EFL students' responses on teacher's online written feedback: Interaction, revision, and perception

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ABSTRACT
This study examines students' interactions with the teacher's feedback in an online course on paragraph writing at higher education in Indonesia. The instructional moves, interactional approach, and students' perceived usefulness of the feedback were investigated. Through a discourse analysis framework, 355 comments on discussion posts from five students in four meetings were analyzed. The Learning Analytics (LA) data correlated with semi-structured interviews were employed to obtain the students' perceived usefulness of teacher feedback for revision. The semi-structured interview was done with six students. The findings revealed that the teacher enacted fifteen moves to handle social interaction in online feedback from directive to dialogic categories. These moves are employed to create knowledge-building and solidarity for pedagogical and interactional goals, particularly. These are shown by the relation between LA and the students' perceptions of the feedback for writing revision. Therefore, such findings highlight the (de)merits of directive-dialogic interactions in online written feedback and LA data to improve teaching and learning.

Keywords: Directive-dialogic interactions; learning analytics; online written feedback; revision

INTRODUCTION
A number of studies have demonstrated the importance of feedback for the second language (L2) students on their writing quality in the forms of teacher correction (Cho, 2015; Donaghue, 2020; Septiana et al., 2016; Wahyuni, 2017), peer correction (Cao et al., 2019; Lee, 2019; Wakabayashi, 2013; Xu et al., 2019) and self-correction (Birjandi & Hadidi Tamjid, 2012; Lawley, 2016). However, the use of written feedback has become controversial. Lee (2019) argues that teachers should lessen the use of written corrective feedback because it can cause problems for both teachers and students. On the other hand, Ruegg (2015), investigating the students of the English program in Japan, proves a similar finding to Park (2018), probing feedback in a Korean university. They exemplify that students have more attention and trust in their teacher to correct writing areas and improve students' uptakes.

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Similarly, Poorebrahim (2017) in English as a Foreign Language (EFL) classrooms in Iranian recommends English teachers employ explicit feedback for editing and revision, while the teachers should deploy implicit feedback for knowledge-building. Septiana et al. (2016) in Indonesian EFL settings also scrutinize that grammatical sensitivity exposure has an impact on the students' English writing accuracies in Indonesia after the teacher (in)direct feedback. Also, Lim and Renandya (2020) suggest that teacher's (in)direct written feedback be used due to their positive impact in writing development. Zhang and McEneaney (2019) found out that the quality of students' author responses had a slightly larger impact on writing performance than the quality of students' feedback. In addition, most students think that teachers' feedback is crucial to their writing performance. It has also become a consensus that obtaining feedback from the teacher is more important than that from peers (Wihastyanang et al., 2020). To sum up, studies show that teacher feedback keeps worth employing.

Furthermore, the advent of technology leads online written feedback to take its pivotal role in English L2 writing. Tuzi (2004) contends that accepting multiple electronic feedbacks encourages L2 students to highly reconsider their substantial content of the paper and reassure them to revise their paper. In addition to content revision, Hyland and Hyland (2006) argue that Computer-Mediated Communication (CMC), Automated Writing Evaluation (AWE), and concordancers have influenced the delivery and mediation of feedback. These can direct students to be active, autonomous, and reflective in responding to feedback. Besides, Cheng et al. (2015) used message feedback that stimulated students' cognitive thinking to support their writing skills. Lawley (2016) recently developed an L2 spelling checker to promote students' awareness of grammar, lexical, and spelling errors in writing. Accordingly, technology is suitable for L2 writing progress.

Current studies highlight feedback as a dynamic process of maintaining interaction between the teacher and students either in face-to-face (FTF) classrooms (Donaghue, 2019, 2020; Goff & Rish, 2019) or in online classrooms (Alghasab et al., 2019; Cho, 2015). It is argued that feedback is a means of negotiation, self-reflection, and being professional (Donaghue, 2019, 2020). Cho (2015) argues that English novice teachers in Korea shifted their feedback strategy from written text analysis to independent student writers through online interaction. In a Kuwaiti high school, Alghasab et al. (2019) argue that interaction in an online EFL writing course using Wiki ranging from dialogic to directive approach can stimulate the students to interact, think jointly and construct knowledge together. In FTF academic writing, the dialogic approach is also valuable for writing revision (Merkel, 2018), negotiation and view exploration (Wingate, 2019), and sharing ideas between students and teachers (Merkel, 2019). Thus, it indicates that feedback is a dialogic way of engaging a discursive process to create the meaning of a text.

Dialogic feedback has taken a pivotal role in language teaching. The term dialog is derived from Greek *logos* and *dia,* meaning "speech" and "two." It is conventionally defined as a conversation between two or more people (Steen-Utheim & Wittek, 2017). Drawing on Bakhtin's dialogism, each individual with others has relational interactions in social communication, obviously seen in speech acts (Dann, 2019). It shows that utterances become the ultimate aspect that brings meaning through spoken or written speech. These utterances engender the distinctive features of voice and dialogicality (Steen-Utheim & Wittek, 2017). Therefore, the voice and dialogicality assist individuals in having relations because the dialogue is a relational principle (Dann, 2019; Steen-Utheim & Wittek, 2017).

Due to the notion of relational principle, dialogue is necessary for feedback. Both teachers and students can dialogically interact to share their concerns. The teachers can scaffold the students to recall their schemata and build their knowledge of writing. At the same time, the students can negotiate to resist, clarify, or agree with the teachers' comments on their work. Consequently, dialogism helps both the teachers and the students negotiate the meanings.

Changes in the instructional approach and new technologies in L2 writing feedback entail a renewed concern for the revision issue. Alghasab et al. (2019) and Cho (2015) identify that dialogic interaction during online writing feedback was not attentive to Learning Analytics (LA) used to track students' responses. Learning Analytics (LA) is an innovation of the Learning Management System (LMS) technology to see the students' engagements during online learning. As a tracking technology of enhanced learning, LA provides feedback provision which is different from traditional settings. Besides, it gives a new paradigm on the method of corresponding the interview results of the feedback perceptions (Laflen & Smith, 2017). It is important to explore what and how the students perceive the feedback given by the teachers as students are not passive receivers of knowledge (Jónsson et al., 2018). Therefore, by taking students' perceptions, any problems related to the drawbacks of giving feedback in this manner can be tackled as soon as possible. However, Laflen and Smith (2017) analyzing the LA rate on feedback did not take into account the dialogic approach. Thus, it is essential to examine what kinds of revisions the students do after they are given the input.

Some studies have proven the benefits of LA in learning and teaching activities. The teachers and

institutions can use the data of LA to detect the students' responses to feedback. Francis et al. (2019) revealed that LA could enable institutions to respond to the students' underperformance and construct conducive learning environments. A study by Laflen and Smith (2017) tracing student interactions with instructor feedback in LMS proposed applicable practices for grading and returning papers online. Another study by Pardo et al. (2017) exemplified that LA enabled information based on learning logs and digital traces to provide the relation between timely personalized feedback and students' academic achievements. Besides, they found out that LA can bolster students' satisfaction during feedback. In a large-scale study, Tempelaar (2019) scrutinized that LA has a function of recording the frequency of students' self-regulated learning ways to understand the modeling texts during the instructional process. In other words, the teachers and the policymakers can review the learner data through the LA feature, tracing learning activities, and self-response survey learner data (Francis et al., 2019; Laflen & Smith, 2017; Pardo et al., 2017; Tempelaar, 2019).

However, studies on the LA advantages in language learning in the Indonesian context are underexplored. Although Indonesian educational settings are familiar with the use of technologies in EFL classrooms, the lack of studies in instructional interactions highlights LA was investigated in the Indonesian context. In fact, LA can facilitate the teachers to monitor and trace the students' learning experiences. It also has potential use during the situation of COVID 19 outbreak and after the pandemic to record the data in the online classroom settings. Recording the classroom interactions using Moodle, for example, has attracted a number of scholars in distance language learning (Cohen et al., 2019). Furthermore, teaching writing skill by using this technology is more complicated than teaching receptive skill because it requires more feedback and shows different text types (Sallam et al., 2020). Thus, this present study addresses three research questions:

1. How does the Indonesian EFL teacher interact with Indonesian EFL students during the process of writing on Moodle?
2. How does the dialogic interaction assist the Indonesian EFL students' writing revision on Moodle?
3. What are Indonesian EFL university students' experiences of writing feedback practice?

METHOD
Because this study analyzed the language use in a social context, discourse analysis (DA) under the qualitative method was employed (Salkind, 2010). DA revealed the interactional patterns during a writing course on the dialogic teaching on L2 students' writing revision. The teacher-student and student-student interactions arising from online discussion forums can be used as a transcript for the purpose of DA (Alghasab et al., 2019).

Research site and participants
Six students in the first semester from the English Translation Department in one of the universities in Jakarta-Indonesia were involved in this study. All of them are Indonesian that English is deemed an additional language. They were invited to semi-structured interviews to explore their writing feedback practice experiences and to confirm the result of data analysis. Four students Glenn, Jane, Vivi, and Anna worked as full-time workers, Sasa was a part-time student, and Cici was a housewife who had experience of working as a journalist. Because of their social background, they chose to concentrate on English study through Moodle. They were enrolled in online courses for eight meetings as required in the curriculum. They were commonly guided to have FTF meetings after the online courses. However, the shift from offline to online learning has required different instructional processes due to government regulation for all educational levels in the COVID-19 pandemic. During eight online meetings, the students should learn initiation materials, respond to discussions, do quizzes, and complete the assignments. Indonesian and English became the direction of discussion to avoid misunderstanding that was part of the curriculum in Moodle. The display of online teaching was presented in Figure 1 and its translation is presented in Appendix 1. Understanding the initiation materials was highly recommended for topic comprehension. In so doing, the activity dealt with recalling student's schemata and providing them inputs from written texts to multimodalities, such as PowerPoint, videos, reading passages, pictures, and online sites. Completing this part, the students responded to the discussion that comprised a writing direction. This part provided the students time to practice writing, while it was time for the teacher to provide written feedback and invite the students to interact. Different from discussions and assignments that were obligatory, the quizzes were optional to do because these were used for students' rehearsal. Created in multiple choices, the quizzes could be tried three times. Table 1 displays the students' required activities, such as initiation (I), discussion (D), quiz (Q), and assignment task (A). The teacher mostly enacted as a mediator when explaining and checking the students' tasks. All of the materials have been well-set by the online teacher who was appointed by the institution. The materials were standardized and employed by all of the teachers with the same courses.

The students had eleven writing texts during eight meetings in which those should be scored. Discussion writing usually and the assignment had to be finished in two weeks. It can be said that this online writing instruction by using Moodle tended to adapt the initiation, response, and evaluation (IRE) concept.

Figure 1

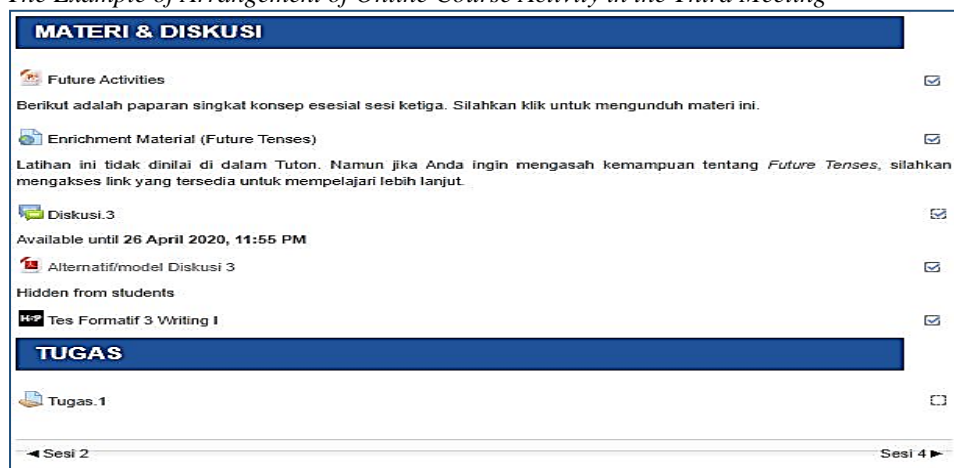*The Example of Arrangement of Online Course Activity in the Third Meeting*

Table 1

The Arrangement of Online Course Activities

1st	2nd	3rd	4th	5th	6th	7th	8th
I	I	I	I	I	I	I	I
D	D	D	D	D	D	D	D
Q	Q	Q	Q	Q	Q	Q	Q
		A	A	A		A	

During eight discussions, the students could interact with the teacher and their classmates. The scores they got in the discussion were visible, the teachers' and students' comments could be visible, and the assignment maintained privacy.

Due to the time limit, this study investigated the online writing interaction in four meetings whose topics were describing a person, explaining things, telling future activities, and comparing objects in two pictures. The example of online instruction is attached in Appendix 2. The students' experiences during this online writing and feedback were obtained from semi-structured interviews presented in Appendix 3. This interview was adapted from Merkel (2019) because it corresponded with the dialogic approach in the feedback provision. Their names and student numbers are anonymous to reduce face-threatening acts (FTA). The information of selected students' is displayed in Table 2.

Table 2

Information on the Students' Backgrounds for the Semi-Structured Interview

Students	Educational Backgrounds	Professions
Cici	A graduate of communication department	A housewife and former journalist
Glenn	A graduate of business department	A teacher and a public relation staff in a private educational institution
Jane	A graduate of accounting major	A human resource development staff of a company
Sasa	A graduate of primary teaching department	A housewife and former teacher in a primary school
Vivi	A graduate of senior high school	A student and an employer in a private institution
Anna	A graduate of senior high school	A student and an employer in a private institution

Data collection

This study was conducted in several steps. We greeted the students every week in eight meetings whenever we came into the new topic of writing through the direct message feature in Moodle. After they submitted their writings, we gave comments and asked the students to revise their writings that needed improvements. We recorded the students' and the teacher's frequency of online participation during the instructional process by clicking saving and counting the information. The comments between the teacher and the students were collected. At the end of the fourth meeting, we collected data by using semi-structured interviews with the students.

Data analysis

A discourse analysis framework was employed to gather the data of classroom interactions in writing course one (Skukauskaite et al., 2015). 355 discussion posts by the teacher and the students were analyzed to obtain the overall patterns of

teacher-student-student interactions. Because of space limitation in presenting the result, we chose only five dialogues to be displayed in showing directive-dialogic interactions. The transcriptions of semi-structured interview results were analyzed to find out the perceived usefulness of online written feedback. As a part of triangulation, these results are compared to the information in the Moodle, particularly in the form of hit distribution and logs of the teacher and the students in forum discussions.

FINDINGS

L2 teacher-student interactions during writing

Data on Moodle revealed the teacher patterns to talk with students in an online classroom. Fifteen moves were used by the teacher to interact with the students. Those moves consist of reminding students on new material, thanking, praising, guiding the writing step, giving formative feedback, suggesting resources, showing Automated Writing Evaluation (AWE), promoting AWE for self-editing, scaffolding students on lexical or grammatical errors, prescribing the content and form, adopting the monitor role, letting student-students discussions, prohibiting the students for plagiarism, showing expectation, and announcing the score. Of fifteen moves, informing new material in the first step and announcing the score in the last stage were sent through the message menu in Moodle. Other moves were enacted through the discussion posts. Examples of interaction patterns are put forward in Appendix 4.

Directive-dialogic interactions in writing revisions

This part exemplifies directive and dialogic interactions obtained from teacher-student-student episodes on Moodle. The learning dates and the times of the written dialogue chain between the teacher and students were presented. In this asynchronous interaction, the students' pseudonyms of Harhar, Cici, Sasa, Jane, and Anna were depicted. The interaction data unfolded different approaches to direct the students to understand their writing product. The discussion among students also depicted different categories of feedback.

Directive approach in teacher-student interactions

This first excerpt displays the teacher's directive approach to writing descriptive text in session two.

Discussion 2
by Harhar 0188xx - Wednesday, 1 April 2020, 8:34 PM
 Directly submitting his descriptive text
Re: Discussion 2
by Teacher - Wednesday, 1 April 2020, 10:27 PM
Nice for sharing.. Well, for your writing.. I think you can decrease your minor error by checking it in the Prowriting app. Please try it. Hope it helps you

increase your self-editing skill. Please try to upload here the result of your editing.
Re: Discussion 2
by Harhar 0188xx - Saturday, 4 April 2020, 8:53 PM
Hi, Ms, Syifa .. Ok I will send back the revised writing soon. thank you.
Re: Discussion 2
by Teacher - Monday, 6 April 2020, 6:46 AM
Learn this correction 📕 harhar report.pdf
Re: Discussion 2
by Harhar 0188xx - Monday, 6 April 2020, 9:09 AM
 Dear Ms. Syifa .. this is my revised task

This first excerpt presents that the directive approach of feedback limited interactive communication between teacher and student. This data did not glaringly expose how the student had an effort to construct his knowledge. When the teacher directly showed certain errors of student writing, the student responded to the feedback by simply saying his agreement on draft revision. The teacher asked him to check his writing accuracy by using a free application. The student directly submitted the revised version of his writing. Hence, this data indicated that the directive approach restricted the student's knowledge exploration. He just followed what is correct and not from his teacher only. He actually should be able to ask other parts of his writing errors or raise questions for better understandings.

Dialogic approach in teacher-student interactions

This second excerpt deciphers how a teacher built a dialogic strategy to scaffold students' writing in session four. It was initiated by Cici who submitted her writing by greetings to the class, explained parts of her writing and said thank you. This excerpt dicussed her writing about comparing two pictures on a beach and two classrooms.

Describing Picture and Comparing Pictures
by Cici 042xx - Wednesday, 15 April 2020, 11:36 AM
Dear Miss Syifa and all my beloved classmates,
I made two writing for this discussion. The first one is comparing two classroom pictures, the file is attached entitled '*Comparing Classroom Pictures'*. And the second one is entitled '*A Sunny Day at the Beach',* the file is also attached. I'm not sure how many writing we should make for this discussion. However, I made two and decided to post them anyway.
Thank you in advance for reading.
 Best regards,
Cici.
📄 A Sunny Day at the Beach.docx 📄 Comparing Classroom Pictures.docx
Re: Describing pictures and comparing pictures
By teacher - Thursday, 16 April 2020, 1:19 pm
 Hai Cici...
1. what do they mean?

In the second picture, or the picture on the right, the students are sitting facing the front of the classroom.

The man's leaning back enjoying his drink, while the lady's laying on her stomach, reading a magazine. Have you checked this "attentions"? fisher woman? Please try to fix others.

Re: Describing Picture and Comparing Pictures by Cici 0425xx - Friday, 17 April 2020, 2:58 AM
 Hello, Miss Syifa...
Thank you for your feedback. I'll try to answer your questions.
Question number 1
Now I know that my chosen words are incorrect and confusing, so I'll change them with these:
1. In the second picture, we see that the students are sitting facing the front part of the classroom.
2. The man is leaning backward and enjoying his drink, while the lady is lying on her stomach and reading a magazine.
I hope those new choice of words are better. I have revised, and attached the revised files.
Question number 2
'Fisher woman' is a typo. I actually intended to use the word '***fisherwoman***'.
I have already checked the word on several dictionaries. And according to Merriam Webster Dictionary it has the meaning: 'a woman who fishes as an occupation or for pleasure'. But in this case I prefer 'occupation' than 'pleasure'.
Why did I choose that word?
•   Based on my own interpretation of the picture, the woman on the boat is a professional fisher. She fishes from a boat and her fishing line has multiple baits. So, in my opinion she's not fishing for fun. It's her occupation.
•   I'm not sure whether it is uncommon to use that word, but I believe that for every occupation name that ended with "-man", there should be the "-woman" version.
I'm sorry if I don't understand about the question you asked: **Have you checked this "attentions"?**
I don't find that word in my writing. Could you please explain it? Sincerely, Cici. Revised A Sunny Day at the Beach.docx
 Revised_Comparing Classroom
Re: Describing Picture and Comparing Pictures by teacher - Friday, 17 April 2020, 8:05 AM
Oke Cici.. great.. you have realized misspelling on fisher woman. Also in "attention", when you check it from this site https://dictionary.cambridge.org/dictionary/english/attention, it is uncountable. So, you do not need to use suffix -s. Hope this explanation helps you. You can learn from these attached feedback, Cici..
When you submit the file, please keep them into one file.

Cici 2.pdf Cici.pdf

Re: Describing Picture and Comparing Pictures by Cici 0425xx - Friday, 17 April 2020, 9:26 AM
Duly noted. Thanks a lot, Miss. I have combined the writing in one file as you asked. The file is attached. I learned a lot from Grammarly. I think it is much better than Prowriting.

Describing and Comparing Pictures.docx
Re: Describing Picture and Comparing Pictures by Teacher - Friday, 17 April 2020, 7:51 PM
Grammarly also has a weakness.. it sounds hilarious when that machine asks us to revise the name :D
Re: Describing Picture and Comparing Pictures by Cici 0425xx - Friday, 17 April 2020, 9:26 PM
That's right, miss. When I wrote stove burner, it suggested me "lamp." I did not change it.

This second excerpt figures out that a teacher and a student could maintain dialogic interaction in an online writing class. The teacher used a questioning strategy to recall the student's understanding of her writing. This written feedback could channel student's reactions and curiosity to their writing. It was seen that the student visualized her autonomy in searching for correct word choice by browsing it in online dictionaries and paraphrasing the sentence fragment. It depicted that the students took more portions to explain in this excerpt.

In addition to this case, the student negotiated with her teacher by asking her to explain the correct word that she does not know, such as "attention." Here, the teacher gave her an explanation and showed her an online dictionary to check the meaning. This directed the student to search for the information by herself. The teacher tried to familiarize the student with online learning resources.

 This interaction continued when the teacher also sent her another kind of feedback through the Grammarly correction file which provided a student writing evaluation. Grammarly's feedback mostly portrayed the grammatical errors of writing that were able to make the student aware of her writing accuracy. She also shared her knowledge of selecting and neglecting which parts of machine correction that were appropriate or not to revise her draft. Therefore, questioning which embedded positive feedback were able to encourage the students to clarify the text and linguistic revisions on their writing.

Teacher-student-student interactions
This third excerpt exposes how a teacher built communication with three students, encouraged students to interact with one another related to the writing, and communicated with their classmates. The dialogue was started by Sasa, who wanted to submit her task. Sasa's writing content was commented on by Jane. Then, the teacher replied to Sasa's writing. She then mentioned other names of students to participate in Sasa's work.

It is obtained from the third excerpt that Sasa felt shy to communicate with her friends by saying "awkward," but the teacher still encouraged her to keep intimate among students by telling "keep close." Accordingly, Sasa made the teacher's request by responding to her classmate Anna.

**Planned activities next week by Sasa_0421xx -
Wednesday, 8 April 2020, 6:56 AM**
Dear, Mrs. Syifa and fellow friend.
I am Sasa. From the English Literature study
program. Nim 042149587.
.... paragraph writing of planning activities....
Maybe it's a plan of activites that I will do next
week. If there is writing that is wrong, I'm sorry.
And I am very grateful for suggestion and input, So
I can improve later on.

**Re: Planned activities next week
by Jane 0428xx - Wednesday, 8 April 2020, 11:07
AM**
Your plan sounds fun!
**Re: Planned activities next week
by Teacher - Thursday, 9 April 2020, 9:26 AM**
 For al of you Sasa, Ratih, Cici, Jane, Vivi, Anna,
Hendro, Anna.. Thank you for sending your writing.
Please be more interactive by asking/ giving
suggestions to your friends' writings and the
teacher's note(s) because you still have time to
revise. The comments can be story, diction, the way
of writing, phrase/ sentence structure, misspelling,
etc.
**Re: Planned activities next week
by Sasa_0421xx - Thursday, 9 April 2020, 3:52
PM**
Thank you, Jeanne. I still hope my plan runs
smoothly, because I am too busy working at home.
Re: Planned activities next week
**By Sasa_0421xx - Thursday, 9 April 2020, 3:57
PM**
Ok Ms.Syifa, I'm sorry for being less active in
discussions. I'm still a little awkward with others.
But I will try. Thanks.
**Re: Planned activities next week
by Teacher - Thursday, 9 April 2020, 10:03 PM**
Yes..keep close 😊
**Re: Planned activities next week
by Anna 0208xx - Thursday, 9 April 2020, 11:44
PM**
You are like me , very busy at home, but we must
try more oke. keep spirit up.
**Re: Planned activities next week
by Sasa 0421xx - Friday, 10 April 2020, 7:53 AM**
Must keep up the spirit, and hope this all passes
quickly.

This third excerpt informs that all students
responded to the writing content rather than
paragraph composition, grammatical or lexical
errors. The student feedback shared a compliment or
similar experience as a student who had to be
responsible for their task. It was visualized in simple
expressions, such as "your plan sounds fun" and
"keep the spirit up." Therefore, it could be argued
that only the teacher who provided corrective
feedback for writing a paragraph in this online
learning.

**L2 students' experiences of L2 online written
feedback practice**
After attending four discussions in the writing
course, six female students participated in a 30-
minute interview and shared their opinion about
online written feedback containing dialogic and
directive interactions. When interviewed about a
dialogic and directive approach in writing,
interestingly, six of them argued differently. Four
students Cici, Jane, Sasa, and Vivi preferred
dialogic interaction, while two students would rather
choose the directive model to help them write
paragraphs well. The students who liked the dialogic
approach chose "easy to understand," "intimate,"
"constructive," "interactive" as particular key merits
of dialogic approach, while directive strategy is
depicted with "direct," "stubborn" and "dependent."
For instance, Cici said:

*I like the dialogic approach better than the directive
approach. When the directive approach provides
comprehensive correction either from the teacher or
Grammarly, I think that it does not make the
students independent on searching the proper
information of their revised writing. It makes them
stubborn. In contrast, the dialogic approach teaches
students how to be independent learners, create
better understandings, and remember important
points.*

In the same way, student Vivi also argued that
a dialogic approach was better. She commented:

*Because it can make the classrooms interactive like
traditional classrooms with face-to-face (FTF)
meetings. Besides, we know that the meetings in
Moodle are about the discussion. Like its name,
discussions should be dialogic. When it does not
contain interactive dialogues such as questions and
answers, it is not a discussion.*

Based on Cici's and Vivi's opinions, it can be
concluded that the dialogic approach could help
them for revision, knowledge-building, learning
independently, and increasing their retention. In
contrast, the directive strategy was depicted with
"direct," "helpful," "lack of self-discovery," and
"dependent." It means that both Cici and Vivi
accepted a directive approach, but they favored
dialogic dialogue because it was more beneficial.
On the other hand, the directive approach was
preferable for Anna and Glenn. They characterized
this approach with "directive," "straightforward,"
and "complex." For instance, Glenn commented:

*Directive interaction is my choice since I can
directly know which parts are right and wrong.
Although dialogic one is good, I think it is less
effective since I need to look for incorrect words,
sentences and others by myself.*

Because the teacher's feedback was dominantly
given in dialogic or directive interactions, it was
also necessary to understand the students' opinions
on the teacher's written feedback in online learning.
Based on their online learning experiences, they all
argued that teacher feedback was beneficial for their
writing skills. They represented their pleasure with
keywords "helpful," "self-improvement," "corrective,

"responsive," "detailed," and "positive." For example, Sasa commented:

I liked the teacher's feedback. It showed that the teacher really responded to the students' works. When I joined other courses, not all of our discussion forums were responded. So, feedback made me learn the materials well. I know what I need to improve and maintain.

Similarly, Glenn opined, *"I liked the comments. It does not matter since it encouraged me to have self-improvement so that I will be more aware of my writing."* Although Anna once felt shocked by the feedback in the following discussion, she admitted that she learned a lot for the next writing. She said:

Yes, I felt upset after getting feedback for my discussion 2. When I wrote discussions 3 and 4, I dominantly used the teacher's notes to finish my writing and read a writing module. By doing these, I could learn how to use appropriate punctuation, mechanics and organize a paragraph. I never got feedback on the word limit since the length of my writing always followed the guideline.

However, most students had a problem with self-confidence when they had to do peer feedback. They expressed it by the words "offensive", "self-doubting", and "awkward". Cici, Glenn, Jane, Sasa and Vivi said that they avoided their classmates' burdensome due to the feedback. For example Cici said:

I am afraid that my comments made my friends felt who I am. We know that most of us have another business of working or like me as a housewife. So, I know that they must have a lot of works to do. Despite my understanding of my friends' writings, I think my comments can make them unpleasant. Like the teacher, I think that giving feedback is arduous, but the teacher feedback is very important for us.

Here, Cici realized that feedback provision was hard for the teacher. In addition to those feelings, student F was reluctant to give their friends comments due to a lack of self-reliance and time allotment. She stated *I am also less competent in writing, so I have to improve my writing before I criticize my friends' writings. Mmm, I think I will try for the next sessions.* Similarly, Sasa also shared the same views. She added, *I am not brave to comment others due to errors in my writing. Secondly, we must rush our time in a week with other courses, while working. So, I had better submit a discussion than giving comments.* The students' explanations indicate that problems of peer feedback in online learning were caused by the students' lack of time, willingness, intimacy, and competence.

Despite the arguments on the students' preferences, whether to apply teacher or peer feedback, all students admitted that they usually read their teacher comments on their friends before and after submitting their writing. It means that they did not only see their own feedback, but also they gained information on how to write from the teacher's comments on their friends' writings. Considering the practice of dialogic and directive interactions, the students explained that they relished the automated written feedback provided by the teacher, such as Grammarly. Students suggested that the instructor input should be mixed with the results of the Grammarly checker to understand more about learning, which seemed to be a systematic correction. Surprisingly, they realized that Grammarly or other machine checkers had their weaknesses. Therefore, the teacher's feedback took the main role in a writing course. Their enthusiasm for the teacher feedback had a connection with the hits on viewing discussions that are presented in Figure 2. This student hits recorded the frequency of viewing the discussion forums from the first to the fourth meeting.

Figure 2
Data Analysis of Interviewee Hits on Four Discussion Views from the First to the Fourth Meeting
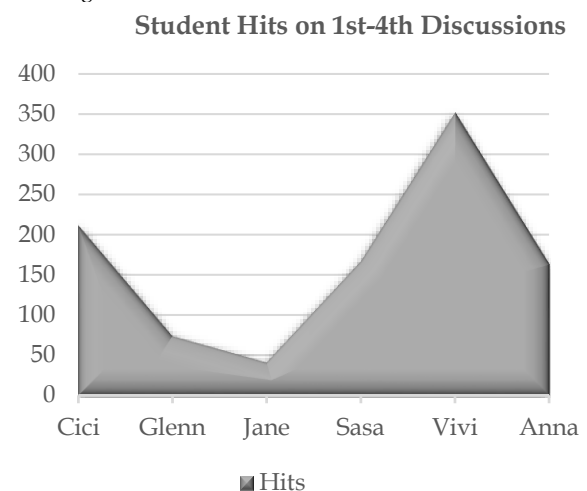

Figure 2 demonstrates that students' views of discussion fluctuated. Ranging from the highest to the lowest frequency, Vivi (352), Cici (212), Sasa (167), and Anna (163) were more intensive than that of Glenn (74) and Jane (41). Associated with the students' explanations, it was evident that they did not only read the instruction and upload their files but also learned the teacher's comments through their friends' chats with the teacher. Less frequent data could imply that the working hours of Glenn and Jane limited their engagement in discussions, although they tried to keep on the discussions and perceive the teacher's comments.

Compared to the information of six interviewees, this study presents the data of forty-eight student activities in discussion parts of writing course 1. The hit distribution reported that each student had distinct numbers of the hit in the discussion forum. It can be claimed that most students paid attention to the discussion posts.

However, Figure 3 displayed data that the teacher was dominant in discussions and the frequency of monitoring the discussion between teacher and student declines. It is estimated that they concentrated on task 1 which was separated from the discussion feature.

Figure 3
Data Analysis of Student Hits on Four Discussion views
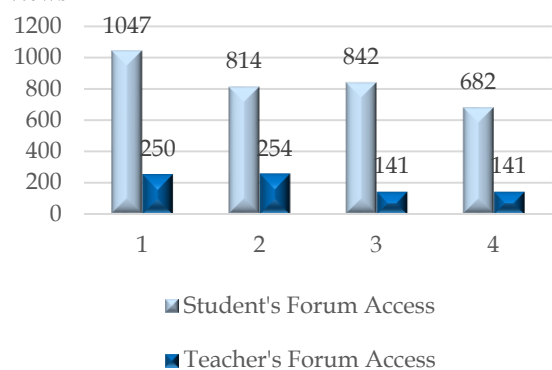
DISCUSSION
The findings revealed the teacher's certain pedagogical and interactional purposes in online written feedback. The teacher used directive to dialogic in numerous degrees. While dialogic engagement is constructed by the teacher through scaffolding for more productive talks and influence the writing process (Merkel, 2018), a more directive approach with its advantage and disadvantage unexpectedly can make students dependent (Alghasab et al., 2019). Although students could revise their writing based on the given feedback, this hindered their knowledge-building efforts.

When students in directive interaction only focused on the bolded, underlined, or colored signs on the directive written feedback, they sometimes neglected another part of their writing indefiniteness. It can be seen from the first excerpt between Harhar and the teacher that he still made writing inaccuracies, such as organizing paragraphs, selecting word choice, appropriate tense, and mechanics. His communication with his teacher also tended to be direct. He did not clarify his writing or the teacher's comments. On the other hand, the second excerpt of the dialogic approach between Cici and the teacher promoted the student's self-reflection on the meaning she conveyed. It is clear that dialogue in the writing process can let students clarify and negotiate meanings (Zhu & Carless, 2018). Thus, the teacher can give students more assistance during the writing process through dialogic interaction.

Looking at the ways and the areas of comments in the excerpts, the teacher usually explained the problems first and provided appropriate suggestions. Secondly, the teacher directly invoked the students to find the correct

versions of their writing by questioning. The areas of teacher comments differed in the part of content, organization, punctuation, and mechanics. Meanwhile, the excerpt from student-student interaction displayed that students most often produced appreciative comments or shared the same life experience. Identified from the semi-structured interview, the reasons were caused not only by feelings of impoliteness but also by student's lack of writing competence. This finding is in agreement with the study by Park (2018) that students in peer feedback cannot respond to the writings effectively. It implies that the teacher should provide more information that marking out linguistic errors is not the primary goal of feedback, but feedback by means of interactions attempts to share their thoughts to afford a chance for revision (Cao et al., 2019; Cheng et al., 2015; Huisman et al., 2019; Park, 2018; Zhu & Carless, 2018). In so doing, it lessened the teacher's dominance shown by the most frequently written responses.

This dominance can influence the tension faced by the students during feedback. They confessed that they had feelings of worrisome, although they were pleased with the feedback. It is that because feedback helped them improve their writing quality. As a result, online prompts in dialogic interaction should yield the potential to construct intimacy with the students. Seen from the patterns of moves, the teacher employs praises and suggestions to motivate the students and insinuate a close relationship. In other words, this study corresponds with the investigation by Yu et al. (2020) that expressive feedback can bolster students writing motivations. Besides, the teacher called the students' nicknames to address them. Maros and Halim (2018) find that the use of address terms can engender friendliness in social interaction. Thus, compliments, advice, and honorifics can be beneficial in dialogic interaction.

In addition to the issue of teacher control, the students argued that they were impressed at automated writing evaluation (AWE) feedback of Grammarly provided by the teacher. Engaging the students with AWE is another alternative that aided teachers in decreasing cumbersome and let the students have the ability to select well-formed structures and word choice. Taken an example from Cici, Glenn and Vivi who had self-criticism on which Grammarly correction should be exerted or not. In this case, AWE is an option in dialogic interaction. The L2 teacher focuses on writing messages and scaffolding the students on another aspect that is not available in AWE. Although Chinese students can perceive the role of AWE feedback for their revision (Zhang, 2020), this current study found out that the teacher could solicit the students' (dis)agreements to apply or to disregard Grammarly corrections. Therefore,

dialogic teaching can reveal the student's voice in editing performance.

Dealing with the students' engagements in discussions, the result of hit distribution displayed that the students who have part-time jobs rarely open discussion forums. Those who were full-time students or became a domestic goddess nevertheless would often view the discussions. Certainly, this tracked data on Learning Management System (LMS) needed further analysis of whether students' activities outside classrooms influenced their intensity in discussion engagement. It is because data for part-time students elucidated a different view frequency. The second assumption is due to the equal responsibility for doing task 1 in every third meeting for all compulsory English courses. The students should rush their time to submit two assignments for every course. Therefore, the result of hit distribution in LMS as a part of Learning Analytics (LA) holds a similar finding of Gardner et al. (2017) and Laflen and Smith (2016) studies. It enables the identification of positive and negative impacts in teacher feedback interactions that are invisible in a traditional classroom and has practical implications for course administration.

It is also notable for exploring that LMS settings on discussion and task delivery have distinct features. Whereas feedback and grade in the discussion are visible all at once, task 1 separates between feedback and grade. In this case, it is highly recommended the teacher find more encouragement so that the dialogic interaction during the writing and revision process in discussion activity can be perpetuated. Furthermore, curriculum and technology designers can rethink online course management. Skidmore (2006) argues that institutional conditions and existing assessment policy apparently restrict the development of dialogic pedagogy.

Finally, the excerpts of online interaction in a paragraph writing course could become a self-reflection of the teacher on how to sustain dialogic teaching. The teacher should lessen the dominance of interaction, so the discussion part can strengthen student engagement in knowledge-building of writing and a vehicle to increase the quality of classroom interaction (Lyle, 2008; Wingate, 2019). The notion of student engagement is in line with a study by Lyle (2008). She finds out that dialogic teaching that originates from dialogic perspectives of Bakhtin and Vigotsky positively impacts cognitive level development and quality of student discourse productivity as indicated from the excerpts.

CONCLUSION
The present study has explored teacher-student and student-student interactions in online written feedback. Fifteen moves are used by the teacher to communicate with the students. It is also found out that the teacher and students use directive and dialogic interactions in different degrees. While directive feedback assists only how to revise the particular writing accuracy, dialogic interaction attracts the students to recall students' schemata, construct knowledge, and visualize their voice. Besides, this study scrutinizes that the teacher seems more dominant in online prompts than students as presented by hit distribution in Moodle. This hit distribution on discussion views can be connected with the results of a semi-structured interview for the validity of the findings. Another crucial point of this study is that it can be a self-reflection for the teacher by adjusting different kinds of dialogic interactions during feedback provision.

Based on the findings of this study, further research can devise longitudinal studies to provide more evidence on the advantages of dialogic interaction during feedback provision. Other issues such as gender, educational background, and profession may also be deeply analyzed to gain more relevant data on this dialogic approach relying on Bakhtin's concept of dialogic pedagogy.

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APPENDICES
Appendix 1
The translation of online teaching display presented in Figure 1

> ***MATERIAL AND DISCUSSION***
> *Future Activities*
> *Here is brief explanation of the third session. Please download this material.*
>
> *Enrichment Material (Future Tense)*
> *This exercise is not graded in Tuton. If you want to improve your Present Progressive Tense and Simple Present Tense skills, please click on the links below to learn more. A more detailed overview as well as activities are available.*
>
> *Discussion 3*
> *Available until 26 April 2020, 11:55 pm*
> *Hidden from students*
>
> *Formative Test 3 Writing 1*
> ***ASSIGNMENT***
> *Assignment 1*

Appendix 2
This appendix shows an example of Discussion that is completed with scoring rubric officially designed by the online teachers in one of universities in Jakarta-Indonesia.
Discussion.4
Hello Participants of Online Tutorial!
I hope that you are always fine. Now, we are going to write about describing picture.

 (Taken from: https://4570book.info/amazing-cliparts/polluted-beach-clipart-image.htm)
See above pictures and describes it. Your writing should contain 150-300 words and follow the writing organization as we have learned in the materials of initiation 4.
Happy learning!

Scoring Rubric of Discussion 4
100-90
1.   fully satisfies all the requirements of the task
2.   uses a wide range of vocabulary with very natural and sophisticated control of lexical features
3.   uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
4.   uses cohesion in such a way that it attracts no attention
89-80
1.   covers all requirements of the task sufficiently
2.   sequences information and ideas logically
3.   skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
4.   uses a wide range of structures and the majority of sentences are error-free
79-70
1.   clearly presents and highlights key features/bullet points but could be more fully extended
2.   uses a range of cohesive devices appropriately although there may be some under-/over-use
3.   uses less common lexical items with some awareness of style and collocation; may produce occasional errors in word choice, spelling and/or word formation
4.   uses a variety of complex structures; produces frequent error-free sentences
69-55
1.   attempts to address the task but does not cover all key features/bullet points
2.   presents information and ideas but these are not arranged coherently and there is no clear progression in the response
3.   uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
4.   uses only a very limited range of structures with only rare use of subordinate clauses; some structures are accurate but errors predominate, and punctuation is often faulty
54-39
1.   answer is barely related to the task
2.   has very little control of organizational features

3.   uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling
4.   cannot use sentence forms except in memorized phrases
38-10
1.   answer is completely unrelated to the task
2.   fails to communicate any message
3.   can only use a few isolated words
4.   cannot use sentence forms at all

0: plagiarism is evident.

Appendix 3
Semi-structured interview adapted from Merkel (2019)
1.   What do you think of teacher feedback?
2.   Do you know dialogic and directive interaction?
3.   How did the dialogic interactions aid you in writing your paragraph?
4.   How did the dialogic interactions aid you in revising your paragraph?
5.   Did the dialogic interactions create any tensions or challenges for you?
6.   How might the dialogic interactions affect your writing habits?

Appendix 4
This appendix shows the data of teacher's and students' interactions in online written feedback.

Moves	Descriptions	Examples	
		Teacher moves	**Student actions**
1. Reminding students on new material	Teacher informs students through messages for learning initiation material and responding the discussion.	Hello all! This week is going to be more exciting. You will have two writing texts in Discussion 4. The first is comparing two pictures and the second is describing a picture. For those who have not submitted their Assignment 1 yet, please send it soon. Thank you!	Thanks for the info, Miss.
2. Thanking	Teacher says thanking to students for writing submission.	Hello Ayaya.. Thank you for sharing your writing.	You are welcome, Miss
3. Praising	Teacher gives compliments to the students.	Very nice Glenn.. So, did you realize the writing errors you made? I hope you can learn and remember them 🙂	Yes Ma'am. I think I will need to learn more. Hopefully in next session I can do it better. 🙂
4. Guiding the writing step	Teacher assists students how to start writing.	Well, let me give you comments ☺ Your description of the object is clear.. I mean the content. However, please make the paragraphs balanced. After you write the paragraph, please use Prowriting app to familiarize you with self-editing for your writing accuracy. Choose the free version one. You can use it in your laptop. Then, edit the minor error of your writing. When you finish revising, please upload again here for the revised version. Hope it helps	Good Morning Miss Syifa thank you for reading and correcting my writing. It's been a while since I wrote an essay so I find it rather difficult to balance the paragraph but with your revision, now I learn again. I've also used Prowriting as you suggested me Miss and it helps me a lot.
5. Giving formative feedback	Teacher provides feedback on the writing accuracy and fluency.	J- in juanda should be uppercase. The first room is the living room. The living room which is used to entertain welcome guests who come to my house. Where there are some furniture including chairs, tables, photo frames on the white walls, and shoe racks. My family room is white.	I'm sorry.. Miss Syifa This is what I can fix from the revision. I also can not yet in good grammar, put together sentences in English. I want to learn and understand, not in a short time. In my study sometimes concentration
6. Suggesting resources	Teacher suggests another resource for writing.	Use paragraph indent and visit transitional signal https://student.unsw.edu.au/transition-signals-writing	Thank you very much miss
7. Showing Automated Writing Evaluation (AWE)	Teacher shows students another type of feedback from machine.	Well, for your writing.. I think you can decrease your minor error by checking it in Prowriting app. Please try it. Hope it helps you increase your self-editing skill. Please try to upload it here the result of your editing.	Dear Ms. Syifa .. this is my revised task
8. Promoting AWE for self-editing	Teacher tries to suggest free AWE for checking before submission.	Hai Harhar.. please try to see this feedback. Use the suggestions when necessary	Thanks, mam. I have used Grammarly to check on my task, and I have corrected it. I use the free version because I don't have a premium version. Thanks, mam it's helped me a lot.
9. Scaffolding students	Teacher asks the students about	Hai Cici... 1. what do you mean?	Hello, Miss... Thank you for your feedback.

on lexical or grammatical errors	lexical or grammatical corectness.	In the second picture, or the picture on the right, the students are sitting facing the front of the classroom. The man's leaning back enjoying his drink, while the lady's laying on her stomach, reading a magazine 2. Have you checked this "attentions"? fisher woman?	I'll try to answer your questions. Question number 1 Now I know that my chosen words are incorrect and confusing, so I'll change them with these: Question number 2 'Fisher woman' is a typo. I actually intended to use the word 'fisherwoman'.
10. Prescribing the content and form	Teacher prescribes the specific content, structure and/ or format of the text.	Since the direction of writing is **After you introduce yourself in the pre-session of the Tuton, now I'd like you to describe your favorite person in 12 — 15 sentences.** So, you may shorten the text, if you prefer. More than 15 sentences are ok as long as not too wordy. But again, if you prefer. You can revise it based on the comments. Then, you can upload it again. Hope it helps	Dear Miss Syifa, Thank you for reminding me about the sentences limit. I'm so sorry that I totally forgot the limit. Now, I have shortened the writing as you asked. I hope this one will be better for you.
11. Adopting the monitor role	Teacher directly edits a student text without or with explanation.	Hai.. great to know that you have used Prowrting to reduce some common errors. For better improvement, please pay attention on these aspects when you do self-editing. 4. verb to be—is "Home sweet home" **is** 2. how tall is it — how tall it is 3. behave — behavior 4. two bedrooms which belongs—which belong 5. tv—TV	Good Evening Mrs. Syifa First of all, thank you for helping me revised the other part that I haven't done. Prowriting only showed me 3 errors and I attached the screenshot down below. However, it's still my fault for not being meticulous enough to do a double check on my writing revision. I will be more careful and pay more attention to the details next time.
12. Letting student-students discussions	Teacher persuades the students to post comments on their friends' writing.	For all of you Sasa, Ratih, Cici, Jane, Vivi, Anna, Harhar, Anna.. Thank you for sending your writing. Please be more interactive by asking/ giving suggestions to your friends' writings and teacher's note(s) because you still have time to revise.	Ok Ms. Syifa, I'm sorry for being less active in discussions. I'm still a little awkward with others. But I will try. Thanks.
13. Prohibiting the students for plagiarism	Teacher explains the students on the plagiarism consequence.	Please use your own words. Your writing is closely similar from this site 11 Signs and Symptoms of Anxiety Disorders. https://www.healthline.com/nutrition/anxiety-disorder-symptoms. I suggest you revise by using your own words to let you get a good mark. Thank you	I'm sorry ma'am. I fixed it. Thank you
14. Showing expectation	Teacher reminds the students on what to do	Hope you learn what I suggested and can be aware of the errors in the next paragraphs. Thank you	Thank you for the feedback miss
15. Announcing the score	Teacher informs the students the visible writing scores.	Good evening my beloved students 😁 Hope all of you have received the writing score and felt satisfied with the result of Discussion 1. Please keep motivated to do task in session 2 for this week. Happy reading and writing ☺	Thank you for the score miss. I have checked.