



Rethinking Error Treatment: Written Corrective Feedback and Its Effects on EFL Learners' Writing Proficiency

Marshinel Shiwani Nelson

New Delhi University, India

Kristian Florensis Wijaya

Cita Hati International School, Indonesia

Abstract

Employing meaningful types of feedback has been a customary pedagogical practice in modern EFL writing teaching and learning enterprises. With the help of constructive feedback, EFL learners are believed to be motivated to proceed into various challenging writing learning enterprises due to the profound realization of their specific writing strengths and weaknesses. Amongst these rewarding feedback models is WCF. Former educational researchers postulated that WCF could potentially promote more positive, conducive, and convivial writing learning climates to heterogeneous EFL learners due to its constructiveness and comprehensibility. The researchers initiated this small-scale library study to investigate the effects of WCF on the writing proficiency of EFL learners. To do so, the researchers capitalized on a thematic analysis method in reviewing 30 WCF studies to address more dependable, understandable, and employable findings to the designated research stakeholders. The thematically-subsumed research results implied that WCF helped EFL learners to improve their text quality, accuracy, and fluency. Through all these means, EFL learners are more likely to produce better-quality writing products in which they have been more cognizant decent writing models worth replicating during their idea generation process. These results indicated that WCF is beneficial for enhancing EFL learners' writing proficiency as they have been more aware of the technical and acceptable aspects indispensable to be integrated in their designated writing compositions.

Keywords

Feedback, WCF, writing proficiency, literature study, thematic analysis.

Introduction

In the EFL teaching-learning dynamics, writing is one of the prevalent skills needed to be fully mastered by second language learners. The decent ability to clearly convey thoughts, ideas, and conceptions is one of the crucial factors determining learners' success, as their most academic tasks require them to write accordingly. This indispensable requirement is in harmony with [Nurdiansyah and Abdulrahman \(2020\)](#), who stated that target language educators should intensively train EFL learners to compose the targeted text compositions in corresponding ways in order to enable them to be deemed as successful academicians.

In contrast, EFL learners frequently avoid dealing with the complexities of writing tasks. This is emanated from an intricate writing learning process, in which they are commissioned to utter their particular ideas with the insertion of proper dictions, vocabulary, and grammar. This general writing learning obstacle is closely interlinked to [Shang \(2022\)](#), stating that EFL learners should constantly hone their critical writing competencies by utilizing a wide variety of suitable language expressions, words, and structure to be labelled as skilful writers.

Writing is a collaborative enterprise where EFL learners continuously require varied useful inputs for the significant betterment of their writing proficiency growth. With respect to this contention, second language educationalists ought to introduce EFL learners with the meaningful employment of written corrective feedback. In support of written corrective feedback, EFL learners can potentially elevate their writing proficiency to the fullest potential. This rewarding learning outcome will take place since they have obtained a comprehensive understanding of the specific contents needed to be further revised. [Nguyen and Chu \(2024\)](#) theorized that written corrective feedback is a powerful medium for transforming EFL learners into more competent writers, through which they are habituated to self-correct pinpointed writing mistakes. Similarly, [Koltovskaia and Mahapatra \(2022\)](#) have likewise noted on the paramount role of equipping EFL learners with an accurate use of written corrective feedback, by which they gradually gain exhaustive awareness of their specific writing drawbacks.

By nature, there are two written corrective feedback types that can be imparted for advancing EFL learners' writing proficiency to the utmost growth named conventional written corrective feedback and automated written corrective feedback. The first model rigorously emphasizes teachers' constructive commentaries depicted in the designated learners' writing products. The credibility of this feedback strategy is high since teachers are seen as the figures whose academic expertise can supportively assist EFL learners to generate qualified texts. This invaluable learning benefit is in accordance with [Barrot \(2023\)](#), who articulated that traditional written corrective feedback helps EFL learners to feel more certain while partaking in a wide array of challenging writing assignments due to the continual dissemination of reliable suggestions from their teachers. Automated written corrective feedback offers an enjoyable, stress-free, and convivial writing learning atmosphere for EFL learners to engage. All these supportive writing aspects are believed to simultaneously empower EFL learners' cognitive and affective enterprises as they procure immediate, comprehensive, and contextualized writing suggestions. [Nurmayanti and Suryadi \(2023\)](#) confirmed that with the meaningful incorporation of automated written corrective feedback, EFL learners are motivated to forge their writing skills to the greatest growth since the specifically-imparted writing inputs put them at ease while conducting an intensive text revision process.

To ascertain the maximum benefits of written corrective feedback in relation to the advancement of EFL learners' writing proficiency growth, second language educators should keep in their minds that the impartation of this feedback type must be based on EFL learners' behavioural, cognitive, and affective engagement. With the cultivation of these tripartite learning aspects, EFL learners will be more active and productive while participating in various writing learning dynamics. As a result, they progressively turn into more proficient target language writers due to their exemplary writing performances. [Ranalli \(2021\)](#) asserted that when the implementation of written corrective feedback is integrated with EFL learners' behavioural, cognitive, and affective aspects, they are more liable to be more proactive and prolific in dealing with varied taxing writing tasks.

Some prior studies have imparted a significant degree of contributions concerning the exact ways written corrective feedback could assist EFL learners to revise a wide variety of their customary writing errors accordingly ([Guo et al., 2022](#); [Svalberg, 2021](#)). However, these two study specimens merely revealed about the types of general writing shortcomings EFL learners revised amidst the employment of written corrective feedback such as grammar, dictions, punctuations, capitalizations, mechanics, coherence, and cohesion. The two aforementioned investigations also put a heavier emphasis on EFL learners' particular writing learning styles, preferences, and levels under which the impartation of written corrective feedback

can be applied effectively in a regular writing classroom basis. Other pertinent studies specifically focused on delving into the potential debilitating factors hinged upon written corrective feedback's implementation in modern EFL writing teaching-learning activities (Tatsanajamsuk & Saengboon, 2021; Yamashita, 2021). In these empirical investigations, the researchers suggested that target language educators not to overly depending on written corrective feedback in delineating certain writing mistakes. Instead, they highlighted the critical importance of investing ample time in devising more interactive, real-based, and process-oriented writing learning enterprises, on which the integration of written corrective feedback can be optimized to its fullest utility.

Building on all these previous research gaps, the researcher is prompted to conduct this small-scale literature study by exploring the effects of written corrective feedback on EFL learners' writing proficiency. With the initiation of this literature investigation, the researcher is more prone to address more rejuvenated insights concerning the potential benefits of written corrective feedback in improving EFL learners' writing proficiency. Thus, the completion of this literature study may better contribute to the progressive development of modern pedagogical approaches utilized in ever-changing second language writing learning dynamics, by which research-informed and evidence-oriented findings will impart more applicable implications toward internalization of written corrective feedback in sustaining EFL learners' writing proficiency growth. To fulfil the aforesaid study objective, the researcher aimed to seek plausible responses to this single inquiry: What are the effects of written corrective feedback on EFL learners' writing proficiency?

Literature review

The mutual rapport between written corrective feedback and EFL learners' writing proficiency growth

In non-native English-speaking countries, the incessant internalization of written corrective feedback is still in its scanty development (Çelik, 2020; Elmahdi & Hezam, 2020; Khaki & Tabrizi, 2021; Patra et al., 2022). Simply speaking, the implementation of written corrective feedback is exclusively purported to help enhance EFL learners' academic writing learning process, as it is considered more taxing. Mao and Lee (2020) adduced that written corrective feedback is only incorporated in college-based writing learning enterprises where university EFL learners are highly demanded to yield qualified academic texts after completing certain paramount courses. Concerning all the above-mentioned gaps, it is pivotal for the researcher to conduct a more profound investigation on the potential influences promoted by written corrective feedback as promising pathways in improving EFL learners' writing proficiency. Lim and Renandya (2020) believe that by obtaining a more comprehensive understanding of the probable utilities of written corrective feedback, second language educationalists will be supportively assisted in redesigning their current writing materials, activities, and assessments in accord with learners' writing situations. The underlying principle of written corrective feedback is to help EFL learners stay on their right writing learning tracks. Hence, insistent mentorship is the main core for this pedagogical approach to run well by transforming second language educators' roles into more supportive and resourceful instructors. This basic groundwork is in agreement with Budianto et al. (2020), confirming that second language teachers are commissioned to act as supportive writing learning facilitators amidst the activation of written corrective feedback in order to enable EFL learners to compose better-quality writing products.

Furthermore, second language educationalists should be more appreciative of every single writing learning effort attempted by EFL learners. As the nature of written corrective feedback is thoroughly manifested in a process-oriented fashion, writing instructors need to be more mindful, conscientious, and critical in addressing their specific commentaries in order to clearly inform the particular writing aspects their learners have to persistently work on in future writing learning enterprises.

Dewi et al. (2023) affirmed that it is of great importance for target language teachers to provide more constructive, positive, encouraging, and relevant writing suggestions upon implementing written corrective feedback at the onset of their teaching-learning activities, by which EFL learners will be well-informed concerning specific weaknesses they need to alter in the forthcoming events. The compatible use of written corrective feedback is also contributable for the significant elevation of EFL learners' writing accuracy, fluency, clarity, and performance (Wei & Cao, 2020; Rahimi et al., 2025). The attainment of these holistic writing learning outcomes is attributed to the establishment of mutual, solid, and open-ended discussions acclimated among classroom community members. Meaning to say, EFL learners are prompted to do some clarifications after receiving particular writing suggestions by critically inquiring about their feedback imparters. By doing so, EFL learners' writing proficiency development can be progressively escalated as they hone their writing skills with the guidance of precise commentaries. Zhang et al. (2021) advocated that second language teachers bring about more convivial, dialogic, and student-friendly writing conference dynamics during the application of written corrective feedback, through which they subconsciously practice their communication and writing competencies with the constant practice of proactive writing inquiries intended for respective commenters.

One major obstruction hindering the efficiency of written corrective feedback in corroborating EFL learners' writing proficiency is the adaptability of this feedback type itself. Given the fact that EFL learners still rigorously depend on teacher-oriented writing inputs, it will be imprudent and inefficient to expect second language educationalists to consistently provide in-depth details toward their specific writing commentaries. Due to this issue, second language educators are expected to enact more comprehensible, practical, and sensible written corrective feedback guidelines in the presence of multifarious learning community members. With the embodiment of this suggested advice, the promotion of more efficient, meaningful, and enjoyable writing learning enterprises can be ensured, as EFL learners have also been adept at addressing reliable, constructive, and positive suggestions for the continual advancement of their peers' writing proficiency growth. Crosthwaite et al. (2020) disclosed that an overwhelming majority of second language learners began to inculcate a higher sense of belonging to their entrusted learning counterparts after being able to maximize the utmost benefits of written corrective feedback with their accurate inputs. In another investigation, Zheng and Yu (2018) unveiled that the predominant number of EFL learners in a Chinese university began to enjoy their communal and individual text composition process in their entire writing learning process as the teachers have progressively fostered the feasibility of written corrective feedback with the clear provision of appropriate, proper, and meaningful suggestions.

In relation to the robust connection of written corrective feedback with EFL learners' writing proficiency, this small-scale literature study is a pioneer for the targeted second language educational researchers, stakeholders, and practitioners to begin taking the utmost prioritization on the regular application of written corrective feedback in reinforcing EFL learners' writing proficiency development. For this reason, the researcher did not solely focus on responding to the importance of internalizing written corrective feedback as an innovative pedagogical approach potentially promoting breakthroughs in these modern EFL writing teaching-learning dynamics. Instead, the researcher prevailed the tangible influential impacts promoted by written corrective feedback by relating them to the progressive enhancement of second language learners' writing proficiency growth. By doing so, the thematically-categorized findings elaborated in the impendent sections will shed an enlightenment for second language educational institutions to redesign their daily writing teaching-learning programs best accommodating the best employment of written corrective feedback.

Method

Research Design and Rationale

The researcher embarked on this small-scale qualitative investigation with the support of a literature study, by which more reliable, robust, and contextualized findings will be generated successfully. Klassen et al. (2012) asserted that with an enlightenment of a literature analysis approach, the researchers will have broader opportunities to yield more trustworthy, sound, and relevant results due to the careful examination conducted on each generated data. To substantiate these literature-based findings, the researcher concurrently made use of a thematic analysis approach. A thematic analysis approach is beneficial for helping the researcher to produce more straightforward and compatible findings since the particularly-analysed data is systematically grouped in identical themes. Braun and Clarke (2022) emphasised on an essential role of embedding a thematic analysis method where the researcher could increase the representativeness and validity of each subdivided finding. To eliminate unintended incongruities among the thematically-subsumed data, the researcher also applied an open-coding approach. Nowell et al. (2017) said that in the light of an open-coding methodology, the researchers will be more experienced at diminishing unwanted data inconsistencies since a critical data analysis has been repeatedly run to ensure its particular relevancy.

Participants of the Study Sampling Technique and Selection Criteria

The researcher employed a purposive sampling in selecting the most appropriate studies suitable for the subject-specific matter investigated in this literature study (Creswell & Poth, 2016). In the study's selection stage, the researcher stipulated three inclusion and exclusion criteria to ensure more precise, profound, and analytical data analysis. Firstly, the researcher picked 30 prior studies delving profoundly into the effects of written corrective feedback on EFL learners' writing proficiency. Secondly, the researcher selected 30 previous investigations addressing evidence-based and research-informed empirical findings. With the presence of these sound empirical findings, the applicability of written corrective feedback has been apparently attested as the appropriacy of this pedagogical approach was scientifically proved by deeply-measured data. Lastly, the researcher refrained from adopting any kinds of conference papers, book chapter reviews, and academic works (theses and dissertations) since they are not thoroughly scrutinized under rigorous analytical and review procedures like journal article websites commonly do.

Data Analysis Framework

To analyse the selected studies systematically, this research employed thematic analysis as the primary analytical framework. Braun and Clarke (2022) testified that Thematic analysis is widely recognized as a flexible yet rigorous qualitative method for identifying, analysing, and reporting recurring patterns across datasets. This approach was particularly suitable for synthesizing findings across multiple studies with varying methodological orientations. Through thematic analysis, the researcher was able to cluster comparable findings into overarching themes that reflect shared pedagogical affordances, instructional challenges, and learning outcomes associated with Google Docs-based collaborative writing.

Data Interpretation and Presentation

In consonance with the above-elucidated principles expounded in this literature research, the researcher capitalized on a descriptive method in explicating each finding. By carrying out this research approach, the researcher could preserve the originality, generalizability, and neutrality of each analysed data (Creswell & Poth, 2016). Even so, the researcher still amplified these descriptive-oriented findings with the support of relatable written corrective feedback theories and empirical proofs. By referring to the designated data descriptions on these scholarly-grounded works, the researcher entirely increased the transferability and feasibility of the discussed pedagogical approach in relevant writing teaching-learning context.

Ethical Considerations

The researcher did not attach any ethical approvals in this small-scale literature study since it wholly relied on secondary data clusters addressed by previously-published scientific works. Due to this innate literature study nature, the researcher did not inquire about any direct involvements from the research participants. As a result, a consent form was not enacted to obtain formal permission from the targeted research stakeholders. In spite of the simplistic nature of this literature investigation, the researcher still attached APA7th styles as the widely-accepted citation modes existing in global research contexts. Moreover, the researcher paid more exhaustive attention to reporting each respective finding in its authenticity. With this ultimate research action, the researcher could potentially alleviate erroneous interpretations forming within the analysed data.

Findings & Discussion

The researcher determined two major themes derived from an in-depth thematic analysis conducted before: 1) Written corrective feedback helped EFL learners to improve their text quality, accuracy, and fluency, and 2) written corrective feedback enabled EFL learners to be more critical writers. These two main research themes are the representativeness of written corrective feedback's effects, leveraging EFL learners' writing proficiency development as they do not merely habituate themselves to be more strategic and resourceful writers but also generate their specific notions purposefully in the forms of exemplary compositions. More comprehensive elaborations on these two specific research themes can be observed in the subsequent lines.

Written corrective feedback helped EFL learners to improve their text quality, accuracy, and fluency

Theme I	Studies
<i>Written corrective feedback helped EFL learners to improve their text quality, accuracy, and fluency</i>	Sanosi (2022); Shang (2022); Fhaeizdhyall (2020); Wondim et al. (2024); Elfiyanto and Fukazawa (2020); Salami and Khadawardi (2022); Lim and Renandya (2020); Dewi et al. (2023); Al-Ahmadi and Khadawardi (2024); Nguyen and Chu (2024); Valizadeh (2022); Cheng and Zhang (2021); Saragih et al. (2021); Sarré et al. (2021); Karim and Nassaji (2020).

The comprehensive data analysis derived from these specifically-selected studies unravels that written corrective feedback is useful for helping EFL learners to improve their text quality, accuracy, and fluency. One of the contributing factors enabling this holistic writing learning outcome to take place is due to the EFL learners' ability to gain a more profound awareness of their writing errors. Owing to this exhaustive consciousness, EFL learners are more skilled at conducting a more meaningful text revision process, fostering the whole quality of their text contents (Sanosi, 2022; Wondim et al., 2024). As EFL learners have been more capable of generating high-quality compositions, they are also adept at selecting the most appropriate target language expressions, vocabulary, and structure suitable for implementation in their sentences. This is an apparent impact from mutual, collaborative, and solid discussions established with the feedback givers, habituating EFL learners to be carefully selective with their personalized writing learning process (Shang, 2022).

Concerning the development of EFL learners' writing fluency and accuracy, written corrective feedback continually paves an enlightening pathway for them to undergo a more seamless writing ideation process. This smooth writing transition is not achieved overnight. Rather, it is achieved through rigorous

and persistent writing practices enforced in the targeted classroom routines (Lim & Renandya, 2020; Salami & Khadawardi, 2022). To achieve this meritorious writing learning reward, second language educators are advised to embody two specific pedagogical actions. Firstly, they should enrich their learners’ understanding of proper linguistics expressions, lexical complexities, and grammar patterns appropriately fitting their particular writing tasks. Nguyen and Chu (2024) agreed on this contention by acknowledging that ample target language elements did not only enable EFL learners to stay on their right writing tracks but also familiarize them with indispensable concept patterns internalized in their text composition dynamics. Secondly, second language educationalists ought to provide more comprehensible and compatible written corrective feedback guidelines before commencing the real-time writing activities. With the embodiment of this action, the impartation of written corrective feedback will run optimally since EFL learners proactively participate in their writing learning enterprises purposefully. Al-Ahmadi and Khadawardi (2024) believed that with the continuous support of written corrective feedback guidelines, EFL learners will be better directed at partaking in the designated writing learning trajectories, resulting in the progressive enhancement of their writing skills.

Regarding the importance of nurturing a positive classroom climate, the literature synchronously underscores the importance of promoting mutual, comfortable, and convivial interactions amidst the integration of written corrective feedback. Due to the comprehensive attainment of sophisticated target language expressions, EFL learners are willing to independently practice their writing skills outside the regular classroom circumstances, which is influential for the significant development of their writing proficiency growth (Cheng & Zhang, 2021; Saragih et al., 2021; Valizadeh, 2022). Synthesizing all the above-explicated findings, the collective proofs unearthed that there is a mutual interplay between written corrective feedback and the continual development of EFL learners’ writing proficiency since this pedagogical approach is contextualized to adequately sustain learners’ capacity to generate qualified texts manifested in the tangible depictions of exemplary target language expressions, compatible sentence structure, and essential syntactic knowledge. Through the series of these critical writing learning dynamics, EFL learners are accustomed to conveying their targeted messages with the proper supervision of appropriate languages and lexical items, resulting in the significant escalation of writing proficiency.

Written corrective feedback enabled EFL learners to be more critical writers

Theme 2	Studies
<i>Written corrective feedback enabled EFL learners to be more critical writers</i>	Sakrak-Ekin and Balgikanli (2019); Guo et al. (2022); Rahimi et al. (2025); Bagheri and Rassaei (2022); Chong (2019); Thi and Nikolov (2021); Elumalai (2019); Fan (2023); Kim and Emeliyanova (2021); Woodworth and Barkaoui (2020); Zhang et al. (2021); Met’eb et al. (2023); Elmotri et al. (2024); Ganapathy et al. (2020); Wondim et al. (2023).

These subsumed research results unveil that written corrective feedback is an invaluable trajectory for EFL learners to be more critical writers. Based on these literature-based reviews, written corrective feedback served as a powerful reminder for EFL learners to not iteratively repeat doing their identical writing mistakes. As they ponder more conscientiously on varied error types pinpointed by their teachers and classmates, they have been more mindful in selecting varied expressions, words, and ideas incorporated in their paragraphs (Sakrak-Ekin & Balcinkali, 2019; Guo et al., 2022). It is also interesting to note that written corrective feedback transforms EFL learners into more insightful writers. This coveted writing learning objective can be attained as they subconsciously acquire novel writing knowledge, skills, and experiences shared by other classroom community members (Chong, 2019; Rahimi et al., 2025).

The criticality of written corrective feedback also pertains to the salient diminution of foreign language writing anxiety. In relation of the heightened critical writing attribute procured via this constructive pedagogical approach, EFL learners have been more optimistic, resilient, and courageous while confronting a vast array of unpredictable writing obstructions. In short, these learners rejuvenated their perspectives that all these challenges will move them forward to achieve more advanced writing competencies in their academic journeys (Elumalai, 2019; Thi & Nikolov, 2021). According to this synthesized literature analysis, becoming critical writers concurrently regards with EFL learners' adeptness at planning, drafting, composing, monitoring, and evaluating their specific text composition processes. Written corrective feedback plays a crucial role of cultivating this well-organized writing learning enterprise among EFL learners, owing to the precise identifications of commendable writing areas to be preserved and other particular writing aspects allowing for room for improvement (Kim & Emeljanova, 2021; Woodworth & Barkaoui, 2020). As EFL learners have been more deeply cognizant of their particular writing strengths and weaknesses, written corrective feedback also addresses a significant degree of improvement for their behavioural, cognitive, and affective engagement. These tripartite writing aspects matter most for the continual development of EFL learners' critical writing attribute since they can meaningfully and efficiently engage with a vast array of complex writing tasks (Bagheri & Rassaei, 2022; Met'eb et al., 2023).

As a final note, the above-reviewed literature demonstrates that the increased critical writing behaviour of EFL learners is closely associated with the meaningful employment of written corrective feedback, through which they begin to gain more comprehensive awareness of their specific writing strengths and weaknesses. In a similar vein, the thematic analysis conducted in this chosen literature also suggests an essentialism of embedding mutual, solid, and corresponding interactions among the classroom community members, which is contributable for elevating EFL learners' critical writing attribute. To a lesser extent, the synthesized literature analysis simultaneously emphasizes on the paramount role of cultivating robust behavioural, cognitive, and affective engagement in the provision of written corrective feedback in order to immerse EFL learners into more purposeful, proactive, productive, and effective writing tasks engagement.

Conclusion

Based on the thematically-categorized research results elucidated in the prior sections, it can be fairly inferred that written corrective feedback promotes a significant degree of benefits for the consistent advancement of EFL learners' writing proficiency. With the supportive provision of written corrective feedback, EFL learners are granted an invaluable opportunity to engage in more purposeful writing learning dynamics. This enhanced purposiveness is attained through the continual impartation of constructive, positive, and contextualized writing suggestions. With these well-informed writing inputs, EFL learners will not merely endure smoother ideas transition during their text composition processes but also expand their existing writing knowledge, skills, and experiences to the best growth. Written corrective feedback also helps EFL learners to be more critical writers while participating in their regular writing activities. The robust development of critical writing behaviour emanated from EFL learners' accurate analysis of their specific writing strengths and weaknesses. As a result of this critical reflective action, EFL learners will have wider chances to shift into more proficient writers since they are committed to expending effortful actions purported to enhance their targeted writing competencies.

As mentioned before, the thematically-oriented findings derived from this qualitative literature study shed an enlightening perspective on the optimal utilization of written corrective feedback in multifarious writing classroom surroundings. By obtaining a comprehensive understanding of the nature, purposes, and utilities of written corrective feedback, educational stakeholders can redesign their teaching-learning programs best accommodating this pedagogical strategy in harmony with EFL learners' writing situations. For second language educationalists, the meaningful integration of written corrective feedback

helps not only to provide profound details about their learners' existing writing backgrounds, comprising of knowledge, skills, and experiences, but also assists them to devise more contextually-based writing activities. With the constant actualization of this writing learning dynamics, second language teachers supportively facilitate EFL learners to be more knowledgeable, strategic, and skilled writers in the long run. The advantageous values obtained from written corrective feedback will help EFL learners to enjoy the entirety of their communal and personalized writing learning dynamics. This robust, optimistic feeling is attributed to the supportive nature of written corrective feedback, wherein EFL learners are intensively guided to carry out some notable improvements toward their specific writing drawbacks. Resultantly, these learners can potentially turn into more confident, thoughtful, and competent writers.

Apart from all these meritorious research findings, this qualitative literature study is not confined to particular limitations. As this small-scale literature study was only purported to profoundly investigate the effects of written corrective feedback on EFL learners' writing proficiency, the interpretive research results will contain some biases since second language educationalists utilizing this pedagogical approach simultaneously combined written corrective feedback with other feedback types, such as peer, online, direct, and indirect writing suggestions. To enhance the robustness of these present findings, future researchers are suggested to replicate a similar methodological approach in this literature study by exploring the mutual connectivity of written corrective feedback with other contextualized feedback provisions.

Moreover, this qualitative literature study specifically revealed the rewarding benefits of written corrective feedback contributing to the significant enhancement of EFL learners' writing proficiency development. By partially knowing the positive values of written corrective feedback, second language educational stakeholders are more prone to being overly dependent on this pedagogical approach without adopting other supportive teaching strategies. To prevent this unintended matter from happening in real-time learning contexts, prospective researchers need to delve more profoundly into the debilitating factors precluding the optimum utilization of written corrective feedback in regular writing learning enterprises. By doing so, second language educators will discover other useful writing pedagogical strategies suitable for their distinctive classroom vicinities. In the same vein, it is of foremost importance for future researchers to increase the number of reviewed literature. By carrying out this suggested action, more comprehensive research results will promote more influential contributions for the better employment of written corrective feedback in modern EFL writing learning enterprises. This coveted writing learning achievement can occur since the empirical findings are yielded based on research-informed and evidence-based decisions generated by former educational experts, researchers, and practitioners.

References

- Al-Ahmadi, S. O. A., & Khadawardi, H. A. (2024). Students' Beliefs Toward the Effectiveness of Receiving Written Corrective Feedback for Developing L2 Writing Skills. *English Language and Literature Studies*, 14(1), 30-41. <https://doi.org/10.5539/ells.v14n1p30>
- Bagheri, M., & Rassaei, E. (2022). The Effects of Two Forms of Written Corrective Feedback and Ambiguity Tolerance on EFL Learners' Writing Accuracy. *English Teaching and Learning*, 46(1), 19-38. <https://doi.org/10.1007/s42321-021-00082-6>
- Barrot, J. S. (2023). Using automated written corrective feedback in the writing classrooms: effects on L2 writing accuracy. *Computer Assisted Language Learning*, 36(4), 584-607. <https://doi.org/10.1080/09588221.2021.1936071>
- Braun, V., & Clarke, V. (2022). Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology*, 9(1), 3-26. <file:///Users/ksiamisang/Desktop/mark.pdf>

- Budianto, S., Sulistyo, T., Widiastuti, O., Heriyawati, D. F., & Marhaban, S. (2020). Written corrective feedback across different levels of EFL students' academic writing proficiency: Outcomes and implications. *Studies in English Language and Education*, 7(2), 472–485. <https://doi.org/10.24815/siele.v7i2.16569>
- Çelik, S. (2020). Building critical academic writing skills: The impact of instructor feedback on Turkish ELT graduate students. *Tesl-Ej*, 24(3), 1–18. <https://files.eric.ed.gov/fulltext/EJ1275864.pdf>
- Cheng, X., & Zhang, L. J. (2021). Sustaining university English as a foreign language learners' writing performance through provision of comprehensive written corrective feedback. *Sustainability*, 13(15), 1–18. <https://doi.org/10.3390/su13158192>
- Chong, S. W. (2019). A systematic review of written corrective feedback research in ESL/EFL contexts. *Language Education & Assessment*, 2(2), 57–69. <https://doi.org/10.29140/lea.v2n2.138>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Crosthwaite, P., Storch, N., & Schweinberger, M. (2020). Less is more? The impact of written corrective feedback on corpus-assisted L2 error resolution. *Journal of Second Language Writing*, 49(3), 1–16. <https://doi.org/10.1016/j.jslw.2020.100729>
- Dewi, A. K., Putri, E. D., & Widiawati, U. (2023). Conventional Written Corrective Feedback for EFL Learners' Writing Skill Enhancement. *International Journal of Educational Best Practices*, 7(2), 172–188. <https://doi.org/10.31258/ijebp.v7n2.p172-188>
- Elfiyanto, S., & Fukazawa, S. (2020). Effect of teacher and peer written corrective feedback on writing components in EFL classrooms. *Journal of English Educators Society*, 5(2), 185–191. <https://doi.org/10.21070/jees.v5i2.826>
- Elmahdi, O. E. H., & Hezam, A. M. M. (2020). Challenges for Methods of Teaching English Vocabulary to Non-native Students. *Advances in Social Sciences Research Journal*, 7(5), 556–575. <https://doi.org/10.14738/assrj.75.8263>
- Elmotri, B., & Smaoui, C. (2024). Evaluating the effectiveness of using automated written corrective feedback on EFL university students' writing. *International Journal of Information Technology and Language Studies*, 8(1), 13–33. <https://ijitls.journals.publicknowledgeproject.org/index.php/ijitls/article/view/353>
- Elumalai, K. V. (2019). Teacher Constructed Corrective Feedback Enhancing Students Writing Skills in EFL Classroom. *Advances in Language and Literary Studies*, 10(5), 103–106. <https://doi.org/10.7575/aiac.alls.v.10n.5p.103>
- Fan, N. (2023). Exploring the Effects of Automated Written Corrective Feedback on EFL Students' Writing Quality: A Mixed-Methods Study. *SAGE Open*, 13(2), 1–17. <https://doi.org/10.1177/21582440231181296>
- Fhaeizdhyall, A. (2020). Perceived Effect of Written Corrective Feedback on Collocation Competence of Low-Performing ESL Learners: Factors Contributing to Success, Difficulties and Benefits. *Asian Journal of Research in Education and Social Sciences*, 2(2), 149–173.
- Ganapathy, M., Ai Lin tan, D., & Phan, J. (2020). Impact of written corrective feedback on Malaysian ESL secondary students' writing performance. *3L: Language, Linguistics, Literature*, 26(3), 139–153. <https://doi.org/10.17576/3L-2020-2603-11>
- Guo, Q., Feng, R., & Hua, Y. (2022). How effectively can EFL students use automated written corrective feedback (AWCF) in research writing? *Computer Assisted Language Learning*, 35(9), 2312–2331. <https://doi.org/10.1080/09588221.2021.1879161>

- Karim, K., & Nassaji, H. (2020). The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students' writing. *Language Teaching Research*, 24(4), 519–539. <https://doi.org/10.1177/1362168818802469>
- Khaki, M., & Tabrizi, H. H. (2021). Assessing the effect of direct and indirect corrective feedback in process-based vs product-based instruction on learners' writing. *Language Teaching Research Quarterly*, 21, 35–53. <https://doi.org/10.32038/ltrq.2021.21.03>
- Kim, Y. J., & Emeliyanova, L. (2021). The effects of written corrective feedback on the accuracy of L2 writing: Comparing collaborative and individual revision behavior. *Language Teaching Research*, 25(2), 234–255. <https://doi.org/10.1177/1362168819831406>
- Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research*, 21(3), 377–380. <https://doi.org/10.1007/s11136-012-0122-x>
- Koltovskaia, S., & Mahapatra, S. (2022). Student engagement with computermediated teacher written corrective feedback: A case study. *JALT CALL Journal*, 18(2), 286–315. <https://doi.org/10.29140/jaltcall.v18n2.519>
- Lim, S. C., & Renandya, W. A. (2020). Efficacy of written corrective feedback in writing instruction: A meta-analysis. *Tesl-Ej*, 24(3), 1–26. <https://www.tesl-ej.org/pdf/ej95/a3.pdf>
- Mao, Z., & Lee, I. (2020). Feedback scope in written corrective feedback: Analysis of empirical research in L2 contexts. *Assessing Writing*, 45(2), 1-14. <https://doi.org/10.1016/j.asw.2020.100469>
- Met'eb, A., Al Harthy, S. R., Darwish, A. S., & Yacoub, M. A. (2023). To Correct or Not to Correct: The Impact of Written Corrective Feedback on Improving Students' Writing about Literature. *Research Gate*, 13(7), 1-10. <https://doi.org/10.5430/wjel.v13n7p336>
- Nguyen, H. M., & Chu, T. A. (2024). Written corrective feedback in second language writing: A review of research. *Reflections*, 31(2), 858-870. <https://doi.org/10.61508/refl.v31i2.275269>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Nurdiansyah, A., & Abdulrahman, T. R. (2020). The Use of Instagram to Develop Students' Writing Ability. *Akademika*, 9(1), 97-107. <https://doi.org/10.34005/akademika.v9i01.808>
- Nurmayanti, N., & Suryadi, S. (2023). The Effectiveness of Using Quillbot In Improving Writing For Students Of English Education Study Program. *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, 8(1), 32-40. <https://doi.org/10.33394/jtp.v8i1.6392>
- Patra, I., Alazemi, A., Al-Jamal, D., & Gheisari, A. (2022). The effectiveness of teachers' written and verbal corrective feedback (CF) during formative assessment (FA) on male language learners' academic anxiety (AA), academic performance (AP), and attitude toward learning (ATL). *Language Testing in Asia*, 12(1), 1-21 <https://doi.org/10.1186/s40468-022-00169-2>
- Rahimi, M., Fathi, J., & Zou, D. (2025). Exploring the impact of automated written corrective feedback on the academic writing skills of EFL learners: An activity theory perspective. *Education and Information Technologies*, 30(3), 2691–2735. <https://doi.org/10.1007/s10639-024-12896-5>
- Ranalli, J. (2021). L2 student engagement with automated feedback on writing: Potential for learning and issues of trust. *Journal of Second Language Writing*, 52(2), 1-16. <https://doi.org/10.1016/j.jslw.2021.100816>

- Sakrak-Ekin, G., & Balgikanli, C. (2019). Written Corrective Feedback: EFL teachers' beliefs and practices. *Reading Matrix: An International Online Journal*, 19(1), 114–128. <https://www.readingmatrix.com/files/20-47d49p9h.pdf>
- Salami, F. A., & Khadawardi, H. A. (2022). Written corrective feedback in online writing classrooms: EFL students' perceptions and preferences. *International Journal of English Language Teaching*, 10(2), 12-35. <https://doi.org/10.37745/ijelt.13>
- Sanosi, A. B. (2022). the Impact of Automated Written Corrective Feedback on EFL Learners' Academic Writing Accuracy. *Journal of Teaching English for Specific and Academic Purposes*, 10(2), 301–317. <https://doi.org/10.22190/JTESAP2202301S>
- Saragih, N. A., Madya, S., Siregar, R. A., & Saragih, W. (2021). Written Corrective Feedback: Students' Perception and Preferences. *International Online Journal of Education and Teaching*, 8(2), 676-690. <https://iojet.org/index.php/IOJET/article/view/1143>
- Sarré, C., Grosbois, M., & Brudermann, C. (2021). Fostering accuracy in L2 writing: impact of different types of corrective feedback in an experimental blended learning EFL course. *Computer Assisted Language Learning*, 34(5–6), 707–729. <https://doi.org/10.1080/09588221.2019.1635164>
- Shang, H. F. (2022). Exploring online peer feedback and automated corrective feedback on EFL writing performance. *Interactive Learning Environments*, 30(1), 4–16. <https://doi.org/10.1080/10494820.2019.1629601>
- Svalberg, A. M. (2021). Engagement with language in relation to form-focused versus meaning-focused teaching and learning. *Research Gate*, 5(2), 1-21. <https://doi.org/10.21832/9781788923613-006>
- Tatsanajamsuk, P., & Saengboon, S. (2021). The roles of indirect asynchronous electronic feedback and direct corrective feedback in improving students' l2 writing: A multiple case study of Thai undergraduate students. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 397–426. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/253274>
- Thi, N. K., & Nikolov, M. (2021). Feedback Treatments, Writing Tasks, and Accuracy Measures: A Critical Review of Research on Written Corrective Feedback. *Tesl-Ej*, 25(3), 1–25. <https://www.tesl-ej.org/pdf/ej99/a16.pdf>
- Valizadeh, M. (2022). The Effect of Comprehensive Written Corrective Feedback on EFL Learners' Written Syntactic Complexity. *Journal of Language and Education*, 8(1), 196–208. <https://doi.org/10.17323/jle.2022.12052>
- Wei, W., & Cao, Y. (2020). Written Corrective Feedback Strategies Employed by University English Lecturers: A Teacher Cognition Perspective. *SAGE Open*, 10(3), 1-12. <https://doi.org/10.1177/2158244020934886>
- Wondim, B. M., Bishaw, K. S., & Zeleke, Y. T. (2023). Effects of Teachers' Written Corrective Feedback on the Writing Achievement of First-Year Ethiopian University Students. *Education Research International*, 16(2), 1-13. <https://doi.org/10.1155/2023/7129978>
- Wondim, B. M., Bishaw, K. S., & Zeleke, Y. T. (2024). Effectiveness of teachers' direct and indirect written corrective feedback provision strategies on enhancing students' writing achievement: Ethiopian university entrants in focus. *Heliyon*, 10(2), 1-18. <https://doi.org/10.1016/j.heliyon.2024.e24279>
- Woodworth, J., & Barkaoui, K. (2020). Perspectives on Using Automated Writing Evaluation Systems to Provide Written Corrective Feedback in the ESL Classroom. *TESL Canada Journal*, 37(2), 234–247. <https://doi.org/10.18806/tesl.v37i2.1340>

- Yamashita, T. (2021). Corrective feedback in computer-mediated collaborative writing and revision contributions. *Language Learning and Technology*, 25(2), 75–93. <https://doi.org/10.64152/10125/73434>
- Zhang, T., Chen, X., Hu, J., & Ketwan, P. (2021). EFL Students' Preferences for Written Corrective Feedback: Do Error Types, Language Proficiency, and Foreign Language Enjoyment Matter? *Frontiers in Psychology*, 12(4), 1–12. <https://doi.org/10.3389/fpsyg.2021.660564>
- Zheng, Y., & Yu, S. (2018). Student engagement with teacher written corrective feedback in EFL writing: A case study of Chinese lower-proficiency students. *Assessing Writing*, 37(1), 13–24. <https://doi.org/10.1016/j.asw.2018.03.001>

Corresponding author: Marshinel Shiwani Nelson

The University of New Delhi, India

Email: marshaniel@gmail.com

This article is licensed under CC BY-SA 4.0



Author Biographies

Marshniel Shiwani Nelson is a passionate and well-rounded academician at The University of New Delhi. Her major research interests are English for young learners, English for specific purposes, AI integration in modern English learning, and second language acquisition. She has been teaching learners of different ages for 15 years.

Kristian Wijaya is a seasoned educator majoring in English Education, modern pedagogical approaches, educational psychology, and technology in language learning. He is now moulding prospective generations of Senior High School student in Cita Hati International School.