course. The procedure consisted of four main stages: diagnostic drafting, focused revision instruction, guided micro-revision practice, and independent revision.

In the first stage, students were asked to write an initial academic paragraph or a short essay based on a topic related to the course material. The initial drafts were used to identify common writing problems, including unclear topic sentences, weak paragraph unity, limited supporting details,

inappropriate transitions, underdeveloped evidence, unclear sentence structure, and imprecise word choice.

In the second stage, the lecturer selected one dominant writing problem as the focus of each micro-revision session. The lecturer explained the revision focus, clarified its function in academic writing, and provided examples of weak and improved sentences or paragraphs. This stage was intended to help students understand what needed to be revised and why the revision was necessary.

In the third stage, students practiced the selected revision skill using short sample texts prepared by the lecturer. For example, when the revision focus was paragraph unity, students identified irrelevant sentences and revised the paragraph to improve coherence. When the focus was evidence development, students practiced adding examples or explanations to strengthen claims. This guided practice was designed to reduce task complexity before students applied the same revision focus to their own drafts.

In the fourth stage, students applied the selected revision focus to their own drafts. In selected sessions, they also conducted pinpoint peer review by examining one specific aspect of a peer's writing using a revision checklist. After receiving peer comments, students revised their drafts independently and submitted the revised version. The revised drafts were then compared with the initial drafts to examine the types and quality of textual changes made by the students.

Instruments

The instruments used in this study consisted of students' writing drafts, classroom observation notes, a targeted micro-revision checklist, a peer review sheet, and a student reflection questionnaire. Students' writing drafts included the initial and revised versions of academic paragraphs or short essays produced in the Academic Writing course. These drafts were used to analyze changes in students' writing before and after the micro-revision activities.

Classroom observation notes were used to document the implementation of the

learning process, including the explanation provided by the lecturer, students' participation, revision activities, peer interaction, and challenges encountered during the sessions. The targeted micro-revision checklist was used to guide students in revising one specific aspect of writing at a time. The peer review sheet was used to support students in providing focused and actionable feedback to their peers. Meanwhile, the student reflection questionnaire was used to collect students' responses regarding the usefulness, clarity, and challenges of the targeted micro-revision exercises.

Data Collection Procedure

Data were collected during the implementation of targeted micro-revision exercises in the Academic Writing course. First, students submitted their initial drafts. Second, the lecturer implemented focused micro-revision sessions based on the dominant writing problems identified in students' drafts. Third, students completed guided revision tasks and applied the revision focus to their own writing. Fourth, students participated in selected peer review activities using a structured checklist. Fifth, students submitted their revised drafts and completed a reflection questionnaire.

Ethical considerations were addressed by informing students about the purpose of the study, the types of data collected, and the confidentiality of their identities. Students' names were replaced with codes, and participation in the study did not affect their academic grades. All collected data were used solely for research purposes.

Data Analysis

The data were analyzed using descriptive and thematic procedures. Students' initial and revised drafts were compared to identify changes in selected aspects of writing, including organization, paragraph unity, coherence, supporting evidence, sentence clarity, word choice, grammar, and mechanics. The types of revision were

categorized into addition, removal, movement, substitution, elaboration, and correction.

Observation notes were analyzed to describe how the targeted micro-revision exercises were implemented in the classroom. Students' reflection questionnaire responses were analyzed thematically to identify patterns in their perceptions, including perceived benefits, difficulties, and suggestions for future writing instruction. Data from drafts, observation notes, checklists, peer review sheets, and reflection questionnaires were triangulated to strengthen the credibility of the findings.

RESULTS

Implementation of Targeted Micro-Revision Exercises in the Academic Writing Course

The implementation of targeted micro-revision exercises was carried out in the Academic Writing course involving 22 fourth-semester students of the English Education Study Program at Universitas Muhammadiyah Enrekang. The activities were conducted across five classroom meetings, with each meeting focusing on one specific aspect of academic writing revision. The revision focuses included topic sentence and main idea, paragraph unity and supporting details, coherence and transition words, evidence and explanation, and sentence clarity with academic word choice.

The observation data indicated that the implementation followed a consistent instructional sequence consisting of orientation, focus setting, lecturer modeling, guided practice, individual revision, selected peer review, checklist use, and final reflection. This sequence helped students engage with revision as a gradual, focused, and structured process rather than as a broad and unstructured correction activity. The detailed implementation focus of the targeted micro-revision exercises is presented in Table 1.

Table 1. Implementation Focus of Targeted Micro-Revision Exercises

Meeting	Number of Students Present	Revision Focus	Academic Writing Material	Main Classroom Activity
1	22	Topic sentence and main idea	Academic paragraph structure	Identifying and revising topic sentences
2	21	Paragraph unity and supporting details	Unity and development in academic paragraphs	Removing irrelevant sentences and adding details
3	22	Coherence and transition words	Coherence and cohesion in academic writing	Adding and revising transition words
4	20	Evidence and explanation	Evidence-based academic paragraph	Adding examples and explaining their relevance
5	22	Sentence clarity and academic word choice	Clarity and academic style	Revising unclear sentences and informal word choices

The observation results showed that the main stages of the micro-revision procedure were implemented consistently throughout the intervention. Orientation, specific revision focus, lecturer modeling, guided practice, individual revision, use of revision criteria, student engagement, lecturer feedback, and final reflection appeared in all five meetings. Peer review was not

conducted in the first meeting because students were still being introduced to the basic procedure of micro-revision. It was implemented from the second to the fifth meeting after students had become more familiar with the revision checklist and classroom routine. The summary of classroom observation across the five meetings is presented in Table 2.

Table 2. Summary of Classroom Observation across Five Meetings

No.	Observed Aspect	Frequency of "Yes"	Frequency of "No"	Interpretation
1	Orientation of learning	5	0	Implemented consistently
2	Specific revision focus	5	0	Implemented consistently
3	Modeling by the lecturer	5	0	Implemented consistently
4	Guided practice	5	0	Implemented consistently
5	Individual revision	5	0	Implemented consistently
6	Peer review	4	1	Implemented after the first meeting
7	Use of revision criteria/checklist	5	0	Implemented consistently
8	Student engagement	5	0	Observed in all meetings
9	Student difficulties	5	0	Difficulties appeared in all meetings
10	Feedback from the lecturer	5	0	Implemented consistently
11	Final reflection	5	0	Implemented consistently
12	Time suitability	3	2	Some sessions required more time

The findings suggest that targeted micro-revision exercises were not implemented as isolated correction tasks. Instead, they were organized as structured academic writing activities. The lecturer first clarified the revision target and then provided examples of weak and improved writing. Students subsequently practiced the selected revision skill using prepared sample texts before applying the same focus to their own drafts. This gradual procedure helped reduce the complexity of revision because students were not required to revise all aspects of writing at the same time.

Nevertheless, the observation data also revealed that time management became a challenge in two meetings, particularly when the revision focus involved paragraph unity with supporting details and evidence with explanation. These two focuses required more discussion, comparison, and elaboration than the revision of topic sentences or transition words. This indicates that some aspects of academic writing revision require more intensive scaffolding and longer instructional time.

Development of Students' Writing Revision Skills

The second research question examined the aspects of students' writing revision skills that developed through targeted micro-revision exercises. The analysis was primarily based on students' initial and revised drafts. Ten aspects of writing were assessed: organization, main idea, paragraph unity, coherence and transitions, idea development, evidence/examples, sentence clarity, word choice, grammar, and mechanics.

The comparison between the initial and revised drafts indicated improvement across all assessed aspects. The mean total score increased from 20.95 in the initial drafts to 30.73 in the revised drafts, representing an average gain of 9.78 points. The mean score per aspect also increased from 2.09 to 3.07, suggesting that students' writing quality moved from the "poor" category toward the "good" category. The comparison of students' initial and revised draft scores is presented in Table 3.

Table 3. Comparison of Students' Initial and Revised Draft Scores

Component	Initial Draft	Revised Draft	Gain
Number of students	22	22	-
Minimum total score	17	26	9
Maximum total score	26	36	10
Mean total score	20.95	30.73	9.78
Mean score per aspect	2.09	3.07	0.98
Students in "poor" category	20	0	-20
Students in "good" category	2	20	+18
Students in "very good" category	0	2	+2

The most visible improvements appeared in organization, main idea, paragraph unity, coherence and transitions, idea development, evidence/examples, sentence clarity, word choice, and mechanics. Each of these aspects increased by approximately one point on the four-point scale. Grammar also improved, although its gain was slightly lower than that of the other aspects. This

finding suggests that targeted micro-revision was particularly effective in helping students revise content, organization, coherence, clarity, and academic style, while grammatical accuracy still required additional and repeated support. The mean score for each assessed writing aspect is presented in Table 4.

Table 4. Mean Score by Writing Aspect

No.	Writing Aspect	Initial Draft Mean	Revised Draft Mean	Mean Gain	Interpretation
1	Organization	2.32	3.32	1.00	Improved
2	Main idea	2.59	3.59	1.00	Improved
3	Paragraph unity	2.14	3.14	1.00	Improved
4	Coherence and transitions	1.82	2.82	1.00	Improved
5	Idea development	2.09	3.09	1.00	Improved
6	Evidence/examples	1.59	2.59	1.00	Improved
7	Sentence clarity	2.32	3.32	1.00	Improved
8	Word choice	2.18	3.18	1.00	Improved
9	Grammar	1.91	2.68	0.77	Moderately improved
10	Mechanics	2.00	3.00	1.00	Improved

The checklist data further supported the draft analysis. Students most frequently identified transitions, evidence, explanation, and grammar as aspects that still required revision. All 22 students indicated that these

four areas needed improvement. This finding suggests that the use of the checklist helped students become more aware of their own writing weaknesses. The checklist data also showed that main idea, paragraph unity,

and mechanics were relatively stronger aspects compared with evidence, explanation, and coherence.

To complement the descriptive score analysis, selected excerpts from students' initial and revised drafts were examined to identify the concrete forms of textual revision made after the targeted micro-revision exercises. The excerpts were

selected because they represented common revision focuses addressed during the intervention, including topic sentence clarity, coherence and transitions, evidence and explanation, sentence clarity, and academic word choice. The students are identified using codes to maintain confidentiality. Examples of students' textual revisions after the targeted micro-revision exercises are presented in Table 5.

Table 5. Examples of Students' Textual Revisions after Targeted Micro-Revision Exercises

Student Code	Initial Draft	Revised Draft	Revision Focus
S4	"Writing is difficult for students because English is not our language and many students lazy to write."	"EFL students often experience difficulty in academic writing because they must organize ideas, use accurate language, and revise their drafts for clarity."	Topic sentence and main idea
S7	"Students get feedback from lecturer. They revise grammar. Their paragraph still not clear. They do not know transition."	"After receiving lecturer feedback, students first revised grammatical errors. However, some paragraphs remained unclear because the ideas were not connected with appropriate transition signals."	Coherence and transitions
S11	"Micro revision is useful. It makes students understand writing better. Students can improve their paragraph."	"Micro-revision is useful because it guides students to focus on one writing problem at a time. For example, when students revised transition words only, they could identify unclear links between sentences more easily. This shows that focused revision can make writing improvement more manageable."	Evidence and explanation
S15	"The students who get many correction from lecturer and peer in the class they can know what their mistakes and it make the writing more better."	"Students who receive focused feedback from the lecturer and peers can identify their writing problems more clearly and revise their drafts more effectively."	Sentence clarity and grammar
S19	"The exercise is very good to make student fix the bad sentence and make the writing nice."	"The exercise helped students revise unclear sentences and produce more appropriate academic expressions."	Academic word choice

The examples in Table 5 show that students' revisions were not limited to mechanical correction. Several students revised their topic sentences by making the main idea more explicit and academically framed. For instance, S4 changed a general and informal statement into a clearer topic sentence that identified specific challenges in EFL academic writing. This type of revision indicates improvement in paragraph focus and academic framing.

The excerpts also demonstrate students' developing awareness of coherence. S7 initially presented several short and loosely connected sentences. In the revised draft, the student added a logical connector and clarified the relationship between lecturer

feedback, grammar correction, and the remaining problem of paragraph coherence. This revision suggests that students began to understand transition words not merely as additional vocabulary, but as devices for connecting ideas more logically.

The revision made by S11 illustrates improvement in evidence and explanation. The initial draft only made a general claim about the usefulness of micro-revision. In the revised version, the student added an example and explained why focused revision could make writing improvement more manageable. This change shows that students began to move from unsupported claims toward more elaborated academic explanation.

The revisions by S15 and S19 further indicate improvement in sentence clarity and academic word choice. S15 revised a long and grammatically unclear sentence into a more concise and readable academic sentence. S19 replaced informal expressions such as “fix the bad sentence” and “make the writing nice” with more appropriate academic expressions, such as “revise unclear sentences” and “produce more appropriate academic expressions.” These examples support the quantitative findings that students improved not only in organization and coherence but also in clarity and academic style.

Overall, the textual excerpts confirm that the increase in students’ writing scores was reflected in observable changes in their drafts. The revisions involved clarification of main ideas, improved logical flow, addition of examples, stronger explanation, clearer sentence construction, and more academic vocabulary. However, the examples also suggest that some revised sentences still required further grammatical refinement, indicating that targeted micro-revision helped students make meaningful progress but did not completely resolve all language accuracy problems. The aspects most frequently marked as needing revision in students’ checklists are presented in Table 6.

Table 6. Aspects Most Frequently Marked as “Need Revision” in Students’ Checklist

No.	Revision Focus	Students Marking “Need Revision”	Percentage	Interpretation
1	Transitions	22	100%	All students needed support in using transition words
2	Evidence	22	100%	All students needed to strengthen claims with examples or evidence
3	Explanation	22	100%	All students needed to explain the relevance of evidence
4	Grammar	22	100%	All students still needed grammatical improvement
5	Coherence	18	81.82%	Most students needed clearer logical flow
6	Supporting details	15	68.18%	Many students needed to develop ideas more fully
7	Word choice	15	68.18%	Many students needed more academic vocabulary
8	Topic sentence	9	40.91%	Some students still needed clearer paragraph focus
9	Sentence clarity	9	40.91%	Some students needed clearer sentence construction
10	Main idea	6	27.27%	Most students had basic control of the main idea
11	Paragraph unity	6	27.27%	Most students could maintain paragraph unity
12	Mechanics	6	27.27%	Mechanics was less problematic than content development

The draft analysis and checklist data indicate that students’ revision skills developed in several ways. First, students became more capable of revising paragraph focus through clearer topic sentences and main ideas. Second, they improved paragraph unity by removing irrelevant sentences and adding supporting details. Third, students began to use transitions more consciously to build coherence. Fourth, students showed improvement in adding evidence and explanation, although these remained among the more difficult aspects of revision. Fifth, sentence clarity and academic word choice improved as students revised long or

unclear sentences and replaced informal expressions with more appropriate academic vocabulary.

The peer review data also confirmed the development of students’ revision awareness. Students were able to provide more specific comments when they were instructed to focus on one aspect of writing at a time. The most frequent peer review comments concerned topic sentence, evidence, transitions, coherence, supporting details, sentence clarity, and word choice. The frequency of peer review comments by aspect is presented in Table 7.

Table 7. Frequency of Peer Review Comments by Aspect

No.	Aspect Commented by Peer Reviewer	Frequency	Percentage	Interpretation
1	Topic sentence	6	27.27%	Several drafts needed clearer paragraph focus
2	Evidence	6	27.27%	Several claims required stronger examples or support
3	Supporting details	5	22.73%	Many paragraphs required further development
4	Transitions	5	22.73%	Students noticed weak links between ideas
5	Sentence clarity	5	22.73%	Some sentences were long or ambiguous
6	Word choice	5	22.73%	Some words were too general or informal
7	Coherence	5	22.73%	Some paragraphs needed better logical order
8	Explanation	4	18.18%	Some evidence was not adequately explained
9	Paragraph unity	4	18.18%	Some drafts contained irrelevant sentences
10	Grammar	2	9.09%	Grammar appeared but was not the dominant focus
11	Mechanics	1	4.55%	Mechanics received relatively limited comments

The peer review findings are important because they show that students did not only receive feedback from the lecturer but also practiced identifying writing problems in their peers' drafts. This process helped them develop a more concrete understanding of revision targets. Instead of giving general comments such as "good" or "check grammar," students were able to suggest more specific revisions, such as clarifying the topic sentence, adding examples, explaining evidence, improving transitions, or replacing informal vocabulary with more academic expressions.

Students' Responses to Targeted Micro-Revision Exercises

The third research question explored students' responses to the use of targeted micro-revision exercises in the Academic Writing course. Data were obtained from a

student reflection questionnaire consisting of 15 Likert-scale statements and five open-ended questions. The questionnaire results indicated that students responded positively to the implementation of targeted micro-revision exercises.

Of the 22 students, 8 students, or 36.36%, demonstrated a "very positive" response, while 14 students, or 63.64%, demonstrated a "positive" response. None of the students were categorized as "moderate," "less positive," or "not positive." This finding suggests that students generally perceived targeted micro-revision exercises as useful, clear, and relevant to the development of their academic writing revision skills. The categories of students' responses to targeted micro-revision exercises are presented in Table 8.

Table 8. Category of Students' Responses to Targeted Micro-Revision Exercises

Response Category	Mean Score Range	Number of Students	Percentage
Very positive	4.50–5.00	8	36.36%
Positive	3.50–4.49	14	63.64%
Moderate	2.50–3.49	0	0.00%
Less positive	1.50–2.49	0	0.00%
Not positive	1.00–1.49	0	0.00%
Total		22	100%

The highest mean score was found in the statement indicating that revision examples

provided by the lecturer helped students understand how to improve their writing.

This statement obtained a mean score of 4.73, which falls into the very positive category. Other statements that received very positive responses included students' understanding that writing requires revision, the usefulness of the checklist, awareness of topic sentences, attention to

sentence clarity, the value of gradual revision, and students' willingness to use micro-revision again in future writing activities. The mean scores of students' reflection questionnaire are presented in Table 9.

Table 9. Mean Score of Students' Reflection Questionnaire

No.	Statement Focus	Mean	Category	Interpretation
P1	Understanding writing as a revision process	4.55	Very positive	Students recognized that writing requires revision
P2	Specific focus makes revision easier	4.41	Positive	Students felt helped by focused revision
P3	Confidence in revising one aspect	3.91	Positive	Students became more confident, although some still needed support
P4	Examples from the lecturer help revision	4.73	Very positive	Lecturer modeling was highly valued by students
P5	Guided practice before independent revision	4.18	Positive	Practice texts helped students prepare for revising their own drafts
P6	Checklist helps identify weaknesses	4.55	Very positive	Checklist helped students monitor their writing
P7	Peer review helps identify problems	3.77	Positive	Peer review was useful but still required guidance
P8	Peer comments support clearer revision	3.77	Positive	Peer feedback was helpful, although its quality varied
P9	Awareness of topic sentence	4.68	Very positive	Students became more aware of paragraph focus
P10	Ability to use transition words	4.14	Positive	Students improved but still needed further practice
P11	Ability to develop ideas with examples/evidence	3.95	Positive	Students began to improve evidence development
P12	Attention to sentence clarity	4.50	Very positive	Students became more attentive to clarity
P13	Ability to use academic word choice	3.77	Positive	Academic word choice remained challenging
P14	Gradual revision makes writing more directed	4.68	Very positive	Students valued the step-by-step revision process
P15	Willingness to use micro-revision again	4.50	Very positive	Students showed strong acceptance of the strategy

The open-ended responses further explained the reasons for students' positive responses. Students reported that lecturer modeling helped them understand what an improved draft should look like. They also stated that the checklist helped them focus on one specific revision aspect, making the revision process less confusing. Some

students emphasized that peer review enabled them to view their drafts from a reader's perspective, although several students still needed confirmation from the lecturer to determine whether peer comments were accurate and applicable. The themes from students' open-ended responses are presented in Table 10.

Table 10. Themes from Students' Open-Ended Responses

Theme	Frequency	Main Interpretation
Lecturer modeling helped revision understanding	5	Students needed concrete examples before revising independently
Checklist made revision more focused	4	Checklist helped students revise step by step
Peer review provided reader perspective	4	Peer comments helped students notice weaknesses in their drafts
Evidence and explanation remained challenging	5	Students still needed scaffolding in developing arguments

Transition words and coherence required further practice	5	Students needed more support in building logical flow
Sentence clarity and grammar were still obstacles	4	Students still had difficulty constructing clear English sentences
Academic word choice needed vocabulary support	4	Students needed contextual academic vocabulary practice
Revision time needed to be extended	3	Some revision tasks required longer classroom time

The qualitative responses suggest that students perceived micro-revision as a manageable and meaningful writing activity. Several students stated that revising one aspect at a time made the process easier because they did not have to correct all writing problems simultaneously. This response is consistent with the classroom observation data, which showed that students became more engaged after they understood the micro-revision procedure.

However, students also identified several challenges during the implementation of targeted micro-revision exercises. The most frequent difficulties involved evidence development, explanation, transition words, coherence, sentence clarity, grammar, and academic word choice. These challenges indicate that although targeted micro-revision supported students' revision awareness and writing improvement, some aspects of academic writing still required sustained practice, explicit instruction, and more intensive instructional support.

DISCUSSION

Targeted Micro-Revision as a Pedagogical Scaffold in Academic Writing

The findings of this study indicate that targeted micro-revision exercises provided a structured and manageable pathway for students to revise their academic writing. The instructional process was organized through several interconnected stages: orientation, selection of a specific revision focus, lecturer modelling, guided practice, individual revision, peer review, checklist use, lecturer feedback, and reflection. This sequence is important because revision in academic writing is not a simple act of correcting errors. It requires students to reconsider the clarity of ideas, paragraph organization, coherence, supporting evidence, sentence construction, word

choice, grammatical accuracy, and mechanics.

For EFL students, revision becomes more demanding because they are required to revise both meaning and language at the same time. The use of targeted micro-revision helped reduce this complexity by directing students' attention to one writing issue in each session. This finding is consistent with cognitive load theory, which argues that complex learning tasks become more accessible when they are divided into smaller and more manageable learning units (Sweller et al., 2019; Z. (Victor) Zhang & Hyland, 2018). Similarly, van Merriënboer (2007) emphasize that complex learning should be sequenced gradually so that learners can develop partial competencies before applying them to more complete and independent performance.

The role of lecturer modelling was also central in this study. Students responded most positively to the examples of revision provided by the lecturer. This suggests that students needed concrete demonstrations of how a weak sentence, paragraph, or idea could be improved before they revised their own drafts. Modelling enabled students to observe the difference between an underdeveloped text and a more effective academic text. This finding is aligned with process-genre writing pedagogy, which highlights the importance of model texts, explicit instruction, guided practice, and revision in helping students understand how academic texts are constructed (Albore et al., 2024; Hanusova et al., 2020)

The findings also correspond with Dorji's (2020) study, which reported that mini revision lessons and feedback could strengthen students' academic writing. The present study extends this insight by showing that micro-revision can be applied in an Indonesian EFL higher education context, particularly in an Academic Writing

course. In this study, micro-revision did not function merely as a corrective technique; rather, it served as a repeated classroom routine that trained students to view writing as a gradual process of improvement.

Nevertheless, the implementation data revealed that some revision focuses required more time and support than others. Revising topic sentences or transition words was relatively more direct because these elements were visible in the text. In contrast, revising evidence, explanation, and paragraph development required deeper reasoning because students needed to connect claims, examples, and interpretation. This finding supports previous studies indicating that students often respond more easily to local or surface-level feedback than to global feedback related to argumentation, evidence, and content development (Han & Hyland, 2019; Ni & Xu, 2025).

Development of Students' Writing Revision Skills

The comparison between students' initial and revised drafts showed improvement across all assessed aspects of writing. The mean total score increased from 20.95 in the initial drafts to 30.73 in the revised drafts. This improvement suggests that targeted micro-revision exercises contributed positively to students' revision performance. The most visible gains appeared in organization, main idea, paragraph unity, coherence and transitions, idea development, evidence, sentence clarity, word choice, and mechanics. Grammar also improved, although the level of improvement was slightly lower than in other aspects.

This finding indicates that revision skills can be developed when students are provided with explicit focus, clear criteria, and repeated opportunities to practice. In many EFL writing contexts, students tend to associate revision mainly with grammar correction because grammatical errors are easier to identify. However, the findings of this study show that students also improved in discourse-level aspects, such as paragraph organization, coherence, unity, and evidence development. This supports the process-

oriented perspective of writing, which views writing development as the result of drafting, receiving feedback, revising, and reflecting rather than producing a single final product (Han & Hyland, 2019; Ismail, 2025; Manchón, 2023).

The improvement in topic sentence and main idea indicates that students became more aware of paragraph focus. A clear topic sentence is essential in academic writing because it guides readers toward the central point of the paragraph. Although the checklist and peer review data showed that some students still needed support in formulating stronger topic sentences, the revised draft scores demonstrated overall progress. This finding is consistent with previous research suggesting that focused revision tasks can help students notice specific textual features and apply them more consciously in their own writing (Dorji, 2020; Hanusova et al., 2020; Mustakim & Samad, 2019).

Students also showed improvement in paragraph unity and supporting details. Some students removed irrelevant sentences, while others added details to strengthen their ideas. This suggests that students began to understand that revision may involve not only adding information but also deleting or reorganizing text. This finding is relevant to feedback engagement research, which argues that students need to be guided to transform feedback into concrete revision actions (H. Zhang et al., 2019; Z. (Victor) Zhang, 2020; Z. (Victor) Zhang & Hyland, 2023). In this study, feedback was not treated as a final comment on students' drafts; it became part of a structured revision process.

The development of coherence and transition use was another important finding. Checklist data showed that all students initially identified transition words as an aspect that needed improvement. After targeted practice, students began to use transitions more deliberately to clarify logical relationships between sentences. This finding suggests that transition use is not merely a vocabulary issue but also a matter of understanding how ideas are connected. Students needed support in

choosing appropriate transitions such as however, therefore, moreover, for example, and in addition based on the intended relationship between ideas. This finding supports the view that cohesion and coherence are essential features of effective academic writing (Albore et al., 2024; Tian et al., 2022; Z. (Victor) Zhang & Hyland, 2018).

The findings related to evidence and explanation are particularly important. All students identified evidence and explanation as areas requiring revision, and observation data showed that many students had difficulty distinguishing between giving an example and explaining its relevance. This suggests that evidence development remains a demanding skill in EFL academic writing. Zhang & Hyland (2018) also found that students need explicit formative support to understand how evidence functions in written argumentation. Likewise, recent studies on feedback in writing indicate that students benefit when feedback directs their attention not only to language accuracy but also to reasoning, evidence, and revision quality (Ismail & Ramadhan, 2019; Tian et al., 2022; Z. (Victor) Zhang, 2020).

The relatively smaller improvement in grammar also requires careful interpretation. Although students' grammar improved, the gain was not as strong as in other writing aspects. This suggests that micro-revision increased grammatical awareness but did not fully resolve grammatical difficulties. Grammar development in EFL writing requires continuous exposure, explicit instruction, corrective feedback, and repeated language practice. Tian et al. (2022) found that students use different revision strategies when responding to teacher, peer, and automated feedback, but grammar-related revision remains challenging because it requires adequate linguistic knowledge. Therefore, targeted micro-revision should be complemented by sustained grammar instruction, particularly in sentence structure, tense consistency, subject-verb agreement, and academic sentence patterns.

Peer Review and the Development of Revision Awareness

The peer review data showed that students were able to provide more specific comments when the review task was limited to particular writing aspects. The most frequent peer comments focused on topic sentence, evidence, supporting details, transitions, sentence clarity, word choice, and coherence. This indicates that pinpoint peer review helped students move beyond general responses and develop more focused feedback practices.

This finding is consistent with Vuogan & Li (2023) meta-analysis, which concluded that peer feedback can support second language writing development when it is carefully structured. Peer feedback does not automatically improve writing; its effectiveness depends on task clarity, feedback training, criteria, and students' ability to interpret and use comments. In this study, peer review was not conducted as a general exchange of opinions. Students were asked to perform specific actions, such as identifying topic sentences, marking transitions, checking evidence, and noting unclear sentences. This structure helped them provide more relevant and actionable feedback.

The findings also support Han & Xu (2021) argument that feedback literacy develops when students are guided to understand, evaluate, and use feedback. In the present study, students practiced both giving and receiving feedback. When reviewing their peers' drafts, they encountered writing problems that were often similar to those in their own texts. This process may have strengthened their metacognitive awareness because they learned to evaluate writing from the perspective of a reader. Han & Xu (2021) further argue that student engagement with feedback depends on students' ability to interpret feedback and transform it into revision decisions. The present study supports this view because students reported that peer review helped them notice weaknesses they had not previously identified.

However, the reflection data also showed that peer review received lower mean scores

than lecturer modeling and checklist use. This suggests that although students considered peer review useful, they still needed lecturer guidance to interpret and apply peer comments confidently. Some students indicated that peer comments were sometimes too general or needed confirmation from the lecturer. This finding is consistent with Indonesian EFL studies showing that students may benefit from peer feedback but still rely heavily on lecturer feedback because of differences in confidence, proficiency, and perceived authority (Akhter & Zaman, 2024; Ginting & Fithriani, 2022; Ismail, 2023; Lim & Renandya, 2020). Therefore, peer review should be implemented as a guided and scaffolded practice rather than as an independent activity without instructional support.

Students' Responses and Engagement with Revision

The questionnaire results showed that all students responded positively or very positively to targeted micro-revision exercises. This finding suggests that students perceived the activities as useful, understandable, and relevant to their needs in the Academic Writing course. The strongest response was given to lecturer modelling, followed by students' understanding of writing as a revision process, checklist use, awareness of topic sentence, attention to sentence clarity, gradual revision, and willingness to use micro-revision again.

These responses indicate that students were engaged not only behaviorally but also cognitively and affectively. Behavioral engagement was reflected in students' participation in revising drafts, using checklists, and providing peer comments. Cognitive engagement appeared in their ability to identify writing problems, compare draft versions, and make revision decisions. Affective engagement was reflected in their positive perception of the activities and their increased confidence in revising one aspect of writing at a time. This interpretation is consistent with Zhang & Hyland (2023) view that feedback engagement involves

behavioral, cognitive, and affective dimensions.

The positive response to checklist uses also highlights the importance of self-monitoring in writing revision. The checklist helped students examine their drafts more systematically and maintain focus during revision. This finding is closely related to self-regulated writing theory, which views effective writers as learners who set goals, monitor progress, evaluate feedback, and revise strategically (W. Li & Zhang, 2021; Tian et al., 2022; Z. (Victor) Zhang, 2020). In this study, the checklist functioned as a practical self-regulation tool. It transformed revision from a general instruction into concrete actions, such as checking topic sentence clarity, evidence relevance, sentence clarity, and word choice.

Open-ended responses further showed that students appreciated revision when it was conducted gradually. Several students stated that revising one aspect at a time made the writing process less confusing. This supports the view that targeted micro-revision can reduce students' sense of overload and increase their control over the revision process. Recent scholarship on feedback literacy also emphasizes that students need structured opportunities to understand, evaluate, and use feedback actively rather than receive feedback passively (Molloy et al., 2020; Pearson, 2024; Rahmat & Ismail, 2025; Z. (Victor) Zhang & Hyland, 2023). The present study confirms that students became more engaged when feedback and revision were embedded in a clear and repeated classroom routine.

At the same time, the findings show that positive responses do not necessarily mean that all revision problems have been resolved. Students continued to report difficulties in evidence development, explanation, transition use, coherence, grammar, and academic word choice. This suggests that targeted micro-revision should be implemented continuously and supported by explicit instruction. Research on feedback in higher education also shows that feedback is most effective when it is timely, specific, understandable, and aligned with students' learning needs (Dawson et al.,

2019; Henderson et al., 2019; Williams, 2024).

Theoretical and Pedagogical Implications

Theoretically, the findings strengthen the view that revision is a teachable and developmental skill. Revision should not be positioned merely as a final proofreading stage, but as a central component of academic writing development. This study contributes to process-based writing pedagogy by demonstrating that students can develop revision competence through focused, repeated, and scaffolded classroom activities. The findings also support cognitive load theory because breaking revision into smaller tasks helped students manage the complexity of academic writing. Furthermore, the study supports self-regulated learning perspectives because checklist use and reflection encouraged students to monitor their own writing.

Pedagogically, the findings suggest that lecturers in EFL academic writing courses can use targeted micro-revision exercises to make revision instruction more practical and accessible. The procedure may begin with identifying common problems in students' drafts, selecting one revision focus, providing modelling, guiding students through sample texts, asking students to revise their own drafts, conducting pinpoint peer review, and ending with reflection. This sequence can be adapted to different writing topics, student proficiency levels, and academic writing genres.

The findings also suggest that peer review should be designed with clear criteria and a limited revision focus. Without sufficient structure, peer review may result in vague or superficial comments. However, when students are given specific revision targets and concrete review actions, they can provide feedback that is more relevant and useful. This implication is supported by Vuogan & Li (2023) meta-analysis and by recent studies on feedback literacy, which emphasize the importance of preparing students to give, receive, and use feedback effectively (Han & Xu, 2020; Pearson, 2024; Samad et al., 2025).

Finally, targeted micro-revision should not be viewed as a replacement for comprehensive writing instruction. Instead, it should be positioned as a pedagogical bridge that supports students in moving toward more independent and full-scale revision practices. Although the findings indicate that micro-revision helped students revise selected aspects of their writing more effectively, students still required continued support in grammar, evidence development, coherence, and academic vocabulary. Therefore, targeted micro-revision is best understood as a scaffolded instructional strategy that prepares students to revise longer and more complex academic texts with greater confidence, awareness, and autonomy.

Several limitations of this study should be acknowledged. First, the study involved only 22 students from one Academic Writing class at one university. Therefore, the findings should be interpreted as context-specific and should not be generalized broadly to all EFL higher education contexts. Second, the study used qualitative and descriptive data; it did not employ inferential statistical analysis to examine the statistical significance of students' score improvement. Third, the intervention was conducted within a limited number of classroom meetings, while the development of writing revision competence may require longer-term practice, repeated exposure, and continuous observation.

Future research may involve larger samples, comparison groups, and longer intervention periods to examine the effectiveness of targeted micro-revision more comprehensively. Further studies may also explore the use of micro-revision across different academic writing genres, such as argumentative essays, literature reviews, research proposals, and reflective essays. In addition, future research may investigate how digital tools, automated feedback, or AI-assisted writing platforms can be integrated with lecturer feedback and peer review. However, such integration should continue to emphasize students' critical engagement, feedback literacy, and writing autonomy.

rather than replacing the pedagogical role of the lecturer.

CONCLUSION

This study investigated the implementation of targeted micro-revision exercises in the Academic Writing course and examined their contribution to the writing revision skills of 22 fourth-semester students in the English Education Study Program at Universitas Muhammadiyah Enrekang. The findings demonstrate that targeted micro-revision exercises were implemented through a structured instructional sequence comprising orientation, a specific revision focus, modelling by the lecturer, guided practice, individual revision, peer review, checklist use, feedback, and reflection. This sequence enabled students to approach revision as a gradual, focused, and purposeful process rather than as a broad and unsystematic correction activity.

The analysis of students' initial and revised drafts revealed improvement across all assessed aspects of writing, including organization, main idea, paragraph unity, coherence and transitions, idea development, evidence, sentence clarity, word choice, grammar, and mechanics. The mean total score increased from 20.95 in the initial drafts to 30.73 in the revised drafts, suggesting that students were able to make meaningful textual changes after participating in the micro-revision activities. The most notable improvements were found in paragraph focus, organization, coherence, evidence development, sentence clarity, and academic word choice. However, grammar, evidence explanation, and coherence remained challenging areas that required sustained instructional support.

The student reflection data further indicated that students responded positively to the use of targeted micro-revision exercises. They particularly valued lecturer modelling, revision checklists, guided practice, peer review, and the opportunity to revise one specific aspect of writing at a time. These findings suggest that targeted micro-revision can function as a practical pedagogical scaffold in EFL academic writing

instruction. It helps students reduce the complexity of revision, develop clearer awareness of writing problems, and engage more actively with their drafts. Nevertheless, the study was limited to one class and a relatively small number of participants. Future research may involve larger samples, longer intervention periods, and comparative designs to examine the broader effectiveness of targeted micro-revision across different academic writing genres and EFL learning contexts.

References

- [1] Akhter, E., & Zaman, M. A. U. (2024). Automated Essay Scoring and Feedback Systems for Esl Learners: a Meta-Review of Pedagogical Impact. *American Journal of Interdisciplinary Studies*, 05(01), 31–65. <https://doi.org/10.63125/brzv3333>
- [2] Albore, A. K., Woldemariam, G. S., & Chali, G. T. (2024). Effects of Process-Genre Approach on Students' Writing Strategy Use in Paragraphs: Second-Year Wachemo University Students. *Education Research International*, 2024(1), 5527768. <https://doi.org/https://doi.org/10.1155/2024/5527768>
- [3] Chung, H. Q., Chen, V., & Olson, C. B. (2021). The impact of self-assessment, planning and goal setting, and reflection before and after revision on student self-efficacy and writing performance. *Reading and Writing*, 34, 1885–1913. <https://doi.org/10.1007/s11145-021-10186-x> The
- [4] Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: staff and student perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25–36. <https://doi.org/10.1080/02602938.2018.1467877>
- [5] Dawson, P., Henderson, M., Ryan, T., Mahoney, P., Boud, D., Phillips, M., & Molloy, E. (2020). Learning, Design, and Technology. In *Learning, Design, and Technology*. <https://doi.org/10.1007/978-3-319-17727-4>
- [6] Dorji, J. (2020). Through Mini Revision Lessons and Feedback. *Journal of English Teaching*, 7(1), 56–66.
- [7] Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College*

- Composition & Communication*, 32(4), 365–387.
<https://doi.org/10.58680/ccc198115885>
- [8] Ginting, R. S. B., & Fithriani, R. (2022). Peer and Automated Writing Evaluation (AWE): Indonesian EFL College Students' preference for Essay Evaluation. *LLT Journal: A Journal on Language and Language Learning*, 25(2), 484–496.
<https://doi.org/10.24071/llt.v25i2.4879>
- [9] Grigoryan, A. (2017). Feedback 2.0 in online writing instruction: Combining audio-visual and text-based commentary to enhance student revision and writing competency. *Journal of Computing in Higher Education*, 29(3), 451–476.
<https://doi.org/10.1007/s12528-017-9152-2>
- [10] Han, Y., & Hyland, F. (2019). Academic emotions in written corrective feedback situations. *Journal of English for Academic Purposes*, 38, 1–13.
<https://doi.org/https://doi.org/10.1016/j.jeap.2018.12.003>
- [11] Han, Y., & Xu, Y. (2020). The development of student feedback literacy: the influences of teacher feedback on peer feedback. *Assessment & Evaluation in Higher Education*, 45(5), 680–696.
<https://doi.org/10.1080/02602938.2019.1689545>
- [12] Han, Y., & Xu, Y. (2021). Student feedback literacy and engagement with feedback: a case study of Chinese undergraduate students. *Teaching in Higher Education*, 26(2), 181–196.
<https://doi.org/10.1080/13562517.2019.1648410>
- [13] Hanusova, S., Dontcheva-Navratilova, O., Valisova, M. L., & Matulova, M. (2020). Process genre approach to L2 academic writing: An intervention study. *XLinguae*, 13(4), 30–51.
<https://doi.org/10.18355/XL.2020.13.04.03>
- [14] Henderson, M., Ryan, T., & Phillips, M. (2019). The challenges of feedback in higher education. *Assessment & Evaluation in Higher Education*, 44(8), 1237–1252.
<https://doi.org/10.1080/02602938.2019.1599815>
- [15] Ismail. (2023). Project-Based Learning for Developing English Narrative Writing Skills in an Indonesian EFL Classroom. *Majesty Journal*, 5(2), 134–146.
<https://doi.org/10.33487/majesty.v5i2.189>
- [16] Ismail, I. (2025). Collaborative Learning through Digital Writing: Peer Editing and Feedback in EFL Contexts. *Maspul Journal of English Studies*, 7(1), 1–17.
<https://doi.org/10.33487/majesty.v7i1.13>
- [17] Ismail, & Ramadhan. (2019). Improving the students' writing proficiency through collaborative writing Method. *Maspul Journal of English Studies*, 1(1), 63–76.
<https://doi.org/10.33487/majesty.v1i1.24>
- [18] Karlsson, M. (2020). Can micro-teaching, teacher feedback/feedforward and reflective writing enhance pre-service teachers' pedagogical content knowledge of grammar in english as a second language? *Journal of Language Teaching and Research*, 11(2), 145–156.
<https://doi.org/10.17507/jltr.1102.02>
- [19] Li, C., & Tekwa, K. (2025). Translation as a catalyst for foreign language learning: a self-regulated learning approach mediated by instructor feedback and peer collaboration. *Humanities and Social Sciences Communications*, 12(1), 1–17.
<https://doi.org/10.1057/s41599-025-04766-3>
- [20] Li, W., & Zhang, F. (2021). Tracing the Path Toward Self-Regulated Revision: An Interplay of Instructor Feedback, Peer Feedback, and Revision Goals. *Frontiers in Psychology*, 11(February), 1–19.
<https://doi.org/10.3389/fpsyg.2020.612088>
- [21] Lillis, T. (2003). Student Writing as “Academic Literacies”: Drawing on Bakhtin to Move from Critique to Design. *Language and Education*, 17(3), 192–207.
<https://doi.org/10.1080/09500780308666848>
- [22] Lim, S. C., & Renandya, W. A. (2020). Efficacy of written corrective feedback in writing instruction: A meta-analysis. *Tesl-Ej*, 24(3), 1–26.
- [23] Manchón, R. M. (2023). The language learning potential of L2 writing. In *The Encyclopedia of Applied Linguistics* (pp. 405–426). John Benjamins Publishing Company.
<https://doi.org/10.1075/llt.56>
- [24] Matthew B. Miles, A. Michael Huberman, J. S. (2023). Qualitative Data Analysis A Methods Sourcebook. *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science*, 109–118.
- [25] Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in*

- Higher Education*, 45(4), 527–540. <https://doi.org/10.1080/02602938.2019.1667955>
- [26] Moore, J., & Schleppegrell, M. (2020). A focus on disciplinary language: Bringing critical perspectives to reading and writing in science. *Theory Into Practice*, 59(1), 99–108. <https://doi.org/10.1080/00405841.2019.1685337>
- [27] Mustakim, & Samad, I. S. (2019). Essay Error Analysis on the 1st Year Students of English Education Departement. *Maspul Journal of English Studies*, 1(2), 114–119. <https://doi.org/10.33487/majesty.v1i2.29>
- [28] Ni, F., & Xu, W. (2025). How do English Proficiency and learning motivation shape EFL students' emotions toward written corrective feedback? *System*, 131, 103681. <https://doi.org/https://doi.org/10.1016/j.system.2025.103681>
- [29] Nurul Hijah Jasman, Yunus, D. R. M., Anuar, N. A. K., & Mokhtar, M. I. (2025). Exploring Academic Writing Through the Social Cognitive Theory. *International Journal of Research and Innovation in Social Science (IJRISS)*, IX(IX), 6694–6707. <https://doi.org/10.47772/IJRISS.2025.909000547> Received:
- [30] Pearson, W. S. (2024). Affective, behavioural, and cognitive engagement with written feedback on second language writing: a systematic methodological review. *Frontiers in Education*, 9(January), 1–15. <https://doi.org/10.3389/educ.2024.1285954>
- [31] Rahmat, & Ismail. (2025). Bridging Coursework and Publication: A Model to Help Students Produce Manuscripts Ready for Publication in Scientific Journals. *Majesty Journal*, 7(2), 119–134. <https://doi.org/10.33487/majesty.v7i2.8>
- [32] Samad, I. S., Ismail, Dyah, M. M., & Fatmawati. (2025). CLIL in Action: Enhancing Academic Writing and Content Knowledge in Indonesian University Students. *Maspul Journal of English Studies*, 7(1), 30–42. <https://doi.org/10.33487/majesty.v7i1.15>
- [33] Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. *Educational Psychology Review*, 31(2), 261–292. <https://doi.org/10.1007/s10648-019-09465-5>
- [34] Tian, L., Liu, Q., & Zhang, X. (2022). Self-Regulated Writing Strategy Use When Revising Upon Automated, Peer, and Teacher Feedback in an Online English as a Foreign Language Writing Course. *Frontiers in Psychology*, 13(April), 1–12. <https://doi.org/10.3389/fpsyg.2022.873170>
- [35] van Merriënboer, J. J. G. (2007). Ten Steps to Complex Learning. In *Ten Steps to Complex Learning*. <https://doi.org/10.4324/9781410618054>
- [36] Vuogan, A., & Li, S. (2023). Examining the Effectiveness of Peer Feedback in Second Language Writing: A Meta-Analysis. *TESOL Quarterly*, 57(4), 1115–1138. <https://doi.org/https://doi.org/10.1002/tesq.3178>
- [37] Walková, M., & Bradford, J. (2022). Constructing an argument in academic writing across disciplines. *ESP Today*, 10(1), 22–42. <https://doi.org/10.18485/esptoday.2022.10.1.2>
- [38] Wei, Y., & Liu, D. (2024). Incorporating peer feedback in academic writing: a systematic review of benefits and challenges. *Frontiers in Psychology*, 15(November), 1–14. <https://doi.org/10.3389/fpsyg.2024.1506725>
- [39] Williams, A. (2024). Delivering Effective Student Feedback in Higher Education: An Evaluation of the Challenges and Best Practice. *International Journal of Research in Education and Science*, 10(2), 473–501. <https://doi.org/10.46328/ijres.3404>
- [40] Zhang, H., Magooda, A., Litman, D., Correnti, R., Wang, E., Matsmura, L. C., Howe, E., & Quintana, R. (2019). eRevise: Using Natural Language Processing to Provide Formative Feedback on Text Evidence Usage in Student Writing. *Proceedings of the AAAI Conference on Artificial Intelligence*, 9619–9625. <https://doi.org/10.1609/aaai.v33i01.33019619>
- [41] Zhang, Z. (Victor). (2020). Engaging with automated writing evaluation (AWE) feedback on L2 writing: Student perceptions and revisions. *Assessing Writing*, 43, 100439. <https://doi.org/https://doi.org/10.1016/j.asw.2019.100439>
- [42] Zhang, Z. (Victor), & Hyland, K. (2018). Student engagement with teacher and automated feedback on L2 writing. *Assessing Writing*, 36, 90–102.

- <https://doi.org/https://doi.org/10.1016/j.asw.2018.02.004>
- [43] Zhang, Z., & Hyland, K. (2022). Fostering student engagement with feedback: An integrated approach. *Assessing Writing*, 51, 100586.
<https://doi.org/https://doi.org/10.1016/j.asw.2021.100586>
- [44] Zhang, Z. (Victor), & Hyland, K. (2023). Student engagement with peer feedback in L2 writing: Insights from reflective journaling and revising practices. *Assessing Writing*, 58, 100784.
<https://doi.org/https://doi.org/10.1016/j.asw.2023.100784>

Submit Your Manuscript to *Majesty Journal* 
and Enjoy the Following Benefits:

- ✓ Easy online submission process
- ✓ Thorough peer review
- ✓ Immediate publication upon acceptance
- ✓ Open access: articles freely available online
- ✓ Increased visibility within the field
- ✓ Retaining the copyright to your article

Submit your manuscript now at: ➔

<https://jurnal2.unimen.cloud/index.php/majesty>