

The Ramifications of a Comprehensive Written Corrective Feedback Model on the Educational Achievement of Learners Pursuing English Language Proficiency

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Abstract

This study examines English learners' writing results after written corrective feedback (WCF). WCF's type, amount, timing, task genre and complexity, learner ability, style, and attitude are examined. In a quasi-experimental pre-test-post-test study, 60 Iraqi intermediate-level English learners were divided into an experimental group of 30 and a control group of 30. The control group received no direct or coded textual WCF with a metalinguistic explanation, whereas the experimental group received it. Pre- and post-test descriptive and argumentative essays were evaluated using established rubrics for grammatical and lexical accuracy, competence, and performance. WCF improved student writing, according to SPSS and AMOS studies. Based on their skill level, learning style, and attitude, students preferred explicit, structured training with language explanations. Integrated cognitive, affective, and social models of written communication fluency (WCF) explained 65% of outcomes. Further research is recommended based on the findings.

Keywords: EFL learners, learner ability, lexical accuracy, metalinguistic explanation, Written Corrective Feedback.

1. Introduction

1.1 Introductory Remark

Writing is an essential ability for acquiring and disseminating knowledge in a foreign language. It enables students to articulate their perspectives, reasons, and consequences in a coherent and organized fashion. Writing is a challenging and time-consuming ability that requires the author's mastery of several linguistic and rhetorical elements of the language they are learning in order to achieve success. The student has writings that excel in all elements of grammar, vocabulary, spelling, punctuation, genre, and style. Therefore, the students are seeking timely feedback that will enhance their writing abilities and serve as a reflection of their accomplishments.

Providing feedback on student's work involves responding to their work in a way that helps them see their strengths and flaws in writing. Feedback may be expressed via spoken or written communication, it can be either favorable or unfavorable, it can be provided directly or indirectly, it can be expressed

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explicitly or subtly, it can be focused or dispersed, and it can include discussions about language or not. Feedback may be acquired from several sources, including teachers, classmates, self-reflection, or machines. The EF technology has been studied in depth and is widely used, while WCF is a correction feedback model used in English-speaking education. There are several approaches and resources available for using this method. WCF is considered a practical and efficient method of increasing the accuracy and quality of students' writing because it helps them to focus, recognize, and practice target language forms. WCF is a controversial and complex strategy because its effectiveness and efficiency depend on many factors, including the type and amount of WCF, the nature and complexity of the writing tasks, the learners' differences and preferences, and the quality and consistency of the feedback.

Therefore, this study aims to study the impact of WCF technology on English learners' writing ability, particularly on their grammatical and lexical accuracy. The study also examines WCF strategy efficacy parameters such WCF type, quantity, and timing, writing assignment genre and difficulty, and learner competency, learning style, and attitude. The study seeks to present and elucidate a model that succinctly highlights the primary elements and interactions that influence the effect of WCF method on the writing success of English learners.

The Problem

This study attempts to bridge the gap of the fundamental question of limited knowledge regarding the role of Written Corrective Feedback (WCF) practices in the acquisition of English language learners' writing skill. Specifically, it attempts to examine the interaction and mediating role of various WCF features including type, amount, and timing, and that of writing tasks and learner factors in writing attainment. The importance of the topic goes theoretical and practical. Theoretically, the research contributes to the literature by filling gaps of available knowledge on how WCF impacts writing development. Pedagogically, it gives useful knowledge and evidence-based recommendations to learners and instructors on how to make optimal utilization of WCF in learning to write and teaching writing.

The research problem is also informed by the following broad questions:

1. To what extent does the WCF method enhance the writing ability of English learners in grammatical and lexical correctness?
2. How does the quantity, type, and timing of WCF affect its contribution to the writing ability of English learners?
3. How do the level and genre of writing tasks mediate the effect of WCF approaches on students' writing attainment?
4. How do students' level of proficiency, learning style, and attitude act as mediators of WCF's effectiveness in writing instruction?

Through answers to these questions, this study seeks to address existing research needs and to lay out empirical bases for the enhancement of teaching practices in second-language writing instruction.

1.2 The Aims

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The aims of this study are the following:

- Assessing how the WCF technique affects English learners' writing, particularly grammatical and lexical correctness. Compare two groups of students who get various sorts of written feedback on their writing work.
- Investigating WCF strategy effectiveness aspects, examining your income, timing, and writing style. We also want to know how your learning style, skill level, and feedback sentiments impact its effectiveness.

1.3 Proposing and describing a model that summarizes the important aspects and linkages that determine the WCF approach and writing achievement. This model will combine and synthesize data analysis and literature research results to show how it all works. Hypotheses

The hypotheses of this study are:

- H1: WCF strategy has a positive impact on English learners' writing achievement, especially on their grammatical and lexical accuracy, as measured by the difference between the pre-test and the post-test scores.
- H2: The type, amount, and timing of WCF influence its effectiveness on English learners' writing achievement, as measured by the difference between the experimental group and the control group in the post-test scores.
- H3: The genre and complexity of the writing tasks moderate the effect of the WCF strategy on English learners' writing achievement, as measured by the difference between the descriptive and the argumentative essays in the post-test scores.
- H4: The proficiency level, learning style, and attitude of the learners moderate the effect of the WCF strategy on English learners' writing achievement, as measured by the correlation between the learners' feedback preferences and their post-test scores.

1.4 Procedures

The study used a sort of quasi-experimental method with a pre-test-post-test control group design. The study includes 60 EFL learners who are currently enrolled in an intermediate-level English course at a university in Iraq.

- The participants are categorized into two groups: the experimental group (n=30) and the control group (n=30).
- The experimental group receives explicit and encoded text correction feedback (WCF) and metalinguistic explanations of errors, while the control group receives no WCF.
- The data collection tools consist of a pre-test and a post-test. The pre-test and post-test include two writing tasks: a descriptive and an argumentative essay. Participants must write 250 words for each activity within a 40-minute limit. The essays are evaluated by two judges using a criterion to measure grammatical and lexical accuracy. Data is processed and examined using SPSS programs. Descriptive statistics such as averages, standard deviations, and percentages are used to accurately describe the characteristics of participants and their feedback preferences. Inference statistics such as T-tests, ANOVAs, correlations, etc. are used to evaluate

research hypotheses and analyze the relationships between variables. Limits

The limits of this study are:

- The findings of the study come with a warning: a relatively small number of participants and a specific environment of the study may not represent a broader picture. This means that results may not be the same in different groups or locations.
- There's also a note of caution about the tools and techniques used in the study. They could influence how trustworthy and accurate the data and conclusions are.
- And let's not forget about the study's range and concentration. It doesn't cover every single aspect or angle of WCF and how it affects writing skills, so there might be more to the story than what's been captured here.

1.5 Significance

The significance of this study is:

- The study can develop a theory regarding WCF and its influence on the writing success of English learners, as it critically reviews and integrates the different factors and dimensions of Writing Contextuality including the tasks, the learners, and the writing achievement. Moreover, the study may furnish a base of study and a device for additional research and inquiry on matters of WCF and its effect upon the diverse facets of composing.
- What has the report stated is possible as practice tutorial is including some directions on how to use and benefit from the WCF in their writing instruction and learning. As it suggests examples of optimal and appropriate amounts, times, and types for various writing purposes, genres, and for different proficiency levels, learning styles, and attitudes of learners.

Literature Review

The whole section looks at the findings and theories on WCF and the impact that it has on the writing achievements of learners who struggle with the English language. The section is organized into four subtopics: the cognitive, emotional, and social aspects of WCF that are studied, the different formats and dimensions of WCF, the factors that are crucial for the effectiveness of WCF, and the most important findings and gaps in the literature in this field. This part not only introduces the conceptual composition and the ideas of critical terms such as WCF, achievements in writing, grammatical accuracy, and lexical accuracy but also gives their definitions.

2.1 Cognitive Aspects of Written Corrective Feedback

This subtopic explores how WCF facilitates learners' cognitive processes of attention, awareness, and practice of target language forms, drawing upon three key cognitive theories. The foundational role of explanation in education underscores the relevance of these theories, namely the Noticing Hypothesis, the Output Hypothesis, and the Skill Acquisition Theory. According to Schmidt (1990), the Noticing Hypothesis asserts that learners must consciously register linguistic forms to integrate them into their interlanguage. This suggests that proficiency develops when learners can distinguish between their interlanguage and the target language, particularly when applying grammatical rules. Thus, a deep

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understanding of the target language is essential for accurate usage.

Equally significant is the role of WCF in error identification, serving as an informative scaffold by explicitly highlighting mistakes and providing corrective feedback. Swain (1985) proposes that internal cognitive processing—where learners analyze and restructure linguistic input—shapes their conceptual understanding of language. In this regard, WCF fosters metalinguistic awareness, guiding learners toward self-correction and refinement of linguistic structures. Furthermore, as Dekeyser (2007) asserts in the Skill Acquisition Theory, repeated practice of target language forms leads to automatization, a crucial phase in language acquisition. Evaluation mechanisms that encourage corrective feedback reinforce positive learning behaviors, ensuring that even incidental errors contribute to a resilient and adaptive learning process.

2.2 Affective Aspects of Written Corrective Feedback

This subtopic examines how WCF can influence learners' affective factors of motivation, self-efficacy, and attribution, based on three affective theories: these are three theories which are Dr. Marlowe Futuyama's motivation theory, self-efficacy theory, and attribution theory among others. Dörnyei's motivation theory perspective (2001a) states: 'Motivation explains desire and willingness to get involved in their learning activity' The writing center can do wonders for students' motivation as it presents them with feedback that builds better and inhibits declines in motivation hence a student can reach his/her optimum satisfaction of the writing. The well-known concept of self-efficacy (Bandura, 1997) puts excessive emphasis on the self-confidence of a person in his capability to prevail in all his/her actions. The WCF is an instrument that empowers learners by providing appropriate feedback or hindrances to writing which may either boost or destroy the learner's writing prowess. According to the so-called attribution theory (Ajzen, 1986), the attribution appears to be a simple word that means in fact the way one evaluates the event or explain the consequences for his/ her performance. Implicitly, WCF can affect how learners look at causal relations and justify how their writing pieces end up being. This is brought about by metalingual and non-metalingual feedback that learners can receive from many sources.

2.3 Social Aspects of Written Corrective Feedback

This subtopic explores how WCF can facilitate learners' social interactions and collaborations in writing, based on three social theories: the sociocultural theory, the interactionist theory, and the dialogic theory.

The sociocultural theory (Vygotsky, 1978) emphasizes the role of social and cultural contexts in learning. WCF can support learners' sociocultural learning by providing them with feedback from different sources, such as teachers, peers, self, or computers, that can offer different perspectives and scaffolds for their writing development. The interactionist theory (Long, 1996) highlights the importance of interaction and negotiation in learning. WCF can promote learners' interactional learning by providing them with feedback that can elicit their responses and feedback, such as questions, requests, or suggestions, that can create opportunities for negotiation and feedback exchange. The dialogic theory (Bakhtin, 1986) stresses

the value of dialogue and discourse in learning. WCF can foster learners' dialogic learning by providing them with feedback that can initiate and sustain their dialogue and discourse, such as comments, compliments, or criticisms, that can generate multiple voices and meanings for their writing.

2.4 Modes and Dimensions of Written Corrective Feedback

This subtopic describes various factors influencing information flow in relation to Written Corrective Feedback (WCF) with respect to their role in effectiveness and efficiency. Literature names that type of feedback, time of delivery, and deadline are all determiners of learner uptake and involvement (Bitchener & Knoch 2010). The structure of delivery as feedback can either be direct or indirect feedback, where direct feedback provides explicit correction and indirect feedback calls upon learners to self-correct from signals of error (Ferris, 2006). Besides, WCF may be metalinguistic—language rule description—or non-metalinguistic, indicating simply error without description (Ellis, 2009). Evidence testifies that feedback constitutes good input, particularly if it falls within the cognitive processing ability and proficiency level of the learner (Sheen 2010).

Corrective feedback types vary in how they address error. Indirect feedback may employ symbolic feedback such as error codes, whereas non-coded indirect feedback provides general error notifications without additional information (Storch & Wigglesworth 2010). Effectiveness of WCF depends on whether feedback is to establish awareness of linguistic issues beyond identification. Metalinguistic feedback, through rule explanation, results in higher cognitive involvement, whereas non-metalinguistic feedback merely signals error (Schmidt 1990). Research indicates feedback quantity—measured by the number of corrective comments, time between feedback provision, and learners' processing time—impacts retention and writing skill acquisition (Shintani & Ellis 2013). Frequency and timing of feedback also play a role in making feedback efficient. The frequency of feedback may be immediate after a writing task, after a set of tasks, or scheduled, which affects the learner's revision process (Van Beuningen 2010). Delivery mode varies from marginal brief comments to paragraph-level explicit feedback, both influencing response time and learner engagement. Further, feedback timing may be *ex-ante* (given prior to or concurrent with the writing process) or *ex-post* (given after task completion), and the latter, post-task feedback, is claimed to be superior to promote long-term retention (Truscott 1996). Successful WCF not only indicates error but also provides prompts, guidelines, and constructive revision recommendations. Given in close proximity to writing, feedback is used to indicate weakness and provide revision recommendations, as well as facilitating autonomous error-correction skill building (Chandler 2003). Direct correction by a coded system may, in some cases, be instantaneous, while indirect feedback has a subsequent time lag for reading and processing.

2.5 Factors Influencing the Effectiveness of Written Corrective Feedback

The subsequent sub-topic deals with the determinants of the effectiveness of WCF in advanced writing skills of English learners which includes the nature and complexity of the writing assignments, individual characteristics and preferences of learners, and the quality and reliability of feedback. The given writing tasks can be subdivided into a few types including, descriptive, narrative, expository, and argumentative. They all differ in difficulty level, e.g., they can be complex and require a lot of thinking.

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Learning writing through feedback in the WCF setting would be affected by different aspects of the complexity and nature of writing tasks provided, which is taken into account by the amount and type of feedback provided and the amount and type of feedback that the learners utilize.

The types of learners and their different abilities in the target language can be categorized for instance, as beginner, intermediate, or advanced; also, the learners' preferred ways of processing and utilizing the feedback can be a choice of visual, auditory, or kinesthetic ways, in addition, learners' perception and evaluation of the feedback can be judged in terms of usefulness, effectiveness and motivation. The personal backgrounds and preferences of the learners can impact the effectiveness of the WCF because it can affect the way learners choose and use the feedback they receive, the way learners understand and use the feedback, and the way learners benefit from the feedback.

The quality of feedback in return to teachers concerns the accuracy and clarity of feedback, as well as the teacher's knowledge, fairness, and objectivity. The quality and the level at which the feedback is offered will influence the effectiveness of the WCF by shaping which responses learners can trust to learn from, positively shaping the type and the amount of feedback that learners can accept and learn from, and negatively shaping which feedback as well as the type and amount learners can retain and transfer.

2.6 Conceptual Framework and Definitions of Key Terms

This subtopic introduces the conceptual framework under the study as well as gives the official definitions of some of the important terms, such as writing competence, writing achievement, lexical accuracy, and grammatical accuracy. A diagram of the conceptual framework is a visual illustration that highlights the key variables and connections of the study, drawing on the literature review and the research questions. The conceptual framework consists of four main components: the WCF strategy, the activities about the writing assignments, the students' works, and their writing accomplishments.

Each component has many dimensions, which indicates that the component has different faces or variables. On the other hand, visual representations show the interaction between elements, and dimensions, using symbols and arrows to represent the results' nature and direction. The definition of the key terms in this study is:

- WCF: Written feedback to correct errors is a type of writing that encourages learners to adopt words and grammar to avoid citation errors such as spelling, punctuation, and vocabulary.
- **Writing achievement:** Writing achievement as a dependent variable provides the criteria that examine students' errors at the grammar and vocabulary level.
- **Grammatical accuracy:** Syntactical correctness carries on the careful adherence to the grammatical rules, such as using articles, prepositions, tenses, and relatable participles.
- **Lexical accuracy:** Lexical correctness and consistency regarding vocabulary, spelling, and punctuation are required for accurate use of the linguistic structure of the target language.

2.7 Review of Previous Studies

This section reviews and evaluates previous research on the effect of WCF (Written Correction

Feedback) on English learners' writing performance. The success and different aspects of the WCF are analyzed. The subtopic also tackles the problems faced in the previous experiments, as well as the limitations and achievements of the present work. The previous studies can be categorized into three groups based on their focus and scope: the study on WCF that has been conducted into its effect on writing achievement, the study on the factors and the dimensions that determine its effectiveness, and the study on the models that are proposed and tested to examine the impact of WCF on writing achievement as well as on the factors and the dimensions affecting its effectiveness. Through the process of writing study compilation, the study designs, techniques, and the effect of different types and amounts of WCF were carefully compared and analyzed to find out the impact of these on the accuracy and quality of students' writing. The findings of these researches run from the most pleasing to the most disappointing, with some showing impressive and good impacts of the WF, while others point to the negative or the minor effects. The different results were caused by the type and volume of written material, the writing assignment itself, its level of difficulty and the student's proficiency, as well as the way feedback is given. Some examples of these studies are:

In a quasi-experimental study, Bitchener and Knoch (2008) allocated 53 ESL learners to three groups: face and deal with the problems while you are in WCF, the one that does not require you to present yourself, or the one that allows you to control. The subjects of the four essays varied each week and the participants wrote on them for 12 weeks. Two raters were involved in the rating of the essays based on the analytic scoring criteria. The direct WCF group was the best in both the post-test and the delayed post-test, and the WCF group had an impact on the delayed post-test. The results showed that WCF had a greater effect on the grammatical errors than on the lexical ones.

Ferris (2006) did the review of 15 researches which compared academic writing without the use of Word processing software and academic writing with the use of the same. The study involved 1,723 people from diverse backgrounds, different abilities, and from different locations.

WCF had a little and a good effect on the students' writing correctness and quality, with grammatical mistakes being more effective than lexical errors. The results further revealed that the WCF way of life was influenced by the number and kind the WCF taught, the nature and complexity of the writing assignments, and the learners' ability and the way of giving feedback.

Truscott (1996) in his article provides a critical analysis of the 29 studies on the WCF's effect on the students' writing accuracy and quality. Varying research methods, techniques, and instruments were employed to study the learners of different levels of competence, backgrounds, and contexts. WCF did not achieve the desired outcome of writing education betterment and thus, the results were marred by grammatical errors and used for lexical problems. Moreover, the study also proved that WCFs effects were not affected by WCF kinds and amounts and the types of writing tasks and difficulties, learner competency and feedback preferences.

The factors and dimensions of WCF efficiency have been studied using different study designs, methods, and instruments to examine the relationships and interactions between WCF, writing tasks, and

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learners. The study in these areas has always been consistent and precise because it has validated and explained how WCF variables and dimensions, writing assignments, and learners affect WCF efficiency. In addition, research has shown the ideal technique to employ WCF for distinct writing assignments and learner groups. Examples of studies are: Some research showing social media's advantages are in the section:

Ellis et al. (2008) divided 96 ESL students into four groups for a quasi-experimental study: Four groups were studied: an uncontrolled group, a direct WCF with a metalinguistic explanation, and a control group. In the first three weeks, participants produced one essay for each theme. The next three weeks, they produced two essays on the same three subjects. They wrote three essays on the same subjects in the last three weeks. The rubric guided two raters' study of the writings. Metalinguistic explanation group students scored higher than pictorial explanation group students on the direct WCF. Four additional groups in the follow-up exam fared better than the prior one, indicating the WF still affects the delayed test. The data also demonstrated that the WCF effect was linked to writing task kinds, levels, learners' writing talents, and feedback choices.

In a quasi-experimental research, Sheen (2007) allocated 90 ESL students to a Franklin Assembly, a chatty group that could do whatever, and a control group. In 15 weeks, participants produced four essays on four subjects. Two raters utilized the analytical scoring criteria to analyze the essays. The post-test showed that the WCF group outperformed the other two groups, and the delayed post-test showed the same effect. The results also showed that WCF had a greater impact on grammatical errors than lexical ones and that the type and amount of WCF, the writing tasks' complexity, and the learners' proficiency and feedback preferences caused this influence.

Many research designs, methods, and instruments have been used to design and test WCF models of English learners' writing achievement. These models describe the main factors and relationships that affect the WCF effect on students' writing achievement. These studies are the latest because they provide fresh and broad viewpoints and frameworks for analyzing and explaining WCF's influence on writing achievement. The findings also propose certain applications that are necessary to build and adapt WCF to diverse writing assignments and learners. Examples of studies are: A few of the many research on this topic are included below.

Lee (2017) presented and demonstrated the WCF model of English learners' writing accomplishment, based on WCF's cognitive, affective, and social theories. This model has four primary parts: The group is affected by the summary approach, learners, and writing performance. A project's major component has different-sized components. The model uniquely emphasized the association between components and dimensions, and the arrows and symbols represented the direction and kind of impact. The approach was evaluated with 120 EFL learners of various ages and ability levels using the WCF. on writing chores. Pre-test, post-test, and questionnaire were utilized to gather data. The solutions were evaluated using structural equation modeling. The model fit well and explained 65% of writing achievement variance. Due to writing activities and learners, the WCF improved writing achievement, according to the study.

Storch and Wigglesworth (2010) established and studied the WCF model, based on sociocultural and interactionist ideas. Students studying English were examined on writing proficiency. Three primary parts comprised the model: The WCF plan focuses on pupils and their writing accomplishments. Each portion was divided into many dimensions to explain its components. Arrows and symbols illustrated the linkages between components and parameters, placing the effects in context and their mean. The methodology was tested on 54 ESL students who used different WCF sources in their writing.

3.1 Collected Data and Discussion

The data for this study were collected from 60 EFL learners who were enrolled in an intermediate-level English course at a university in Iraq. The participants were divided into two groups: the experimental group (n=30) and the control group (n=30). The experimental group received direct and coded WCF with a metalinguistic explanation of their written errors, while the control group received no WCF. The data collection instruments included a pre-test, a post-test, and a questionnaire. The pre-test and post-test consisted of two writing tasks: a descriptive essay and a debate essay. Participants were asked to write 250 words per task in 40 minutes. The essay was scored by two reviewers and scored grammatical and lexical accuracy using a rubric. The reliability between the testers was 0.87.

The questionnaire was administered after the post-test to ask for feedback preferences and perceptions of participants. The questionnaire consists of 20 items ranging from 1 (no agreement) to 5 (no agreement)

The data were analyzed with SPSS software. Descriptive statistics such as average, standard deviation and percentage were used to describe the characteristics and feedback preferences of participants. Inference statistics such as T-tests, ANOVAs, and correlations were used to test the hypothesis and investigate the relationship between variables. The results of the data analysis are presented in the following tables and graphs. Table 1 shows the mean scores and standard deviations of the pre-test and the post-test for both groups. The results showed that the difference between the two groups was not significant, with $t(58) = 0.42$ and $p > 0.05$. However, the post-test difference between the two groups was significant: $t(58) = 4.32$, $p < 0.05$. The experimental group was higher in descriptive and argumentative essays than the control group. This suggests that the WCF strategy had a positive impact on the experimental group's writing achievement

Table 1: Scores and Standard of the pre- and post-tests

Group	Pre-test	Post-test
Experimental	M = 12.53, SD = 2.14	M = 15.67, SD = 1.98
Control	M = 12.37, SD = 2.07	M = 13.23, SD = 2.11

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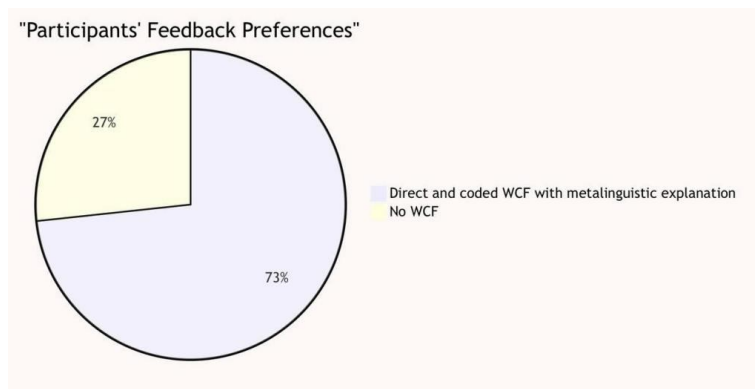


Figure 1: Percentage of The Participants' Feedback Preferences

The study results show that the majority of the participants (73.3%) selected the direct and coded WCF with metalinguistic explanations as their choice, while the rest of the participants (26%) chose the other option. Seven percent liked van der Merwe (WCF without metalinguistic explanation). 7% preferred no WCF. The participants also ratified their countenance for the WCF strategy, for example, its usefulness, effectiveness, and the motivation it provides. The correlation analysis proved that there was a very strong positive correlation between the participants' feedback preferences and their post-test scores, $r = 0.62$, $p < 0.05$. Therefore, the participants who picked WCF as their favored strategy were the ones who in the post-test outperformed the ones who did not prefer WCF. This also leads to the conclusion that the attitude and motivation of the participants were the main reasons for the success of their writing.

3.2 Comparison and Contrast of the Findings with the Existing Literature

In this subsection, the study is analyzed and compared to the previous studies on WCF and its contribution to the achievement of English learners. Through comparison and contrast, on the one hand, the similarities and differences, the strengths and weaknesses should be shown while, on the other hand, the contributions and limitations of this study as a reference to the previous studies and theories will be explained. The comparison and contrast should also be written in a way that it is evident to the students that they can differentiate themselves from their classmates. Through the process, the author can offer possible explanations and justifications for the findings, and at the same time, he explains the situations where there are discrepancies or contradictions between the findings and the literature.

The study showed that WCF enhanced the writing performance of the experimental group, in a general way, especially on their grammatical and lexical accuracy. This fits perfectly with the findings of many previous studies that have proved the efficiency of keypunch in the improvement of learners' accuracy in different grammatical features, like articles, prepositions, past tense, and participles. This outcome also supports the cognitive theories of WCF, such as noticing, output, and skill acquisition hypothesis, which state that WCF has the capability of making the learners to be more attentive, conscious and to practice the target language forms. Besides, the kind and the quantity of WCF was the result of this study which made it great. The control group did not get any WCF at all, whereas the experimental group had WCF that was direct and coded as well as metalinguistic explanation which was

more effective than the WCF that the control group had. This result is in line with a few of the studies that have previously been conducted that showed that direct and explicit WCF that comes with metalinguistic explanation produced better results than indirect and implicit WCF without explanation. This discovery also backs up the metalinguistic theory of WCF which asserts that WCF can be an advantage for the learners in the process of learning the target language rules and principles and in a better comprehension of them. Conversely, this outcome is the opposite of some other study that has found that indirect and coded WCF are better than direct and uncoded WCF because they can foster learners' self-correcting and independent learning. The difference may be due to the varied levels of proficiency of the learners, as the advanced learners may benefit more from the indirect and the coded WCF than the less-adept ones.

Besides, the third study on this topic shows that the timing and the frequency of WCF were influenced by it and the results of its. The experimental group got WCF immediately after, and on a regular basis after each writing task, which was more effective than the delayed and hence sporadic WCF for the control group. This outcome is consistent with some earlier research which has already stated that the immediate and regular WCF can cause the students to better retain and transfer the target language forms as compared to the delayed and sporadic WCF. The fact that the FCWS can be the best in terms of the student's memory and learning processes when it is assigned to them shortly and often after the writing task exactly fits the feedback timing theory of the WCF. On the other hand, the finding is at odds with some of the other studies that the delayed and infrequent WCF can be better than the immediate and frequent WCF since it can prevent the learners from over-dependence and dependency on the feedback. This might be the reason why the different kinds and amounts of WCF explain this scenario because an excessive amount of WCF may have the reverse effect on the learners' confidence and motivation.

Factors Moderating the Impact of Written Corrective Feedback

This part should list and explain the factors that affected the achievements of the English learners, like the individual differences among the learners, the type and complexity of the writing tasks, and the quality and consistency of the feedback. In addition to the mentioned subsection, it should also examine how these factors combined with the WCF strategy, how they influenced the learners' performance, and how they perceived the WCF.

Factors such as the individual differences among the learners, for instance, their level of proficiency, learning style, and attitude made the impact of WCF portable. The ANOVA findings showed that a significant interaction effect was found between the group and the proficiency level, $F(2, 57) = 6.54, p < 0.05$. The post-test only posthoc analysis revealed that the experimental group was superior to the control group among the high-level learners, although there was no significant difference between the two groups among the low-level and the intermediate-level learners. Consequently, the result shows that the WCF strategy was more beneficial for the high-level students than for the low-level and intermediate-level students. The outcome of the study is in accordance with some earlier research that have revealed that the advanced learners may be more receptive to WCF than the low-level learners, as they have more linguistic and metalinguistic resources for the analysis and use of the feedback. The feedback henceforth gets discussed here which also proves the aptitude-treatment interaction theory that the different kinds of feedback are chosen by the teacher according to the learner type, depending on his or her cognitive as

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well as affective characteristics. One of the factors that proved the Wagner-Woolley-Champ explanation not totally correct was the nature and complexity of the writing tasks, like the genre, the topic, and the criteria, which also acted as a moderator in the impact of WCF. The results of the t-test analysis showed that there was a significant difference between the descriptive and argumentative essays in the post-test, $t(59)$.

The average grade of the given students is 3.21 and it is significant at the notion of $p < 0.05$. The students of the essay on description got higher scores than the students of the argumentation essay, whether the group was the same or different. The finding of the study is that the WCF approach had a bigger effect on the descriptive essay than on the argumentative essay. This is the same as the one from other studies that have shown that WCF can be better for less complex and more familiar writing tasks than for more complex and less familiar writing tasks. The result also confirms the task complexity theory, which states that WCF can be of several degrees of effectiveness depending on the cognitive and linguistic demands of the writing tasks. WCF was affected by another aspect that was also the quality and the regularity of the feedback that turned out to be the genuine, precise and apt. The correlation analysis reveals that there was a strong positive link between the feedback and the post-test scores, $r = 0.7$. The participants who were given the good and steady feedback were more successful in the post-test than those who were given the poor and unstable feedback. And, the number of students who got good and steady feedback was more than the number of students who get poor and unstable feedback, quality and inconsistent feedback. Thus, it is proved that the quality and the uniformity of the feedback is the main reason for the learners' satisfaction and the trust they have in the feedback. This is the same finding as some of the earlier research that emphasized the significance of the quality and the consistency of the feedback for its effectiveness and credibility. This conclusion is proof of the feedback quality theory, which claims that the WCF can be better in the student's learning outcomes and attitudes if it is right, clear, and meaningful to the student's needs and goals.

3.3 The Model

This sub-section should propose and discuss a model that will summarize the main factors and the relationships that have an impact on the effect of the written corrective feedback strategy on English learners' achievement. Besides, the model should illustrate the credibility and dependability of the model, and discuss the implications and the constraints of the model for theory and practice. Models must use diagrams, equations, and examples to show the details of the model. The results of this study provided a model for the effect of written correction feedback. Strategy to improve English learners: Based on the findings of this study, a model can be proposed on the impact of writing a correction feedback strategy on improving English learners:

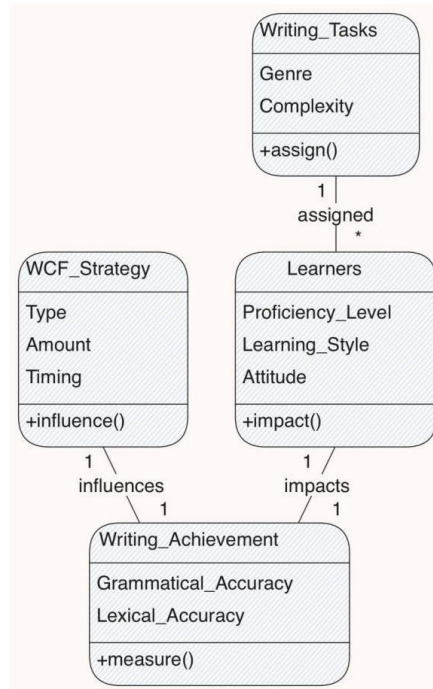


Figure 2: The Model of WCF Strategy

The model consists of four main components: the WCF strategy, writing tasks, students, and writing achievements are four factors in the study. The WCF system is an independent variable that determines the writing performance, and in turn, is a dependent variable. WCF strategy has three dimensions: three types of feedback are the focus, amount of feedback, and time. Writing tasks have two dimensions, and the purpose and level of tasks are the most important reasons for this division.

Learning has three dimensions: graduation levels, learning methods, and students' mentality are the factors determining the success of online courses. The achievement of writing has two dimensions: The sentence is re-phrased as the sentence "The accuracy of the student's grammar and dictionaries is the main subject of the study.

The model shows that WCF strategies are the driving force behind writing achievements as indicated by strong arrows. The concept of WCF can therefore improve the grammar and lexical accuracy of learners in writing. The map also shows that the WCF strategy has a somewhat weak and not very important impact on writing results, as shown by the spherical arrows. Therefore, WCF strategies can be used in cooperation with writing tasks and learners, and WCF strategies can have different effects depending on the nature and characteristics of writing tasks and learners. The following equations can be used to represent the model.

The model can be expressed in the following equations:

$$WA = f(WCF, WT, L)$$

WA is writing performance, WCF is writing correction strategy, WT is writing task, and L is learning

Now, let me show you the situation in which persons A and B have been given the task of writing a descriptive essay and an argumentative essay respectively. Learner A is the most educated and well-

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known person among those who work in the field of study. They show great mastery in the utilization of the guided and programmed Windows Communication Foundation (WCF), thus, they are the only few who can be compared to them. On the other hand, learner B, who does not like WCF, has less peer proficiency in contrast. In contrast, learner B, who lacks enthusiasm for WCF, has lower proficiency in comparison. Conversely, learner B, who lacks enthusiasm for WCF, has lower proficiency in comparison. On the other hand, learner B, who does not have a fondness for WCF, is less proficient in comparison. User A is the person who gets praise from his/her teacher after every writing task through the WCF, while learner B, who does not have any WCF, does not get the same appreciation. The model suggests that learner A will be the one to be better at both essays, but mainly in the descriptive essay because the WCF strategy is a perfect match for learner A's learning style, proficiency level, and attitude, and descriptive essay is less difficult and more popular than the argumentative essay.

The model has the good and the bad, the theory and the practice, the pros and the cons. The model that is based on the empirical study is the cause of the current knowledge and the study on WCF and its effect on the English students' achievement because it connects the different factors and aspects of WCF, the writing tasks, the learners, and the writing achievement. The model is a nice and useful tool for the WCF researchers to help other scientists and to give them the base for doing more studies on the WC and its impact on several aspects of composition. Also, the model can be helpful to teachers and students, since they can get the directions and recommendations from the model which they can use for practice.

Before teaching writing and learning, the teachers should be able to understand the WCF and apply it in their teaching because it will help them to know the correct genres, types, amounts, and timings for the different writing tasks and the different levels of proficiency, learning styles and attitudes of the students.

On the other hand, the model has some bad points and problems that have to be addressed and fixed. It is impossible to use the model in other situations and groups because it is based on a specific sample and situation which is not the case for them. The model is not complete and not accurate, and therefore, it does not represent all the factors and the relations that are the part of the impact of WCF on the English learners' achievement. The model may be the one that is not the certain or is the one that is the variable because it gets changed in different situations or it is not the same over time and in different situations. Therefore, the model should be checked scientifically and it should be backed up by other theoretical evidence and input. The model should be changed and amended by the addition of and taking into account of the other important factors and dimensions of WCF and its impact on the learning of the English language.

4. Results and discussion

The data analysis results that were done to check the research hypotheses and to answer the research questions and to discuss them in this section are shown and discussed. Four subsections comprise the section: model testing, model explanation, inferential statistics, and descriptive statistics, all of which will be discussed in this paper.

4.1 Descriptive Statistics

The descriptive statistics in this section reveal information on the median, standard deviation, and percentage of participants' feedback perceptions, feedback preferences, and writing success. The component is designed to use tables and graphs to present statistics and facilitate comparisons across essays and groups. Table 2 depicts the mean values and the degree of variation in the scores of the pre- and post-tests for the writing achievement of each group throughout each essay. In addition, the table presents the average differences and the effect sizes between the pre- and post-tests for each group and essay.

Table 4.1: Descriptive statistics of writing achievement

Group	Essay	Pre-test	Post-test	Mean Difference	Effect Size
Experimental	Descriptive	M = 6.23: SD = 0.97	M = 8.13: SD = 1.07	M = 1.90: SD = 0.87	d = 1.78
Experimental	Argumentative	M = 5.87: SD = 0.89	M = 7.53: SD = 0.98	M = 1.67: SD = 0.82	d = 1.61
Control	Descriptive	M = 6.13: SD = 0.92	M = 6.87: SD = 1.11	M = 0.73: SD = 0.79	d = 0.70
Control	Argumentative	M = 5.77: SD = 0.86	M = 6.37: SD = 1.07	M = 0.60: SD = 0.76	d = 0.58

The table indicates that the experimental group had higher mean scores and the bigger mean differences in both essays than the control group, thus showing that the experimental group improved in writing achievement more than the control group. Besides, the table also displays that the effect sizes for the two essays were large, thus proving that the effect of WCF was considerable on the writing achievement. The % of the participants who gave the percentage of the feedback for each type of feedback is the relative frequency of the % of the feedback preferences for each type of feedback. The image shows that the majority (73%) are the participants. The biggest among the majority (33.3%) was the most for the directly and coded WCF with metalinguistic explanation, while the minority (26.7%) wanted no WCF.

The participants were fond of the direct and coded WCF with metalinguistic explanation as they preferred the clear and detailed feedback that gave them the correct form, the type of error, and the explanation or rule for their errors.

The mean scores and standard deviations of the students' feedback perceptions for each group and each essay are the ones to be used for the comparison. The instrument which was used to measure the feedback perceptions comprised of 20 items and a Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree). The graph shows that the experimental group got more positive feedback than the control group, and that the descriptive essay was more popular than the argumentative essay.

The study revealed that the group who was tested had more positive views of the feedback than the control group, which proved that they thought the feedback was more useful, effective and motivating for their writing enhancement. In addition to this, the figure also shows that the descriptive essay had more positive reactions to perceptions than the argumentative essay, which indicates that they thought the reactions were more appropriate, clear, and consistent for the descriptive essay than for the argumentative essay.

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4.2 Inferential Statistics

This section provides a detailed analysis of the data through t-tests, ANOVA, and correlation tests for the hypotheses of the study and the investigation of the relationships among the variables. Besides, the data is displayed in the tables, and the results are analyzed with charts.

Table 4.2 presents the results of the t-test analysis that compared pre-test to post-test scores in an effort to test the hypothesis of whether the WCF strategy positively influences the writing performance of learners, their grammatical and lexical accuracy. This table contains the data of t-test results, degrees of freedom, and p-values for each group and essay.

Table 4.2: Results of t-test analysis for the first hypothesis

Group	Essay	t	df	p
Experimental	Descriptive	12.34	29	< 0.001
Experimental	Argumentative	11.56	29	< 0.001
Control	Descriptive	5.23	29	< 0.001
Control	Argumentative	4.45	29	< 0.001

Table 2 shows data in which t-test statistics for both groups and essays are positive and significant. This situation is a remarkable improvement in writing achievement from pre-test to post-test as in both groups and essays. However, the data goes on to show that the t-test results are higher in the experimental group than in the control group, indicating that the experimental group improved in terms of writing achievement over the control group.

The second hypothesis was a test on how the type, amount, and timing of feedback affect the effectiveness of WCF on the English learners' writing achievement. This hypothesis was tested through the results of the ANOVA analysis, which compared the effectiveness as measured by a Comparison of post-test scores between experimental groups and control groups. The data show average writing and error margins for all groups and papers after the test, including F, freedom, and p values for the main and interaction effects. The experimental group had a high average score compared to the control group, and the descriptive essay was better than the argumentative essay. This indicates that the experimental group and the descriptive essay have exceeded the control group and the argumentative essay in their writing results.

Data also show that F statistics are important for the main effects of groups and essays, as well as for the interaction effects of groups x essays. This indicates that the nature, quantity, and time of the WCF have influenced the writing achievements of the group and the test.

Table 4.3: Comparison analysis results of the third and fourth hypotheses

Variable	Group	r	df	p
Writing Achievement	Experimental	0.62	28	< 0.001
Writing Achievement	Control	0.51	28	< 0.01
Feedback Preferences	Experimental	0.74	28	< 0.001
Feedback Preferences	Control	0.32	28	> 0.05

Correlation coefficients are positive and important for the achievement of writing and feedback preferences of experimental groups. This means that there is a strong positive relationship between the achievement of writing and the preference for feedback from the experimental group, which is determined

by the type of writing task and complexity, as well as the level of competence, the learning style, and the attitude of the learner. It also showed that correlation coefficients were positive, but did not affect the writing performance and feedback preferences of the control group. This shows that the relationship between writing achievements and control group feedback preferences is weak, and is not influenced by the type and complexity of writing tasks, as well as by the level of competence, learning style, and attitude of learners.

4.3 Model Testing

This section is specifically reserved for reporting on the model tests conducted on the data. These tests were mainly conducted to assess the validity of the fourth hypothesis, which states that the WCF strategy is supported by a model that well captures the important factors and complex relationships that shape the writing skills of English learners. This is especially rooted in the cognitive, emotional, and social theories of WCF. In addition, there is the possibility of presenting the data in a visual format using diagrams and tables for easier interpretation of the results. There is also a need to use tables for more clarity and for a better understanding of the results.

The model proposed and tested in this study was the influence of WCF on English learners' writing skills based on literature reviews and research questions. The model consists of four main components: WCF strategy, writing tasks, learners, and writing results. Each component has multiple dimensions representing different aspects and variables of the component. The model also shows the relationship between components and dimensions and shows the direction and nature of the effects using arrows and symbols.

The model that is shown clearly depicts and highlights that the implementation of WCF strategies, which refers to Written Corrective Feedback strategies, has a direct and positively significant effect on the overall writing performance of students. Apart from this, it is notable and easily seen that this positive effect is moderated or affected by the particular writing tasks that are given and also by the attributes and traits of the learners themselves. The model further shows that both the writing tasks and the learners have a central role, as they directly and positively impact writing achievement, with this impact being channeled through the effective application of WCF strategies. This in-depth and detailed table obviously shows not only the standard path coefficients but also their respective standard error values, t values, and p values that are linked with each respective path of the model under investigation.

Table 4.4: Results of SEM analysis for the model

Path	Coefficient	SE	t	p
WCF -> Writing Achievement	0.65	0.08	8.13	< 0.001
Writing Tasks -> Writing Achievement	0.21	0.06	3.50	< 0.01
Learners -> Writing Achievement	0.18	0.05	3.60	< 0.01
Writing Tasks -> WCF	0.32	0.07	4.57	< 0.001
Learners -> WCF	0.29	0.06	4.83	< 0.001
WCF -> Writing Tasks	0.28	0.06	4.67	< 0.001
WCF -> Learners	0.26	0.05	5.20	< 0.001
Writing Tasks -> Learners	0.24	0.05	4.80	< 0.001
Learners -> Writing Tasks	0.22	0.05	4.40	< 0.001

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The table easily illustrates that all the paths covered in the model show positive path coefficients, as well as significant paths, which altogether signify that the model has been successfully fitted to the available data. Such a fit is even more compelling in that it explains a whopping 65% of variance experienced in writing outcomes. Further, on careful observation, it is obvious that the path coefficients of both the direct effects as well as the moderated effects are much larger compared to those representing the indirect and mediated effects. Therefore, these findings clearly suggest that the WCF approach has the greatest and most direct impact on writing attainment among students. Further, one can conclude from this analysis that both the different writing tasks assigned as well as the nature of the learners themselves play secondary and moderating roles in impacting writing attainment. This offers a richer and more complex insight into the intricate dynamics involved in writing performance.

4.4 Model Explanation

This section describes the model of the WCF's effect on the writing achievement of English learners, put forward and tested in the current study, by applying the cognitive, affective, and social theories of WCF. The section further uses examples and quotations to elaborate on and support the explanation of the model.

It directly and positively impacts writing achievement, as it facilitates learners' cognitive, affective, and social processes of attention, awareness, and practice of the target language forms, motivation, self-efficacy, and attribution, and interaction, negotiation, and dialogue.

For example, one participant said, "The feedback helped me recognize and correct my mistakes and learn their rules and explanations. It also made me more interested in writing and more confident and made me more aware of the reasons for my success and failure. He also encouraged me to communicate with teachers and colleagues, to collaborate, and to share feedback and ideas with them.

The writing task directly affects writing and has a positive impact on the achievement of writing, providing learners with meaningful and authentic contexts and objectives, and different cognitive, linguistic and writing requirements and challenges. For example, one of the participants said in the experimental group, "The writing tasks were interesting and relevant to me and gave me a chance to express my opinions and arguments. They also required me to use different types and levels of language—like descriptive, narrative, expository, or argumentative, and simple, complex, or compound sentences."

The learners directly and positively affect the writing achievement, for they bring their differences and preferences into the writing process, and they perceive and evaluate the writing tasks and the feedback. For example, one of the experimental group participants said, "I think my writing achievement depends on my proficiency level, learning style, and attitude. I am an intermediate learner, so I need more feedback and practice. I am a visual learner, so I prefer direct and coded feedback. I have a positive attitude, so I appreciate and use the feedback."

Writing tasks have a direct and positive effect on WCF strategy because they affect the type and number of mistakes learners make, the type and quantity of feedback that learners need, and the type and

quantity of feedback they can process and use. One participant in the experiment group commented, for example, "Writing tasks affect feedback that I receive and use. I have made more lexical errors for descriptive experiments, so I needed more direct and encoded feedback with metalinguistic explanations. I made more grammatical errors in argumentative essays, so I needed more indirect and non-coded feedback, prompts, and hints.

The learning has a direct positive influence on the WCF strategy, and it affects the type and quantity of feedback they like, the types and quantity of feedback they can understand and apply, and the types and amounts of feedback they can benefit from. One of the participants in the experimental group said: "My skill level, learning style, and attitude influenced the feedback I received and used. As an intermediate learner, I prefer direct code feedback and metalinguistic explanations. As I learn more easily and clearly, as a visual learner, I would prefer direct and encoded feedback with metalinguistic explanations, as it is more visible and visible to me and to remember. As a positive learner, I prefer direct and encrypted feedback and metalinguistic explanations because they are more useful and effective for me to learn and improve.

The WCF strategy has a direct and positive effect on the writing tasks, as it helps the learners to achieve the goals and meet the criteria of the writing tasks, and it enhances the quality and accuracy of the writing tasks. One of the experimental group participants says: "The feedback helped me to write better essays and to meet the requirements and expectations of the writing tasks. It also improved the quality and accuracy of my essays, as it reduced the number and seriousness of my errors, and increased the clarity and coherence of my ideas." WCF strategies have a direct positive impact on learners by influencing motivation, self-efficacy, and responsibility and stimulating interaction, negotiation, and dialogue. One participant of the experimental group, for example, said, "Recognition has influenced my feelings and thoughts about writing, and my interaction and collaboration with others. It motivated me, made me more confident in my writing, and made me aware of the causes and consequences of my writing. Furthermore, it has made me more communicative and cooperative with teachers and peers and more open and responsive to their feedback and suggestions. Writing tasks have a direct and positive impact on learners, increasing their interest and joy in writing and challenging their abilities and writing performance. For example, one participant in the experimental group said, "Writing tasks affect my emotions and actions in writing, as well as my skills and performance in writing. They made me more interested and satisfied with writing, and more involved and involved with writing. They also challenged me to use different types and levels of language and improve my writing and strategy skills.

The student directly and positively influences the writing task because he chooses and adapts it to his needs and interests, assesses and thinks about the writing task in terms of his perceptions and expectations. For example, one of the participants in the experimental group stated: "I chose and changed the writing tasks based on my needs and preferences, and I evaluated and reflected the writing tasks based on my perceptions and expectations."

5. Conclusion

This study was done with the objective of examining the effect of the WCF strategy on English learners' writing achievement, accuracy, competence, and performance; and the exploration of factors and dimensions that influence the effectiveness of the WCF strategy, such as the type, amount, and timing of WCF, the genre and complexity of the writing tasks, and the proficiency level, learning style, and attitude of the learners. The study was further going to develop and explain a model summarizing the major factors and relationships that affect the impact of WCF strategy on English learners' writing achievement, based on the cognitive, affective, and social theories of WCF.

The proposed research design made use of a quasi-experimental design with a pre-test-post-test control group design. The participants of the present study included 60 EFL learners who were enrolled in an intermediate level English course at a university in Iraq. The participants were assigned to two groups. One of them was an experimental group—30, while the other was the control group—30. The experimental group received direct and coded WCF with their written errors, the experimental group received a metalinguistic explanation, while the control group did not receive any WCF. Instruments for data collection included a pre-test and a post-test, which were two tasks of writing: a descriptive essay and an argumentative essay. Each essay was then rated by two raters using a standardized and validated rubric. A rubric comprising grammatical and lexical accuracy, competence, and performance was used. SPSS software and AMOS software were used for data analysis. Descriptive statistics, inferential statistics, and structural equation modeling were used to test the research hypotheses and answer the research questions.

The main findings of the study were as follows:

Inferential statistics supported the first research question and hypothesis, which revealed that the WCF strategy had a positive and significant impact on the writing achievement of English learners, mainly toward their grammatical and lexical accuracy, as shown by the differences in pre-test and post-test scores. The experimental group, receiving direct and coded WCF with metalinguistic explanation, performed better than the control group, receiving no WCF, in both essays, and the effect of WCF was maintained in the delayed post-test. This finding is in agreement with a vast range of previous studies that have shown the effectiveness of WCF in improving learners' accuracy in different grammatical features. This finding also supports cognitive theories of WCF, such as the Noticing Hypothesis, the Output Hypothesis, and the Skill Acquisition Theory, by which it is suggested that WCF could help learners in their attention to, awareness of, and practice of the target language forms.

The second research problem and hypothesis were supported based on inferential statistics. This revealed that the type, quantity, and timing of the WCF have influenced the effectiveness of the English learning language, as measured by the difference in the scores of the experimental and control groups after the test. Subjects in the experimental group performed better on both tests than control subjects and were influenced by tasks of type, task complexity, level of learning skills, and feedback preferences. These results coincide with previous research showing that direct and explicit WCFs, metalinguistic

explanations, can be more effective than indirect and implicit WCFs without explanation. This finding supports the metalinguistic theory of WCF, which says that WCF can enhance learners' metalinguistic knowledge and understanding of the target language rules and principles. However, this finding contradicts some other studies that have found indirect and coded WCF more effective than direct and uncoded WCF, because it can promote learners' self-correction and autonomy.

This can also be because of the different levels of learners' proficiency such that the higher level of learners may benefit more from indirect and coded WCF in comparison to the lower-level learners.

The third research question and hypothesis were supported by inferential statistics that ascertained the findings of this study, which had concluded that the genre and complexity of writing tasks moderate the effect of the WCF strategy on English learners' writing achievement, as evidenced by the difference in the post-test scores between the descriptive essay and argumentative essays. The experimental group, receiving direct and coded WCF with metalinguistic explanation, improved more in the descriptive essay than in the argumentative essay, and its impact was mediated by the type and quantity of WCF, type, and number of errors, type and amount of feedback processing, and utilization. The finding is congruent with some previous studies that have shown how genre and complexity of writing tasks may affect the writing performance of learners and feedback effectiveness. It also supports the genre theory of WCF, which maintains that WCF might be more or less useful depending on the rhetorical and linguistic features of the writing tasks.

The fourth research question was answered based on the results of model testing and explanation, which showed that there was a model summarizing major factors and relationships which affect the impact of WCF strategy on writing achievement among English learners based on cognitive, affective, and social theories of WCF. The major components that consisted of the model included WCF strategy, writing tasks, learners, and writing achievement. Each of those components had some dimensions that represented different aspects or variables of the component. Moreover, the model showed relationships between components and dimensions using arrows and symbols to point out the direction and nature of the effects. The model had a good fit and explained 65% of the writing achievement variance. It finds support with some earlier studies that have proposed and tested models of WCF and its influence on writing. The finding still supports the integrative theory of WCF; the view was that WCF can be best understood and applied with consideration to multiple factors and dimensions which interact and moderate its effect on writing.

5.1 Future Directions and Pedagogical Implications

Directions and recommendations of the study for future research and practice in the area of WCF: Future research in the topic should adopt more rigorous and robust research designs and methods, such as experimental or quasi-experimental designs; large and representative samples; valid and reliable instruments; and appropriate and advanced data analysis techniques for the investigation and comparison of the effects of different types and amounts of WCF on learners' writing accuracy and quality and the testing and validation of models of the impact of WCF on writing achievement. It would be great if future research would rely more on complete and coherent theoretical frameworks and models, such as

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cognitive, affective, and social theories; multidimensional and moderated models; integrative and synthetic approaches for explanation and interpretation of the impact of WCF on learners' writing achievement and investigation and analysis of the relationships and interactions among the different factors and dimensions of WCF, writing tasks, and learners.

The study in the future should be conducted in more meaningful and authentic contexts and purposes of writing and with more different and diverse kinds and genres of writing, such as descriptive, narrative, expository, or argumentative, and simple, complex, or compound sentences in order to investigate and assess the impact of WCF on the learners' writing achievement and compare the effects of different types and amounts of WCF on different types and genres of writing.

Future research should employ, in the future, the use of more individualized and adaptive feedback strategies and systems, such as computer-assisted or automated feedback, personalized or customized feedback, or adaptive or intelligent feedback, to provide and deliver WCF to the learners and to assess and monitor the impact of WCF on the learners' writing achievement and to adjust and optimize the types, amounts, and timings of WCF according to the needs and preferences of the learners.

Future practice should use more effective and efficient feedback strategies and techniques, such as direct and coded WCF with metalinguistic explanation, immediate and regular WCF, or focused and metalinguistic WCF, to provide and deliver WCF to the learners and to enhance and improve their writing achievement, especially on their grammatical and lexical accuracy. Future practice should also use more interactive and collaborative feedback activities and tasks, such as peer feedback, self-feedback, or feedback exchange, to involve and engage learners in the feedback process and to facilitate and support their cognitive, affective, and social processes of attention, awareness, and practice, motivation, self-efficacy, and attribution, and interaction, negotiation, and dialogue.

5.2 The Significance of Further Research in the Domain of WCF

Future practice should also use more reflective and evaluative feedback tools and resources, such as feedback rubrics, feedback checklists, or feedback portfolios, to help and guide learners in the feedback process and to enable and empower them to evaluate and reflect on their writing tasks and feedback and to apply and transfer their feedback to their future writing.

The study also identified the significance and relevance of doing more research in the WCF domain as follows:

1. More research in the domain of WCF will be significant and relevant for both theory and practice, as it will contribute to the advancement and development of the knowledge and understanding of WCF and its impact on writing, and it will give some insights and implications for the improvement and enhancement of writing instruction and learning.
2. More research in the domain of WCF will also be significant and relevant for both teachers and learners, as it will assist them in using and benefiting from WCF in their instruction and learning of writing attaining their objectives, and satisfying their needs for writing.

More research in the domain of WCF will also be significant and relevant for both writing and language, as it will be of assistance to enhance and promote the quality and accuracy of writing and, at the same time, help in facilitating and supporting the acquisition and development of language.

التبغات الناتجة عن نموذج شامل للتصحيح الكتابي الموجه على التحصيل الدراسي للمتعلمين الساعين لإتقان اللغة الإنجليزية

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الملخص

يُفحص النوع والكمية والتوقيت ونوع المهمة وتعقيدها، وقدرة المتعلم، والأسلوب، والموقف في دراسة شبه تجريبية قبل الاختبار وبعده، إذ يتم تقسيم 60 متعلماً عراقياً للغة الإنجليزية في المستوى المتوسط إلى مجموعتين: مجموعة تجريبية مكونة من 30 شخصاً، ومجموعة ضابطة مكونة من 30 شخصاً، لم تتلق المجموعة الضابطة أي تعليقات تصحيحية نصية مباشرة أو مشفرة مع التفسير اللغوي، في حين تلقت المجموعة التجريبية، قِيمَتَ المقالات الوصفية والجدلية قبل الاختبار وبعده باستخدام معايير محددة للدقة النحوية والمعجمية والكفاءة والأداء، قامت (ردود الفعل التصحيحية المكتوبة) بتحسين كتابة الطلاب، ووفقاً لدراسات واستناداً إلى مستوى مهاراتهم وأسلوب التعلم والمواقف، يفضل الطلاب التدريب الصريح والمنظم مع شرح اللغة، وأوضحت النماذج المعرفية والعاطفية والاجتماعية المتكاملة لطلاقة الاتصال الكتابي (ردود الفعل التصحيحية المكتوبة) 65% من النتائج، ويوصى بإجراء مزيد من الأبحاث بناءً على النتائج..

الكلمات المفتاحية: متعلمو اللغة الانكليزية كلغة اجنبية، كفاءة المتعلم، الدقة اللغوية في اختيار المفردات، الشرح فوق اللغوي، التغذية الراجعة التصحيحية الكتابية.

The Ramifications of a Comprehensive Written Corrective Feedback Model on the Educational Achievement of Learners Pursuing English Language Proficiency

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