



Teacher Feedback Strategies in Writing Development

Adinda Nur Meila Putri¹, Shella Septa Florensia², Sri Wahyuni³, Madin Auliya⁴, Siti Nur Wahyuni⁵

UIN Kediri

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*Correspondence

Address:

adinda25putri05@gmail.com

Abstract

Teacher feedback has long been recognized as an important element in developing English as a foreign language (EFL) writing skills, but its implementation continues to evolve due to the influence of different feedback practices, varying student responses, and underlying teacher beliefs. This systematic review synthesizes findings from fifty empirical studies published between 2020 and 2025 to explore four key areas: (1) the effectiveness of teacher feedback on student writing performance, (2) the strategies teachers use when providing feedback, (3) students' perceptions of the usefulness of feedback, and (4) teachers' beliefs about WCF. The selected studies were conducted through a gradual selection process using Connected Papers and Google Scholar, and were presented using the PRISMA 2020 method. The synthesis shows a consistent pattern of evidence that direct and indirect feedback from teachers improves students' linguistic accuracy, coherence, organization, and revision practices. In general, teachers implement a mix of corrective, formative, and technology-supported feedback, while students consider teacher feedback the most reliable and trusted source, clear, and motivating for revision. Other findings indicate that teachers who assess WCF have strong convictions, but discrepancies often occur between planned and actual feedback practices due to workload and institutional constraints. Overall, these findings highlight the critical role of teacher feedback as a comprehensive teaching tool and underscore the need for expert training and institutional support to refine its practice in teaching English as a foreign language.

INTRODUCTION

Writing is one of the most essential yet complex skills for English as a Foreign Language (EFL) learners because it requires not only linguistic competence but also critical thinking and self-regulation. Research has shown that writing development is deeply influenced by the quality and consistency of teacher feedback (Zhang & Cheng, 2023; Jiang & Yu, 2023; Sun & Qi, 2022). Effective feedback serves as a bridge between instruction and learner performance, helping students refine their accuracy, coherence, and overall expression in writing. It not only corrects errors but also enhances students' ability to plan, revise, and evaluate their written work more independently, which contributes to the development of learner autonomy.

In contemporary EFL pedagogy, the role of teacher feedback has shifted from a primary emphasis on error correction to a more developmental function that promotes reflective learning and enhances learners' self-awareness (Hosseini, et al. 2024). Constructive and timely feedback encourages students to engage deeply with their writing process, promoting greater confidence and motivation (Annisa & Gusnawaty, 2024; Szlachta, 2023; Gonzalez-Torres & Sarango, 2023). Moreover, teacher-provided feedback enhances learners' awareness of their strengths and limitations within the learning process, enabling them to strategically leverage their strengths to address areas of weakness through a deeper understanding of the feedback received (Wahyuni, 2017). Furthermore, the integration of technology into writing instruction has facilitated the use of digital feedback tools—such as online commenting platforms and audio-mediated feedback—which have been shown to enhance learner engagement and improve writing performance (Peungcharoenkun & Waluyo, 2024; Zhang, 2025). These developments indicate that the role of teacher feedback extends beyond surface-level correction to become a dynamic form of communication between teacher and student.

Nevertheless, there remain discrepancies between teachers' intended feedback practices and how students interpret or utilize them. While some teachers focus primarily on grammatical accuracy, others emphasize content development and organization (Peungcharoenkun & Waluyo, 2024; Liu, 2023; Setiawan & Rahmawati, 2024). Students' differing perceptions of feedback usefulness also influence how they respond to and apply the suggestions in their

revisions. These variations reflect deeper pedagogical beliefs about the purpose of Written Corrective Feedback (WCF), whether it should prioritize linguistic accuracy or communicative competence. Understanding these differences is crucial for aligning feedback strategies with both teachers' instructional goals and learners' developmental needs.

Considering these aspects, this study aims to explore the multifaceted role of teacher feedback in developing students' writing skills. Specifically, it seeks to answer the following research questions:

1. How is the Effectiveness Studies on the Teachers Feedback in Improving Student's Writing Skill?
2. What feedback strategies are used by teachers to develop students' writing skills?
3. How do students perceive the usefulness of teacher feedback in improving their writing skill?
4. What are English teachers' perceptions and beliefs about Written Corrective Feedback (WCF) in helping students improve their writing skills?

RESEARCH METHODOLOGY

This study aims to systematically synthesize empirical research on teacher feedback in EFL writing, with a particular focus on teachers' beliefs and perceptions of Written Corrective Feedback (WCF) while also integrating evidence on its effectiveness, strategies, and student responses. This dual focus allows the review to connect teachers' conceptual perspectives with observed classroom practices and empirical outcomes, ensuring a coherent analytical framework.

A systematic review approach was adopted to minimize bias and provide a transparent synthesis of existing studies (Petticrew & Roberts, 2006). The review followed the PRISMA 2020 guidelines (Page et al., 2021), including stages of identifying, screening, eligibility assessment, and inclusion.

The Search Strategy

In the article search, the researcher used several key terms, namely teacher feedback, written corrective feedback, teacher comments, teacher perceptions, and EFL writing. Furthermore, to broaden the scope of the literature, the researcher also included articles discussing students' perceptions of the implied meaning in teacher feedback, although this topic was not the main focus of the study. This research was conducted in the period October 2025 to November 2025 using two databases, Connected Papers and Google Scholar, to search for titles and abstracts. These two databases were chosen because they are able to provide a variety of relevant research articles.

In searching for articles, researchers used filters in the database. They focused on finding articles that had been published in peer-reviewed journals, used English, and were published between 2019 and 2025. The same article was removed to prevent it from appearing twice, either in one database or in different databases. There were five criteria used to select articles, namely: (1) discussing teacher feedback on EFL/ESL writing; (2) published between 2020 and 2025; (3) empirical research using quantitative, qualitative, or mixed methods; (4) published in peer-reviewed journals; and (5) written in English. Meanwhile, criteria for excluding articles included articles that were not research-based or were only conceptual in nature, studies that only discussed peer feedback or feedback using AI, studies unrelated to writing skills, and works that had not yet been published in peer-reviewed journals.

The Data Extraction

Based on the PRISMA 2020 procedure, all identified articles underwent a multistep screening process. After conducting a search in the Connected Papers and Google Scholar databases, the researchers successfully collected 70 research articles. All articles were initially screened using the inclusion and exclusion criteria to prepare them for further analysis. In the first stage, the titles and abstracts of the articles were examined, and articles were excluded because they were non-empirical or not relevant to the research topic. The remaining 8 articles were then reviewed in full text to assess their eligibility based on the criteria. During this full-text review, 12 additional articles were

excluded because they primarily focused on peer feedback or AI feedback, or did not specifically address writing skills in EFL/ESL contexts.

Finally, 50 articles that met all inclusion criteria were selected for detailed analysis. These articles represented various educational contexts, research designs, and feedback approaches relevant to the research questions. Data from each selected study were extracted using a coding matrix including author, year, research design, participants, type of feedback, instruments, and main findings. The data were then analyzed thematically, focusing on the effectiveness of teacher feedback on students' writing performance, the strategies used by teachers, students' perceptions of feedback usefulness, and teachers' perceptions regarding Written Corrective Feedback (WCF). Both quantitative and qualitative findings were synthesized narratively to identify common themes, similarities, and variations across the studies. Detailed information regarding the article selection process can be seen figure 1

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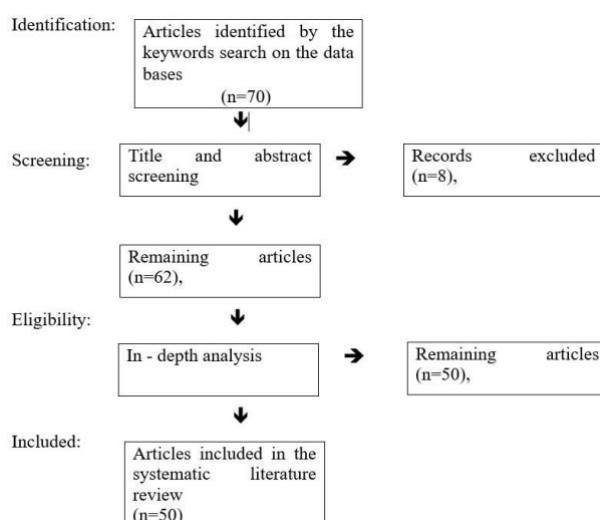


Figure 1. Article Selection Process

FINDING AND DISCUSSION

This review aimed to deepen the understanding of teacher feedback practices in EFL writing by synthesizing empirical evidence from four key areas: the effectiveness of teacher feedback, the strategies teachers employ, students' perceptions, and teachers' beliefs about written corrective feedback. In this section, the findings are discussed in relation to the four research questions and interpreted in light of recent developments in corrective feedback theory, learner

engagement, and technology-mediated feedback. By integrating insights from recent studies published between 2020 and 2025, this discussion highlights emerging patterns, areas of convergence, and gaps that warrant further investigation in the field of L2 writing instruction.

RQ1: What do previous studies reveal about the effectiveness of the teacher's feedback in enhancing students' writing skills?

After screening 50 full-text articles, fifteen studies (6, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39) were identified as directly reporting results on the effects of teacher feedback on students' writing skills in EFL contexts.

Findings from Hafidhoh and Agus (2025) reported positive effects of teacher feedback in the form of increased coherence, vocabulary use, and grammatical accuracy throughout the academic year (26). Results from Wondim et al. (2024) indicated that students who received direct and indirect teacher written corrective feedback achieved higher writing scores than those in the control group (27). Data from Yang et al. (2023) showed that SRL-based teacher feedback led to higher writing performance and stronger self-regulated writing strategies compared to traditional teacher feedback (28). Findings reported by Zhu et al. (2024) indicate that teacher feedback enhances writing proficiency both directly and indirectly by fostering students' engagement in self-regulated writing strategies (29). Similarly, Renati et al. (2024) documented a significant improvement in students' essay writing performance following the provision of teacher feedback (35).

Studies focusing on indirect teacher-written corrective feedback (WCF) reported similar positive outcomes. Findings reported by Kamilia et al. (2020) demonstrate that students who received indirect written corrective feedback (WCF) from teachers achieved superior performance in descriptive writing compared to those who did not receive such feedback (31). Results from La Mido (2022) documented significant differences between students who received

indirect teacher feedback and those in the no-teacher-feedback group (32). Data from Gunawan et al. (2020) reported higher explanation-text scores among students who received indirect teacher WCF compared to the control group (33).

Other studies examined written teacher comments. Findings from Zaber (2023) reported improvements in grammar, vocabulary, sentence structure, and organization after students received written teacher comments (34). Data from Mangrio et al. (2025) indicated that students viewed constructive and positive teacher feedback as helpful, and their writing scores increased after receiving it (30). Results from Torres and Sarango (2023) showed that students who received direct teacher feedback demonstrated greater gains than those who received peer feedback or no feedback (6).

Some studies compared teacher feedback with peer or automated feedback. Findings from Elfiyanto and Fukuzawa (2020) showed that peer-written corrective feedback produced higher post-test means, while teacher-written corrective feedback improved content, organization, vocabulary, and grammar (37). Data from Salavatizadeh and Tahriri (2021) reported that blended automated feedback and teacher feedback led to significantly higher essay writing scores than teacher-only feedback (38).

Other studies presented additional effects of teacher feedback. Findings from Nurlina (2025) reported improvements in organization, vocabulary use, and overall writing quality after students received teacher guidance and feedback (36). Results from Lestari et al. (2025) showed that combining automated written feedback with teacher-written corrective feedback produced greater improvements than teacher feedback alone, and students identified teacher feedback as clearer for supporting revisions (39).

The reviewed studies consistently indicate that teacher feedback is effective in enhancing students' writing skills in EFL contexts. Learners benefit from feedback as it strengthens their grammar, coherence, vocabulary use, and overall organization during revision. Both direct and indirect forms of feedback have been shown to result in higher-quality texts and more systematic revision strategies compared to the absence of feedback (Kamilia et al., 2020; Zhu et al., 2024; Renati et al., 2024). Importantly, students tend to perceive teacher feedback not merely as error correction but as constructive guidance that supports their development as writers, particularly when it is explicit, specific, and actionable. These findings align with previous systematic reviews. Rasool et al. found that clearly delivered direct written corrective feedback was most preferred due to its ability to reduce

ambiguity during revision. Similarly, Charalampous and Darra reported that teacher feedback significantly improved text quality, error correction, and revision strategies, while Ramadhan et al. emphasized its role in fostering metacognitive awareness and deeper engagement in the revision process. Additional evidence suggests that both direct and indirect feedback can be effective depending on learner proficiency (Rasool et al., 2022), and that feedback incorporating suggestions or guiding questions promotes more meaningful revision (Charalampous & Darra, 2023), especially when combined with self-regulated learning strategies (Ramadhan et al., 2025).

However, some distinctions emerge when compared to earlier systematic literature reviews. The present review highlights the growing role of blended feedback, which integrates teacher input with automated systems, leading to improved writing performance and more efficient revision processes—an aspect less evident in earlier reviews. At the same time, several studies report challenges, such as students feeling overwhelmed by excessive or unclear feedback, an issue that has received limited attention in prior SLRs. Despite these concerns, the overall body of evidence reaffirms that teacher feedback remains central to writing development in EFL settings. Across both the reviewed studies and prior literature, effective feedback is consistently characterized as clear, specific, timely, and supportive of students' revision processes, ultimately contributing to improved writing accuracy, organization, and strategic revision practices.

RQ 2: What feedback strategies are used by teachers to develop students' writing skills?

After examining the 11 studies listed in the table (40,41,42,43,44,45,46,47,48,49,50) several consistent patterns emerged regarding the feedback strategies employed by teachers in EFL writing contexts. Overall, the research shows that teachers rely on a combination of corrective feedback, formative feedback, written comments, and technology-assisted feedback to guide students' writing development across different educational levels.

A substantial body of research identifies written corrective feedback (WCF) as a predominant strategy employed by teachers in EFL writing instruction (Nguyen, 2024; Setiyowati, 2021; Guo, 2023). Direct feedback, characterized by explicit correction of errors in grammar, vocabulary, and sentence structure, is most frequently utilized and preferred, as it enables learners to clearly identify necessary revisions (40, 42, 45, 46). In contrast, indirect feedback—such as underlining or indicating errors without providing corrections—is less emphasized. Experimental studies, including López et al. (2020), further demonstrate the use of multiple feedback types, including direct, indirect, and metalinguistic approaches, to examine their comparative effectiveness in improving students' writing performance.

Several articles highlighted the use of formative feedback to support writing development (Olsen, 2024; De Los, 2022). Formative strategies included giving comments during the writing process, guiding students through multiple drafts, and engaging them in reflective discussions. Teachers used formative feedback to help students improve content development, clarity, and organization rather than only focusing on grammatical accuracy. In large classroom settings, formative tasks and discussions were used to help students understand teacher expectations and self-assess their writing progress (Olsen, 2024). Technology-based feedback also appeared as an emerging strategy. For example, Defianty (2024) examined the use of automated writing evaluation (AWE) tools combined with teacher feedback. AWE provided instant error detection, while teachers added personalized comments to refine students' drafts. Similarly, some studies mentioned e-feedback, especially in higher education settings, where digital platforms allowed teachers to provide more detailed and timely responses. (42,48,49)

In addition, classroom-focused studies (Syahriyanti, 2023; Nazmillah, 2022) showed that teachers used a range of strategies including oral feedback, peer feedback, and feedback on task content. These strategies were particularly common in Indonesian secondary and higher education contexts. Oral feedback was often used to clarify written comments, while peer feedback encouraged

collaboration and increased students' awareness of common writing issues. Across all studies, feedback strategies were linked to improving grammar, vocabulary, organization, and argument development. Mixed-method research by Irawati et al. (2024), involving 62 students, confirmed that combining feedback types such as corrective, formative, and observational notes supported measurable improvements in students' writing performance. (46,47,50).

Finally, a review of the four studies (Mao, 2024; Olsen, 2024; Guo, 2023; Syahriyanti, 2023) emphasized that teachers often blended multiple feedback strategies to address different learning needs. While corrective feedback helped students notice linguistic errors, formative and content-focused feedback supported idea development and coherence. Technology-based and peer-supported feedback further enriched the writing process by giving students more opportunities to revise and reflect. (41,42,45,46)

Across the ten reviewed studies, teachers consistently employed a range of feedback strategies to support students' writing development, with written corrective feedback (WCF) emerging as the most dominant approach. Direct feedback—targeting grammar, vocabulary, and sentence structure—was most frequently applied and preferred for its clarity in guiding revision (Nguyen, 2024; Setiyowati, 2021; Guo, 2023), whereas indirect feedback, though present, was less prominent, as learners often favored explicit explanations. In addition, formative feedback played a significant role, with teachers providing ongoing comments during the drafting process to refine students' ideas, organization, and clarity (Olsen, 2024; De Los, 2022). Other strategies included oral feedback, peer feedback, and technology-mediated feedback through digital platforms and Automated Writing Evaluation (AWE) systems (Defianty, 2024; Syahriyanti, 2023; Nazmillah, 2022). These findings are consistent with prior research indicating that clear, direct feedback facilitates effective revision, while combinations of direct, indirect, and metalinguistic feedback enhance writing outcomes (López et al., 2018). Moreover, formative feedback aligns with earlier evidence highlighting the importance of continuous guidance in improving content development and coherence.

Compared to earlier studies, this review offers a more current and comprehensive perspective, particularly regarding the integration of technology. Recent studies demonstrate that digital platforms and AWE tools enable more immediate, individualized, and interactive feedback processes (Defianty, 2024; Irawati et al., 2024; Mulati et al., 2023; Guo, 2023), reflecting a shift toward

technology-enhanced instruction that has been less explored in previous reviews. In contrast, studies such as Cahyono et al. (2025), Alfayed et al. (2024), and Mulati et al. (2023) present more limited approaches, focusing on test-based evaluation, text analysis, or smaller-scale implementations. Meanwhile, studies in the present review—particularly Defianty (2024), Irawati et al. (2024), Guo (2023), and Syahriyanti (2023)—illustrate more varied and integrated practices, combining direct WCF with digital tools, peer feedback, and formative dialogue to support reflective revision. Despite these strengths, challenges remain, including students' difficulty managing excessive or unclear feedback and teachers' struggle to maintain consistency across multiple feedback modes in larger classes. Nevertheless, the synthesis indicates that the integration of corrective, formative, and technology-enhanced feedback provides a more robust and effective framework for improving writing in contemporary EFL contexts.

RQ 3: Students' Perception of the Usefulness of Teacher Feedback in Improving Their Writing Skills?

Of the fifty articles reviewed, thirteen studies (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13) focused on how students perceive the usefulness of teacher feedback in improving their writing skills. Overall, there is a trend in which comments from teachers are considered the most reliable source for revision (Dayat, 2021; Briansyah, 2025). Of these, nine studies noted that students relied more on teacher feedback to match linguistic accuracy, such as grammar, vocabulary, punctuation, and sentence structure, because they considered teachers' explanations to be clearer and more reliable (Wei & Cao 2024; Erkan 2022). 85% of students reported that through teacher feedback, they were able to correct recurring linguistic errors (4).

Evidence from the reviewed studies indicates that teacher feedback contributes not only to cognitive but also to affective aspects of writing development. Six of the thirteen studies reported that students benefited from teacher guidance in developing ideas and organizing paragraphs (Gutierrez et al., 2024), while improvements in syntactic complexity were linked to structured input and explicit instruction on higher-level writing features (Thi & Nikolov, 2023). Students also valued concrete revision examples and clear explanations that supported the construction of more coherent arguments (12, 13). In addition, a smaller group of studies highlighted the affective impact of feedback, showing that supportive comments enhanced students' confidence and willingness to revise

(Ghane et al., 2024). Similar findings were reported by Nurilah, who noted that encouraging feedback fostered greater openness among learners, and by Erkan (2022), who found that clear and friendly digital comments reduced writing anxiety and promoted greater receptivity to revision (5).

Furthermore, evidence from eight studies indicates that learners demonstrate a clear preference for teacher-provided feedback over peer or automated feedback, largely due to their perception of teachers' superior linguistic competence and pedagogical expertise (Cao, 2024; Zaccaron & Xhafaj, 2024). Students tend to adhere to teachers' recommendations on the grounds that they perceive teachers' evaluations as more reliable and accurate. Six of these studies further highlight that the most valued attributes of feedback are its clarity, specificity, and timeliness (3, 7, 11).

A synthesis of thirteen studies reveals a consistent pattern indicating that students perceive teacher feedback as the most effective support for improving their writing skills. Learners demonstrate strong trust in teacher comments due to perceived linguistic competence and pedagogical expertise, leading them to prioritize teacher feedback over peer or automated alternatives (Dayat, 2021; Briansyah, 2025; Nurlina, 2025; Wei & Cao, 2024; Erkan, 2022; Cheng & Zhang, 2022; Zaccaron & Xhafaj, 2024). Beyond surface-level accuracy, teacher feedback is also associated with improvements in higher-order writing aspects such as organization, coherence, and idea development (Gutierrez et al., 2024; Thi & Nikolov, 2023; Wei et al., 2023; Tu & Phung, 2023). Studies further show that clear, focused, and example-supported feedback contributes to enhanced text cohesion and syntactic complexity (Gutierrez et al., 2024; Thi & Nikolov, 2023). In addition, the affective dimension of feedback plays a notable role: supportive and encouraging comments increase students' confidence, reduce anxiety, and promote greater willingness to revise (Ghane et al., 2024; Nurilah et al., 2025; Erkan, 2022). These findings align with broader theoretical perspectives in second language writing, emphasizing the dual cognitive and motivational functions of teacher feedback.

Despite these positive outcomes, several studies highlight limitations in the effectiveness of teacher feedback. Learners may struggle to interpret or apply feedback when it is overly general, insufficiently explicit, or cognitively demanding (Tu & Phung, 2023; Cheng & Zhang, 2022). This concern is echoed in recent research indicating that written corrective feedback may be less effective when students cannot translate comments into meaningful revisions (Hapsari &

Wulandari, 2024; Rahmawati, 2024), particularly when feedback lacks specificity or actionable guidance (Said & Karim, 2024). Nevertheless, the reviewed studies consistently emphasize that the quality of feedback—especially its clarity, specificity, and timeliness—determines its effectiveness (Dayat, 2021; Gutierrez et al., 2024; Tu & Phung, 2023; Wei et al., 2023). When feedback directly identifies errors, provides clear explanations, and includes revision models, students are better able to revise independently and effectively. Overall, teacher feedback supports writing development through interconnected pathways of linguistic accuracy, structural organization, and affective engagement, underscoring the need for feedback practices that are explicit, structured, and responsive to learners' needs (Dayat, 2021; Briansyah, 2025; Nurlina, 2025; Wei & Cao, 2024; Gutierrez et al., 2024; Thi & Nikolov, 2023; Zaccaron & Xhafaj, 2024; Ghane et al., 2024; Nurilah et al., 2025; Erkan, 2022).

RQ 4: What are English teachers' perceptions and beliefs about Written Corrective Feedback (WCF) in helping student improve their writing skills?

A total of twelve studies reported the usefulness of written corrective feedback (WCF) in improving students' writing skills (14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25). Across these studies, the findings were consistent. shows that English teachers generally believe that Written Corrective Feedback (WCF) is an important strategy that can help students improve the quality of their writing, especially in terms of language accuracy.

Teachers believe that WCF enables students to recognize linguistic errors, understand correct language forms, and improve writing structures more systematically, as seen in various educational contexts in Indonesia, Malaysia, China, Iran, Bhutan, and the Philippines (Hidayah et al., 2021; Mulati et al., 2020; Wei & Cao, 2020; Aquino et al., 2020; Razali et al., 2021). This belief is also supported by findings from other studies involving teachers at the secondary school and tertiary levels, which similarly confirm that WCF helps students increase their awareness of language forms and functions (Adzhar et al., 2025; Marcillo et al., 2024; Soleimani & Aghazadeh, 2024).

In nearly all studies, teachers expressed a strong preference for selective/focused WCF, that is, feedback that targets the types of errors they consider most essential. Teachers perceived the selective approach as easier to

implement and is more effective for student understanding than comprehensive correction, especially when they face time constraints and high workloads (Hidayah et al., 2021; Adzhar et al., 2025; Razali et al., 2021; Boonteerarak et al., 2024). Furthermore, many teachers relied on correction codes or symbols because this strategy saved assessment time and trained students in self-editing, a finding consistent across studies (Adzhar et al., 2025; Hidayah et al., 2021; Boonteerarak et al., 2024; Marcillo et al., 2024).

Differing views emerge when discussing direct and indirect WCF. Some studies report that teachers tend to use direct feedback when students have low proficiency or when errors are perceived as significantly impeding communication (Mulati et al., 2020; Purnomo et al., 2024; Razali et al., 2021). Conversely, other studies show that indirect feedback is preferred by teachers to encourage student independence, reflection, and noticing skills (Hidayah et al., 2021; Cheng & Zhang, 2021; Razali et al., 2021). In some other studies, teachers even flexibly combine the two approaches according to student ability levels and learning objectives (Mulati et al., 2020; Marcillo et al., 2024; Ajabshir & Ebadi, 2023). Although teachers have positive beliefs about the effectiveness of WCF, nearly all articles note a discrepancy between these beliefs and practice. Teachers desire comprehensive correction, but in reality, they are forced to limit the amount or depth of correction due to work demands, large student numbers, and limited time (Purnomo et al., 2024; Damashola, 2025; Adzhar et al., 2025; Razali et al., 2021). This situation often causes teachers to focus on errors deemed most urgent to correct, resulting in WCF practices in the classroom often being more pragmatic than ideal (Marcillo et al., 2024; Mulati et al., 2020; Razali et al., 2021). The synthesis also shows that teacher background, teaching experience, and student profiles and abilities significantly influence how teachers implement WCF. Teachers with strong training in linguistic aspects are more likely to provide corrections for linguistic errors (Hidayah et al., 2021; Soleimani & Aghazadeh, 2024; Mulati et al., 2020), while more experienced teachers demonstrate greater adaptability in selecting feedback types (Razali et al., 2021; Marcillo et al., 2024; Mulati et al., 2020). Research involving students of varying proficiency levels also indicates that lower-proficiency students have a greater need for direct WCF, while more advanced students respond more effectively to indirect WCF (Boonteerarak et al., 2024; Marcillo et al., 2024; Razali et al., 2021).

Nearly all articles highlight the need for professional development and institutional support for teachers to consistently implement WCF. Teachers expressed the need for strategic training on WCF techniques, the use of standardized codes, and more realistic correction load management (Adzhar et al., 2025; Damashola, 2025; Purnomo et al., 2024; Razali et al., 2021). Some studies also emphasized the importance of school support in managing administrative workloads and providing dedicated time for assessing student writing to improve the quality of WCF implementation (Marcillo et al., 2024; Mulati et al., 2020; Razali et al., 2021).

A synthesis of the literature indicates that English teachers across diverse contexts consistently regard Written Corrective Feedback (WCF) as a central component in developing students' writing skills, as it facilitates error recognition, structural understanding, and improved text quality through guided revision (Hidayah et al., 2021; Mulati et al., 2020; Wei & Cao, 2020; Aquino et al., 2020; Razali et al., 2021). This position is further reinforced by systematic literature reviews, which show that WCF is embedded in teachers' epistemological beliefs and professional practices (Manafe & Hoinbala, 2024; Adzhar & Sazalli, 2024). Most studies report a preference for focused or selective WCF, as it is more manageable and cognitively accessible for students, particularly in large classes and time-constrained settings (Hidayah et al., 2021; Adzhar et al., 2025; Razali et al., 2021; Boonteerarak et al., 2024; Maslucha et al., 2024). Additionally, the use of correction codes or symbols is widely adopted to streamline assessment and encourage student self-editing (Adzhar et al., 2025; Hidayah et al., 2021; Marcillo et al., 2024; Boonteerarak et al., 2024). Variations in feedback strategies are evident in the use of direct and indirect WCF: direct feedback is typically employed for lower-proficiency learners or meaning-disrupting errors (Mulati et al., 2020; Purnomo et al., 2024; Razali et al., 2021), whereas indirect feedback is favored in contexts promoting learner autonomy and reflection (Hidayah et al., 2021; Cheng & Zhang, 2021; Razali et al., 2021), with some studies reporting hybrid approaches tailored to instructional goals (Mulati et al., 2020; Marcillo et al., 2024; Ajabshir & Ebadi, 2023).

Despite generally positive beliefs about WCF, a consistent gap between teachers' pedagogical intentions and actual practices is evident, largely due to contextual constraints such as large class sizes, limited time, and administrative demands (Purnomo et al., 2024; Damashola, 2025; Adzhar et al., 2025; Razali et al., 2021), a pattern also emphasized in SLR findings highlighting institutional

influences on feedback practices (Maslucha et al., 2024; Manafe & Hoinbala, 2024). Cross-study evidence further shows that WCF practices are shaped by teachers' training, experience, and student characteristics: teachers with grammar-oriented backgrounds tend to focus on local errors, while more experienced teachers adopt flexible strategies (Hidayah et al., 2021; Soleimani & Aghazadeh, 2024; Mulati et al., 2020; Razali et al., 2021). Learner proficiency also determines feedback type, with direct feedback benefiting lower-level students and indirect feedback supporting more advanced learners (Boonteerarak et al., 2024; Marcillo et al., 2024; Razali et al., 2021). Overall, teachers tend to prioritize local accuracy over global writing aspects due to practical constraints (Purnomo et al., 2024; Wei & Cao, 2020; Razali et al., 2021; Marcillo et al., 2024). Consequently, both empirical and review studies underscore the need for stronger institutional support and professional development—particularly in feedback strategies, coding systems, and time management—to enable more consistent and effective WCF implementation aligned with teachers' pedagogical beliefs (Adzhar et al., 2025; Purnomo et al., 2024; Marcillo et al., 2024; Maslucha et al., 2024; Manafe & Hoinbala, 2024).

Conclusion

This systematic review underscores that teacher feedback plays a pivotal and multifaceted role in enhancing EFL students' writing development, as evidenced by consistent improvements in linguistic accuracy, coherence, organization, and revision practices across diverse contexts. The synthesis reveals that effective feedback is inherently dynamic, combining corrective, formative, and technology-mediated approaches that respond to learners' varying needs, while also highlighting students' strong trust in teacher feedback as a clear, reliable, and motivating guide for revision. At the same time, a notable discrepancy persists between teachers' pedagogical beliefs and their actual practices, largely due to institutional constraints such as workload, time limitations, and large class sizes. Therefore, optimizing feedback practices requires not only pedagogical refinement—such as balancing direct and indirect feedback, ensuring clarity and specificity, and addressing both lower- and higher-order writing aspects—but also systemic support through targeted professional development, standardized feedback strategies, and the integration of digital tools to enhance efficiency. Future research should further investigate the long-term impact of blended feedback models across varied educational settings to better align instructional practices with both teacher intentions and students' developmental needs in writing.

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