



The Effects of Feedback in EFL Learning Process

Rahmatullah Khadim, Saeed Khan Sadaqat, Muhammadullah Sadat, Mohammad Arif, Mohammad Yousaf Sahoo

Department of Education, Wadie Helmand Institute of Higher Education, Helmand, Afghanistan

Email: info@wadihelmand.edu.af

How to cite this paper: Khadim, R., Sadaqat, S.K., Sadat, M., Arif, M. and Sahoo, M.Y. (2025) The Effects of Feedback in EFL Learning Process. *Open Access Library Journal*, 12: e13528. <https://doi.org/10.4236/oalib.1113528>

Received: April 27, 2025

Accepted: August 19, 2025

Published: August 22, 2025

Copyright © 2025 by author(s) and Open Access Library Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

This research aims to address the gap in knowledge concerning the impact of feedback on English language learning outcomes. Feedback is a critical component in the process of language learning, influencing students' motivation, comprehension, and language proficiency. Particularly within EFL settings, and to identify optimal feedback strategies to enhance language acquisition. The study explores the critical role of feedback in the English as a Foreign Language (EFL) classroom, examining its impact on student motivation, comprehension, and language proficiency. The study was conducted with 70 EFL students from four classes in the Department of English Language and Literature at the Education Faculty of Helmand University. Data was collected through a structured questionnaire and analyzed using Excel. The results highlight the importance of tailoring feedback to individual student needs, as well as the diverse ways in which different types of feedback, including corrective, positive, and peer feedback, can enhance language acquisition. The integration of technology-mediated feedback tools also presents promising opportunities for personalized and timely feedback delivery. However, the research emphasizes the need for educators to carefully consider individual learner needs, cultural differences, and pedagogical contexts when implementing effective feedback practices. By refining their feedback strategies, educators can unlock the full potential of their students' language proficiency and foster a culture of continuous improvement in the EFL classroom.

Subject Areas

Linguistics

Keywords

Role, Feedback, EFL Class

1. Introduction

Feedback is an essential component of the learning process, providing students with valuable information on their performance and progress in a particular subject or course. According to [1]. Feedback is defined as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. In the classroom setting, feedback can take various forms, including written comments on assignments, verbal discussions during class, and assessments of student work. Effective feedback should be specific, timely, and constructive, focusing on areas of improvement and providing guidance on how to enhance learning outcomes. Moreover, feedback plays a crucial role in promoting student engagement and motivation, as it helps students understand their strengths and weaknesses and encourages them to reflect on their learning experiences. By incorporating feedback into the teaching process, educators can support student growth and development, ultimately leading to improved academic performance

The role of feedback has been well established in general educational terms drawing on the argument that students' different learning behaviors, including their perceptions of and engagement with feedback, could have roots in learners' fundamental motivational characteristics for several decades, researchers in educational psychology and assessment have considered feedback as an important component in student learning and developmental progress. Feedback has been recognized among researchers to be a potential powerful tool for improving students' learning and reducing the gap between where students are and where they need to be as feedback enables students to evaluate their own work and thereby enhancing their self-regulation [2].

Feedback in English as a Foreign Language (EFL) classes has several impacts, including enhancing language proficiency, improving motivation, and fostering learner autonomy [3]. Timely and constructive feedback helps students identify their strengths and areas for improvement, leading to more effective language learning [2]. Additionally, feedback tailored to individual learners' needs can increase their engagement and confidence in using English [4]. Moreover, feedback that focuses on specific language errors can facilitate error correction and language acquisition. Overall, feedback plays a crucial role in optimizing the learning outcomes of EFL students [5].

It is general agreement on the point that the best teaching includes effective communication between teachers and learners and among students. Useful learning occurs in the classroom through effective cooperation among learners. Hence, the teacher's role can be pivotal in creating effectiveness for the language learning environment [6]. Especially, when the learners are taught with positive emotional stimuli, they may recall their newly learned information in a better way [7]. In this supportive environment, the learners can be stimulated and motivated for learning and actively collaborate with their teachers in the classroom [8]. The learners are largely mobilized by their inquisitiveness and motivated by an extreme need

to interact with and explore their conducive environment. Therefore, understanding the importance of providing feedback in cooperative strategies gives motivation the learners [9].

One particularly key area of intensive, in-depth investigation has been the long-term, lasting effects of detailed, thorough written corrective feedback, which is an incredibly common, widely-utilized instructional practice employed in EFL classrooms all around the world. Groundbreaking studies conducted by pioneering researchers like have examined this critical issue with advanced EFL learners enrolled in prestigious, top-tier university-level English courses in places like New Zealand. Their path-breaking findings have suggested that focused, targeted written feedback, such as the provision of explicit, crystal-clear corrections accompanied by rich, insightful metalinguistic explanations, can lead to sustained, enduring improvements in grammatical accuracy over an extended, lengthy 10-month period. This indicates that certain types of meticulously-designed, painstakingly-crafted targeted, explicit feedback may have a profound, lasting impact on language proficiency, rather than merely producing short-term, fleeting gains that inevitably fade away over time. These revolutionary results have monumental, earth-shattering implications for EFL educators around the world, as they powerfully highlight the tremendous potential of well-conceived, expertly-constructed written corrective feedback to facilitate durable, long-lasting language development in learners [10].

1.1. Significance of the Study

The significance of this study lies in its potential to contribute valuable insights into the role of feedback in the English as a foreign language (EFL) learning process by exploring how different types of feedback (e.g., written, oral, corrective, and formative) impact language Acquisition, this study aims to enhance the understanding of Effective teaching practice in EFL settings. The research finding will offer practical implications for educators enabling them to tailor their feedback strategies to student learning engagement and language proficiency Additionally, this study will contribute to the existing body of knowledge on language learning, specifically in terms of how or hinder the Acquisition of English language skill. By investigating the effects of feedback on learning, motivation, self-confidence, and language retention, the study will also inform future research and help shape policy decisions in educational institutions where EFL is a core focus ultimately, this research aims to bridge the gap between theoretical perspectives and classroom practices. Providing evidence-based recommendations for improving the Quality of EFL instruction. This significance outlines the key propose of the study its potential benefits to EFL teachers and learners and how it may contribute to the field of language education.

1.2. Scope of the Study

The scope of this study focuses on examining the effects of different types of feed-

back (e.g., written, oral, corrective, and formative) on the English as a foreign language (EFL) learning process this research limited to EFL learners in secondary and tertiary educational settings, with data collocated from classroom in various regions including both public and private institutions. The study primarily concentrates on learner's perceptions of feedback and its impact on their language skills. Including speaking, writing, listening, and reading. The timeframe for this study spans one academic year, and it involves both qualitative and quantitative methods for data collection. The study will not explore the effects of feedback on learners of other languages or in different educational contexts nor will it examine feedback from outside the classroom setting, such as peer feedback or online learning environments. By focusing on specific feedback strategies within formal EFL instruction, this study aims to provide insights into how feedback influence learner motivation, self-correction, and overall language acquisition in the context of a structured classroom environment. This scope of the study defines the boundaries of the research, including its focus on feedback types, target group (EFL learners), educational context (secondary and tertiary), and the study's time and scope limitations.

2. Methodology

2.1. Research Design

The present study aims to investigate the EFL learners' perceptions towards the effects of Feedbacks on their EFL learning process, Faculty of Education, Department of English Language Literature at Helmand University. The study was primary research based on quantitative approach. The researcher has used the Survey method to reliably and quickly explore the research questions from the respondents' points of view, and to understand the perception of participants on the effects of feedback on learning process.

2.2. Participants

This study was conducted at Faculty of Education, Department of English language literature at Helmand University a sample of (n = 70) learners were chosen for the study. All the respondents (n = 70) males who were doing their bachelor degree in English. The researcher collected data from freshmen, sophomores, juniors and senior learners. They were selected as a sample because they have experience through using Technology to learn English language. (See **Table 1**)

Table 1. Demographic information of participants.

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 20	14	20.0	20.0	20.0
	21 - 25	43	61.4	61.4	81.4
	26 - 30 above	13	18.6	18.6	100.0
	Total	70	100.0	100.0	

2.3. Data Collection Instrument

In order to gain reliable data from learners the survey method was used. The data collection instrument used in this study includes questionnaire. The study was conducted on hard copy questionnaire which used to collect reliable data. After the necessary permissions were taken from the administration of Faculty of Languages and Literature in Helmand University. The questionnaire was shared with learners in classroom. The questionnaire was carried out to analyze the EFL learners' perceptions towards The Effects of Feedback in EFL learning process. At Helmand university. The questionnaire contains three main parts. Part one contained demographic information such as age, gender, grade level and faculty of majoring. Part two deals with the use of Technology of on learners English learning process. This part consisted of Five-Point Liker Scale anchored from 1-strongly agree to 5-strongly disagree. The third part contained two items on students' impact and experience about Roles of Feedbacks. The study was conducted on classroom. Students were informed of the nature of the study and they were assured that their participation is voluntary and their identities would not be revealed in the publication of this research. (See **Table 2**)

2.4. Data Analysis Procedure

The data of the current study was analyzed by using Microsoft Excel in SPSS. The result obtained from the students of Helmand University, Faculty of Education, and Department of English Language Literature to determine the Effects of Feedback in EFL learning process.

3. Results

Reliability Test

Since our research is limited, we use Cronbach's alpha coefficient to assess the reliability of our study. This statistical test provides a numerical representation of the study's reliability. Based on **Table 2**, the overall Cronbach's alpha for our study is 0.64 indicating that the research questionnaire possesses a considerable degree of reliability.

Table 2. Reliability test.

Cronbach's Alpha	Reliability Statistics	
	Cronbach's Alpha Based on Standardized Items	N of Items
0.642	0.641	20

Table 1 demonstrates (20%) of the respondents were in the range of 18 - 20. (61.4%) of the respondents were at the age of 21 - 25. (3%) of the respondents were at the age of 26 - 30 and (18.6%) of the respondents were above 30 years. The demographic data indicates that high percent of the respondents are in the range of 21 - 25.

The Impact of Feedback in EFL Classes through English Language Acquisition

Feedback plays a crucial role in English as a Foreign Language (EFL) classes, significantly impacting language acquisition. It serves as a guide, helping learners recognize their mistakes, understand their strengths, and ultimately improve their language skills. Effective feedback provides learners with clear, specific information on their performance, allowing them to see what they are doing right and where they need improvement [2], this targeted information can boost learners' confidence, motivation, and engagement, which are essential for language learning. Furthermore, timely and constructive feedback helps learners internalize correct language usage, fosters self-correction, and enhances their ability to apply language rules in various contexts. Overall, feedback acts as a bridge between teaching and learning, making it an indispensable tool for successful EFL instruction [11].

the effects of feedback in EFL Learning Process

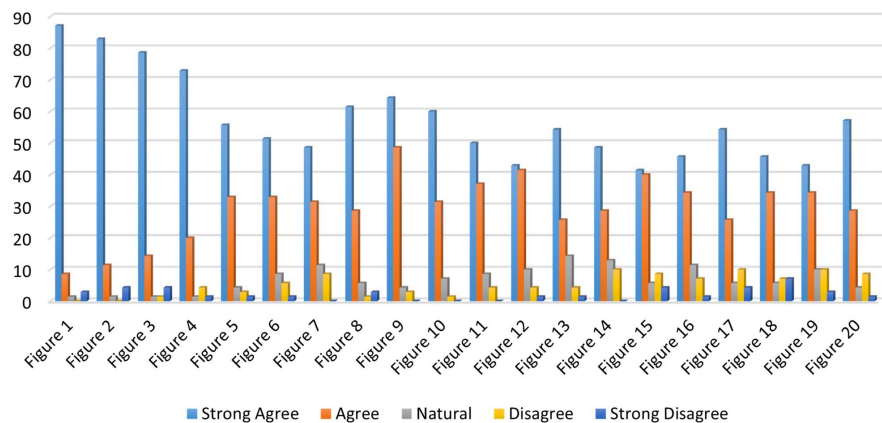


Figure 1. Summary of data from participants survey.

Figure 1 illustrates the EFL learners' perceptions towards the effects of feedback in the process of English language learning. The above figure is divided into two variables: EFL learners' perception towards the effects of Feedback in English language learning and how do feedbacks impacts in EFL classes? Using in the classroom can make learning easy, develop four skills of English language, engage students and teachers in learning process, and provide facilities and opportunities for meaningful learning materials. From (**Figure 1**) represents The Effects of Feedback in the process of learning English language and Perceptions of EFL Learners towards the Role of Technology in EFL classes. Participant's views were rated by using five point Liker scales from (Strongly Agree) to (Strongly Disagree). The figure clearly shows that most of the items in the above figure revealed "agree" response. Respondents agreed that using feedback is more beneficial for learning English in the classroom. Merely over (87.1%) of the respondents believed that Technology plays vital roles in the process of learning English language. (67.1%)

of the students were agreed that feedback helped them become more confident in learning process. Finally, it clearly recounts that high percent of the students viewed that feedback provides feedback is really important in the classroom it helps students learn and do better in school when teachers give feedback they tell students how they are doing and what they need to work on third helps students understand what they are good at and what they need to improve. Feedback also makes students feel motivation to keep learning and get better at their work.

4. Discussion

According to questionnaire results, the EFL participants showed positive opinions toward the effects of feedback in the process learning. The aim of the present study is the EFL students' perception's attitudes towards the effects of feedback in learning process. It investigates the use of feedback inside EFL classrooms may improve or impact the EFL learners' enhance learner's confidence, reflection on learning language strategies, motivate students, and make the learning more enjoyable and interesting. Based on the results described above that feedback in EFL classes is an essential tool for promoting student engagement, motivation, and language development.

Results of the current study are in line with the findings [12]. It indicated that any kind which can promote personal and professional of an individual and help students identify and realize strength and weakness assets and limitation can lead better, providing constructive feedback can contribute to student's motivation to work on development of them language skills regularly. Additionally, in Research, the students reported positively on the effectiveness of feedbacks in their classes. In fact, the findings demonstrated that using feedbacks in learning was appropriate. Feedback provides students with specific information about their performance [13]. Research contains similar purpose as above both researchers figure out the same results, but different in many points like student's amount, places, genders and researchers according to the studies [14].

In this study, the researcher investigates the EFL learners' perception's towards the effects of feedback in the process of learning in Faculty of Education, Department of English Language Literature at Helmand University. Thus, The subsequent discussion presents the themes that emerged from the study: Positive feedback with three subthemes; negative feedback with two subthemes; feedback could either make or break the students; non-understanding of feedback affects learning; feedback should be kind; feedback should be sincere; feedback should build self-confidence; to improve students' performance and nurture students learning; to make feedback direct and comprehensible to students and to make students feel empowered and not defeated which is always important for all those students. 1: The two articles differ significantly in their focus, scope, and academic orientation, though both explore the role of feedback in EFL (English as a Foreign Language) learning. The first article offers a broad, theoretical discussion on the importance of feedback in language learning [15]. Emphasizing its role in enhancing

student motivation, engagement, self-regulation, and academic performance. It presents feedback in multiple forms—teacher, peer, written corrective—and highlights its long-term impact on learner development, especially in emotionally supportive environments. Hyland and Hyland, 2006. In contrast, the second article adopts a narrower [16]. Research-driven perspective, focusing specifically on the interaction between different feedback types (teacher, peer, self-feedback) and the use of corpora (data-driven learning) in correcting L2 writing errors. Unlike the first, which is conceptual and literature-based, the second article is hypothesis-driven, aiming to investigate the comparative effectiveness of feedback types when used alongside corpus tools. Thus, while the first article provides a general pedagogical framework, the second emphasizes empirical research and technological integration in language instruction [17].

The first article presents a comprehensive and theory-driven overview of feedback in English as a Foreign Language (EFL) classrooms, outlining various types such as teacher, peer, self, and written corrective feedback (WCF). Drawing on global research it emphasizes the pedagogical, emotional, and cognitive benefits of feedback in promoting learner motivation, language proficiency, collaboration, and long-term development. Feedback is portrayed as a vital tool in fostering supportive and cooperative learning environments. In contrast, the second article adopts a narrower, empirical lens, examining Peer Review Circles (PRCs) within Myanmar university contexts. It explores under-researched aspects such as group dynamics, oral peer feedback, and teacher perceptions, thus contributing a localized and innovative pedagogical model to the broader discourse on peer feedback practices [18].

The first article in the second pair continues to advocate for the broad utility of feedback by emphasizing its role in shaping learner autonomy and academic progression across diverse EFL settings [19]. It particularly highlights the long-term influence of WCF on grammatical accuracy, referencing global studies such as those conducted in New Zealand. Conversely, the second article in this comparison narrows its scope to the Saudi Arabian context, investigating how EFL learners respond to WCF. It offers a learner-centered, empirical approach, examining individual and contextual factors that mediate feedback engagement. Together, these articles juxtapose theoretical generalization with context-specific inquiry, illustrating the multifaceted nature of feedback in language acquisition [20].

The discussion deepens in the third comparison, where the first article reaffirms its theoretical orientation, focusing on feedback's role in enhancing motivation, learner autonomy, and self-regulated learning within both general educational and EFL contexts. It maintains a positive, advocacy-oriented tone, portraying feedback as an emotionally and cognitively enriching tool. In contrast, the second article presents a more critical stance, dissecting theoretical debates around feedback types—implicit vs. explicit—and timing—online vs. offline—while acknowledging opposing viewpoints, such as those by Truscott. It also highlights cultural, individual, and contextual variables that influence learners' reception and pro-

cessing of feedback, supported by empirical studies from Indonesia and Iran. This critical analysis offers a nuanced view that complements and challenges the optimistic narrative of the first article [4].

This article comparison delineates the divergence between practical and theoretical approaches to feedback. The first article offers a pedagogically motivated, descriptive account of feedback's benefits, particularly in promoting motivation and positive learning environments. However, its treatment of WCF remains surface-level and lacks theoretical depth. The second article, by contrast, adopts a research-intensive framework grounded in SLA theory, particularly emphasizing learner engagement—cognitive, affective, and behavioral—as essential to the effectiveness of corrective feedback. It critically addresses existing gaps in the literature and offers a more sophisticated understanding of how learners internalize and act upon feedback, thereby enriching pedagogical and theoretical insights [21].

This distinction is further explored in the fifth comparison, where the first article continues its broad, pedagogical discussion of feedback in EFL settings, underscoring its general benefits for learner motivation, autonomy, and academic success. It adopts a practical, educator-oriented tone, citing multiple studies that validate feedback's transformative potential in collaborative learning environments. In contrast, the second article delves into a highly specific variable—feedback timing—within the SLA framework. Grounded in cognitive psychology, it critically examines the differential effects of immediate and delayed feedback on second language writing, uncovering methodological gaps and inconsistencies in prior research. Thus, while the first article offers generalizable insights, the second contributes to a more precise, scientifically grounded understanding of feedback timing and its pedagogical implications [22].

Where the first article again emphasizes feedback's practical value in EFL classrooms, highlighting its impact on learner motivation, autonomy, and grammatical development through various forms, including WCF. However, its descriptive nature limits theoretical depth. In contrast, the second article presents a rigorous examination of corrective feedback timing through multiple theoretical lenses, including Behaviorism, the Interaction Hypothesis, Sociocultural Theory, and Skill Acquisition Theory. It seeks to clarify conceptual definitions and resolve methodological ambiguities surrounding feedback timing, offering a more refined and research-driven contribution to SLA theory and practice [23].

The first article adopts an enthusiastic tone, portraying feedback as a universally beneficial instructional tool with transformative power, supported by studies like [1]. It maintains a teacher-centered perspective, emphasizing feedback's motivational and developmental advantages. Conversely, the second article adopts a reflective and learner-centered stance, grounded in SLA theory. It engages critically with earlier skepticism, focusing on teacher-student interaction, learner perception, and the context-sensitive nature of corrective feedback. While both articles affirm the importance of feedback in EFL learning, their differing emphases—

broad pedagogical advocacy versus critical, theory-oriented analysis—offer complementary insights into the complexities of feedback implementation and effectiveness in second language education [11].

5. Conclusion

This research has explored the multifaceted role of feedback in the EFL classroom, shedding light on its significance in facilitating language learning and promoting student engagement. By examining various types of feedback, including corrective, positive, and peer feedback, we have uncovered the diverse ways in which it can enhance language acquisition and foster a supportive learning environment. Moreover, the integration of technology-mediated feedback tools presents exciting opportunities for personalized and timely feedback delivery. However, it is essential to recognize that effective feedback practices require careful consideration of individual learner needs, cultural differences, and pedagogical contexts. As educators continue to refine their feedback strategies, they hold the key to unlocking the full potential of their students' language proficiency and fostering a culture of continuous improvement in the EFL classroom.

Recommendations for Future Studies

A number of recommendations that are specifically derived from this study will be made here. It is hoped that these will be of value to those concerned with the implementations and applications of EFL learners toward classrooms in particular.

- Students should use feedback in EFL classes for better understanding.
- Feedback can improve four skill of English language; they should use feedback to bring changes in their mind.
- Teachers should use feedback in EFL classes.
- Teachers should give information about feedback to students.

By feedback we can bring changes in our teaching process.

Conflicts of Interest

The authors declared no potential conflicts of the interest with respect to the research work.

References

- [1] Carless, D. (2006) Differing Perceptions in the Feedback Process. *Studies in Higher Education*, **31**, 219-233. <https://doi.org/10.1080/03075070600572132>
- [2] Jørgensen, B.M. (2018) Investigating Non-Engagement with Feedback in Higher Education as a Social Practice. *Assessment & Evaluation in Higher Education*, **44**, 623-635. <https://doi.org/10.1080/02602938.2018.1525691>
- [3] Hyland, K. and Hyland, F. (2006) Feedback on Second Language Students' Writing. *Language Teaching*, **39**, 83-101. <https://doi.org/10.1017/s0261444806003399>
- [4] Ellis, R. (2010) Epilogue: A Framework for Investigating Oral and Written Corrective Feedback. *Studies in Second Language Acquisition*, **32**, 335-349.

- <https://doi.org/10.1017/s0272263109990544>
- [5] Soares, F. (2015) Virtual Commons—Bridgewater State University. The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning
- [6] Ul Hassan, M. and Hisham Dzakiria, D. (2018) Pakistani EFL Adult Learners' Beliefs Towards Corrective Feedback in Cooperative Learning Strategy. *The Journal of Social Sciences Research*, No. 5, 749-753. <https://doi.org/10.32861/jssr.spi5.749.753>
- [7] Mobarak, A. and Razzaq, M. (2020) Corrective Educational Feedback on Second Language Teaching and Subsequent Problems. *Journal of Humanities Insights*, **4**, 67-72.
- [8] Koc, B. and Ilya, A. (2016) Exploring Pre-Service Language Teachers' Perceptions and Actual Practices of Giving Feedback in Micro-Teaching. *Procedia—Social and Behavioral Sciences*, **232**, 421-429. <https://doi.org/10.1016/j.sbspro.2016.10.058>
- [9] Al-Jarrah, R.S. (2016) A Suggested Model of Corrective Feedback Provision. *Amper-sand*, **3**, 98-107. <https://doi.org/10.1016/j.amper.2016.06.003>
- [10] Aziz, M.F. and Jayaputri, H.E. (2023) EFL Learners' Perspective on Corrective Feedback. *Scope: Journal of English Language Teaching*, **7**, 219-225. <https://doi.org/10.30998/scope.v7i2.14806>
- [11] Ellis, R. (2009) Corrective Feedback and Teacher Development. *L2 Journal*, **1**, 3-18. <https://doi.org/10.5070/l2.v1i1.9054>
- [12] Klimova, B. (2015) The Role of Feedback in EFL Classes. *Procedia—Social and Behavioral Sciences*, **199**, 172-177. <https://doi.org/10.1016/j.sbspro.2015.07.502>
- [13] Maxfield, D. (2022) Unlocking Peer and Self-Assessment: A Guided Feedback Activity. *Journal of Multilingual Pedagogy and Practice*, **2**, 33-41.
- [14] Yusofi, V.N., Asmiyah, S. and Muhtarom, M. (2022) Oral Feedback for Learner's Language Development. *ICONELT*, **3**, 187-194. <https://doi.org/10.15642/iconelt.2022.3.187-194>
- [15] Han, Y. (2019) Written Corrective Feedback from an Ecological Perspective: The Interaction between the Context and Individual Learners. *System*, **80**, 288-303. <https://doi.org/10.1016/j.system.2018.12.009>
- [16] Hyland, F. (1998) The Impact of Teacher Written Feedback on Individual Writers. *Journal of Second Language Writing*, **7**, 255-286. [https://doi.org/10.1016/s1060-3743\(98\)90017-0](https://doi.org/10.1016/s1060-3743(98)90017-0)
- [17] Cheng, X. and Zhang, L.J. (2024) Investigating Synchronous and Asynchronous Written Corrective Feedback in a Computer-Assisted Environment: EFL Learners' Linguistic Performance and Perspectives. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2024.2315070>
- [18] Winstone, N. (2019) Facilitating Students' Use of Feedback: Capturing and Tracking Impact Using Digital Tools. In: Henderson, M., Ajjawi, R., Boud, D. and Molloy, E., Eds., *The Impact of Feedback in Higher Education*, Springer, 225-242. https://doi.org/10.1007/978-3-030-25112-3_13
- [19] Bitchener, J., Young, S. and Cameron, D. (2005) The Effect of Different Types of Corrective Feedback on ESL Student Writing. *Journal of Second Language Writing*, **14**, 191-205. <https://doi.org/10.1016/j.jslw.2005.08.001>
- [20] Bitchener, J. and Knoch, U. (2010) Raising the Linguistic Accuracy Level of Advanced L2 Writers with Written Corrective Feedback. *Journal of Second Language Writing*, **19**, 207-217. <https://doi.org/10.1016/j.jslw.2010.10.002>
- [21] Azizi, M. and Nemati, M. (2018) Draft Specific Scoring and Teacher Corrective Feed-

- back: Hearing Learners' Voice. *Journal of Modern Research in English Language Studies*, **5**, 1-26. <https://doi.org/10.30479/JMRELS.2019.10708.1340>
- [22] Chandler, J. (2003) The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing. *Journal of Second Language Writing*, **12**, 267-296. [https://doi.org/10.1016/s1060-3743\(03\)00038-9](https://doi.org/10.1016/s1060-3743(03)00038-9)
- [23] Orts, S. and Salazar, P. (2016) EFL Students' Preferences Towards Written Corrective Feedback: An Exploratory Study on Age and Level of Proficiency. *The Grove— Working Papers on English Studies*, **23**, 109-129. <https://doi.org/10.17561/grove.v23.a8>