



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y

TECNOLOGÍAS

CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

TITLE OF THE RESEARCH WORK:

“The Impact of Written Corrective Feedback on the Development of Academic Writing Skills
in EFL University Students”

Work Present as a Requirement for obtaining the bachelor’s degree as
Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros

Author:

Espinoza Alulema Ashley Veronica

Thesis Tutor:

Mgs. Armijos Monar Jacqueline Guadalupe

Riobamba, Ecuador, 2026

AUTHORSHIP DECLARATION

I, **Ashley Veronica Espinoza Alulema**, with ID number **0605410398**, author of the research work titled: **“The Impact of Written Corrective Feedback on the Development of Academic Writing Skills in EFL University Students”**, certify that the production of ideas, opinions, criteria, content, and conclusions exposed is my responsibility.

As well, I assign to the National University of Chimborazo, on a non-exclusive basis, the rights for its use, public communication, distribution, disclosure, and total or partial reproduction, by physical or digital means. Based on this assignment, it is understandable that the assignee will not be able to obtain economic benefits. The possible claim of third parties relates to the copyright of the refereed work will be my entire responsibility, discharging the National University of Chimborazo from possible obligations.

Riobamba, June 5th, 2026.



Ashley Veronica Espinoza Alulema

I.D: 0605410398

FAVORABLE VEREDICT OF ACADEMIC TUTOR

I, Jacqueline Guadalupe Armijos Monar, professor assigned to the “Facultad de Ciencias de la Educación Humanas y Tecnologías”, hereby certify that I have counselled and reviewed the development of the research work titled “*THE IMPACT OF WRITTEN CORRECTIVE FEEDBACK ON THE DEVELOPMENT OF ACADEMIC WRITING SKILLS IN EFL UNIVERSITY STUDENTS*”, authored by Ashley Veronica Espinoza Alulema. Therefore, authorization is granted to procedures with the legal procedures for its defense.

This is all I must, in good faith, in Riobamba, June 24th, 2026.



Validar únicamente en FirmaEC.
Firmado electrónicamente por:
**JACQUELINE
GUADALUPE ARMIJOS
MONAR**

Mgs. Jacqueline Guadalupe Armijos Monar

I.D: 0201712858

COMMITTEE MEMBERS CERTIFICATE

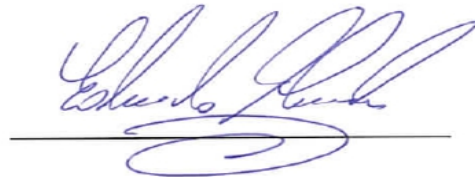
We, the undersigned professors appointed as members of the Degree Tribunal for the evaluation of the research work **“The Impact of Written Corrective Feedback on the Development of Academic Writing Skills in EFL University Students”** presented by Ashley Veronica Espinoza Alulema, with ID number 0605410398, under the supervision of Mgs. Jacqueline Guadalupe Armijos Monar, we certify and recommend the APPROVAL of this work for degree purposes. The research work has been previously evaluated and the author’s presentation has been heard; we have no further comments.

In accordance with applicable regulations, we sign in Riobamba on July 13th, 2026.

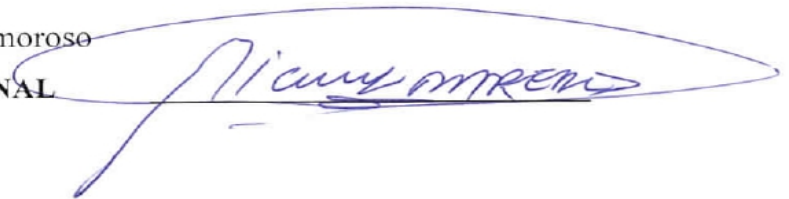
PhD. César Augusto Narváez Vilema
DEGREE TRIBUNAL PRESIDENT



Mgs. Edgar Eduardo Heredia Arboleda
MEMBER OF THE DEGREE TRIBUNAL



Mgs. Miguel Fernando Paredes Amoroso
MEMBER OF THE DEGREE TRIBUNAL





CERTIFICACIÓN

Que, **Espinoza Alulema Ashley Veronica** con CC: **0605410398**, estudiante de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación, Humanas y Tecnologías; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"The Impact of Written Corrective Feedback on the Development of Academic Writing Skills in EFL University Students"**, cumple con el **9 %**, de acuerdo al reporte del sistema Anti plagio **COMPILATIO**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 02 de julio de 2026



Validar únicamente en FirmaEC.
Firmado electrónicamente por:
**JACQUELINE
GUADALUPE ARMIJOS
MONAR**

Lic. Jacqueline Armijos
TUTOR(A)

DEDICATION

To my parents, Verónica and Cristian whose unrelenting love, small sacrifices, and faith in the ability of education have provided the foundation upon which every page of this work was written. Your words have steered me through every moment of uncertainty, and your example has shown me that the greatest kind of perseverance is really tenacity.

To my brother Bradley, whose humor, friendship, and limitless support have helped me to bear the weight of this journey more lightly. Thank you for never failing to remind me of what really counts.

To Kelsey, Zoilita, and God, whose guidance, fortitude, and innumerable blessings have led me throughout this academic process. Their love, confidence, and inspiration from heaven have provided me with the grit to overcome obstacles and follow my dreams with dedication and appreciation.

To Violeta, as well as for your warmth, patience, and light in every ordinary day. This success belongs to you just as much as it does to me.

With love and gratitude,
Ashley Veronica Espinoza Alulema

ACKNOWLEDGMENTS

Without the kind help of several people to whom I am deeply grateful, this research project could not have been finished.

Above all, I extend my honest and deep gratitude to the National University of Chimborazo (UNACH) for providing the academic context, institutional tools, and intellectual community where this study was developed and carried out. The Faculty of Educational Sciences, Human and Technologies, and the Pedagogy of National and Foreign Languages Major have provided not only the official framework of my professional training but also the intellectual values that have shaped me as a researcher and future teacher.

I am especially grateful to my academic advisor, Mgs. Armijos Monar Jacqueline Guadalupe, whose expert rigor, experienced advice, and patient mentoring throughout the research process have been priceless. Her insights, criticism, and encouragement to pursue greater theoretical depth transformed this research in ways I could not have done on my own. Having worked under her guidance was a privilege.

My deepest thanks are owed to the five student participants who freely provided their time, their written work, and honest thoughts to this research deserve my sincere appreciation. Their engagement in the feedback process and sharing their experiences of academic writing improvement constitute the heart of this study. Their participation and trust enable this study to exist.

I would also want to thank my fellow colleagues in the Pedagogy of National and Foreign Languages Major, whose friendship and group dedication to academic success have been a continual source of inspiration during my years at the National University of Chimborazo (UNACH).

Finally, I wish to express my most profound gratitude to my family, my parents Verónica and Cristian, my brother Bradley, Violeta, Rosario, Bolivar, Fanny, Washington, Victor,

Lourdes, Marcelo, Gabriela, Ronny, Hugo, Magaly, Danny, Emily, Valentina, Mateo, and Polet for the uncountable emotional support, patience, and encouragement they have given me during the lengthy and difficult process of finishing this thesis. Their love is my most trustworthy source.

Ashley Veronica Espinoza Alulema
Riobamba, Ecuador, 2026

GENERAL INDEX

AUTHORSHIP DECLARATION.....	
FAVORABLE VEREDICT OF ACADEMIC TUTOR.....	
DEDICATION.....	
ACKNOWLEDGMENTS.....	
RESUMEN.....	
ABSTRACT.....	
CHAPTER I: REFERENTIAL FRAMEWORK	14
1.1 Introduction	14
1.2 Problem Statement	15
1.3 Research Questions	16
1.4 Justification	17
1.5 Objectives.....	18
1.5.1 General objective:	18
1.5.2 Specific objectives:	18
CHAPTER II: THEORETICAL FRAMEWORK.....	19
2.1 State of Art	19
2.2 Theoretical Foundation	21
2.2.1 Sociocultural Theory	21
2.2.2 Skill Acquisition Theory	21
2.2.3 Academic Literacies Theory.....	21
2.2.4 Process Writing Approach.....	22
2.2.5 Written Corrective Feedback (WCF)	23
2.2.5.1 Purposes of Written Corrective Feedback.....	23
2.2.6 Academic Writing Skills in EFL University Students.....	23
2.2.6.1 Linguistic Accuracy and Lexical Precision.....	23
2.2.6.2 Cohesion and Coherence.....	24
2.2.7 Stages of Academic Writing Development	24
2.2.7.1 Revision and Rewriting in Academic Writing	24
2.2.8 Common Challenges in Academic Writing.....	25
2.2.9 Corrective Feedback for Academic Writing.....	25
2.2.10 Written Feedback Strategies.....	25
2.2.10.1 Direct Written Corrective Feedback.....	25
2.2.10.2 Indirect and Metalinguistic Feedback	26
2.2.11 Error and Mistake Distinction	26

2.2.12 Learner Engagement with Written Corrective Feedback	26
2.2.13 Students' Perceptions of Direct Written Corrective Feedback.....	26
2.2.14 Contextualizing Direct Written Corrective Feedback in Ecuador Higher Education.....	27
2.2.15 Empirical Evidence on the Efficacy of Written Corrective Feedback	27
<i>CHAPTER III: METHODOLOGY</i>	<i>31</i>
3.1 Research Approach.....	31
3.2 Type of Research	31
3.3 Research Design.....	32
3.4 Data Collection Techniques and Instruments.....	32
3.6 Sample population and Sample size.....	34
3.7 Ethical Considerations	35
3.8 Intervention Phase.....	35
3.8 Data Analysis	37
3.8.1 Quantitative Analysis	37
3.8.2 Qualitative Analysis	37
<i>CHAPTER IV: RESULTS AND DISCUSSION</i>	<i>39</i>
4.1 Results	39
4.2 Discussion	47
<i>CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS</i>	<i>56</i>
5.1 Conclusions	56
5.2 Recommendations	56
<i>6. REFERENCES</i>	<i>57</i>
<i>7. ANNEXES</i>	<i>60</i>

TABLE INDEX

Table 1.	40
Table 2.	41
Table 3.	42

RESUMEN

La redacción académica en inglés como lengua extranjera (EFL) es una de las habilidades que más dificultades para los estudiantes universitarios, especialmente en Ecuador, donde la escasa exposición al inglés fuera del aula y la retroalimentación educativa han obstaculizado su desarrollo en cuanto a precisión lingüística, estructura del discurso y profundidad argumentativa. Este estudio explora el impacto de la retroalimentación correctiva escrita (WCF) en el desarrollo de las habilidades de redacción académica entre estudiantes de séptimo semestre de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Nacional del Chimborazo (UNACH). Mediante un diseño de estudio mixto se recopilieron y triangulaban los datos utilizando instrumentos: una rúbrica analítica para el pre- y post- intervención y una entrevista semiestructurada. Tras la intervención, todos los participantes mostraron una mejora en los seis criterios de la rúbrica, así como en el desarrollo argumentativo, la integración de pruebas y el registro léxico académico. En general, la corrección escrita es una estrategia que fomenta el desarrollo de la redacción académica en la enseñanza del inglés como lengua extranjera (EFL) dentro de un marco multidisciplinar.

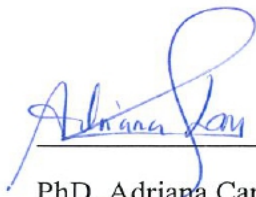
Palabras clave: corrección escrita, redacción académica, estudiantes universitarios, retroalimentación directa, inglés como lengua extranjera.

ABSTRACT

Academic writing in English as a Foreign Language (EFL) presents one of the most demanding competencies for university-level students, particularly in Ecuador, where a lack of English exposure outside of the classroom and sporadic educational feedback have historically hampered their growth of linguistic correctness, discourse structure, and argumentative depth. This study explores the impact of Written Corrective Feedback (WCF) on the progress of academic writing abilities among five seventh-semester undergraduates of the Pedagogy of National and Foreign Languages Major at the National University of Chimborazo (UNACH). Using a mixed-method research approach, the data were gathered and triangulated using the instruments: an analytical rubric for the pre- and post- intervention, and a semi-structured interview. The intervention's whole participants showed progress in six rubric criteria: argumentative elaboration, evidential integration, and academic lexical register. Thus, Written Corrective Feedback functions as a transformative strategy that propels EFL academic writing development in a disciplinary academic writing setting.

Keywords: written corrective feedback, academic writing, university students, direct feedback, English as a Foreign Language

Reviewed by



PhD. Adriana Carolina Lara Velarde

English professor

C.I 0603964206



CHAPTER I: REFERENTIAL FRAMEWORK

1.1 Introduction

The ability to write with accuracy, clarity, and academic knowledge is not a technical ability; it is a necessity for university students who want to become English language teachers. In higher education contexts, future educators are expected to display linguistic ability, build strong academic arguments, and communicate with precision and register required in academic writing performance. An English undergraduate should master those abilities to educate new professionals. For this reason, academic writing competence must be seen as a fundamental aspect of professional formation rather than a secondary curricular program.

At the university level, the capacity to write well-organized, lexically accurate, and rhetorically coherent is more than just a curricular expectation; it is a fundamental professional requirement that shapes the extent to which future professors can effectively interact with academic discourse. Nevertheless, a recurring issue in many EFL teacher training programs, mainly in advanced semester students is the shortcomings in academic writing. At the National University of Chimborazo (UNACH), this setback is distinct among five seventh-semester students in the *Pedagogía de los Idiomas Nacionales y Extranjeros*, where noticeable deficits in argumentation, organizational coherence, lexical range, and grammatical precision imply inadequate current teaching techniques to generate the level of academic writing competence required by professional readiness exigencies.

In order to fill this research gap, this study aims at figuring out how a structured Written Corrective Feedback (WCF) strategy influences the writing skills of five EFL students enrolled in the subject of academic writing from the *Pedagogía de los Idiomas Nacionales y Extranjeros* at UNACH. This investigation aims to accomplish three main objectives: to identify the main scarcities in academic writing, to assess and observe the improvements in written productions, and to explore the perceptions toward WCF. By examining written corrective feedback beyond a simple error-spotting tool, this investigation considers it as a pedagogical intervention through which students can be guided on the way to self-regulation in writing, rhetorical awareness, and attainment of discourse competence. As such, the study intends to produce outcomes that are both

conceptually and practically relevant to educational practice within Ecuadorian EFL higher education.

To achieve the objectives, the study is based on a mixed-method research approach integrating three data collection instruments: an analytical argumentative diagnostic rubric, an analytical argumentative post rubric, and a semi-structured interview. The combination of these data collection instruments facilitates the findings to capture the different aspects of writing progress and the process through which students internalize feedback, resulting in a comprehensive and detailed understanding of WCF as an educational innovation tool to acquire long-lasting gains in EFL learners.

Finally, the outline of this investigation consists of five chapters. The first chapter sets out the referential framework, including the background, introduction, problem statement, research questions, justification, and objectives. The second chapter presents the theoretical framework, which includes a review of literature about academic writing in EFL contexts, the bases of WCF, and the aspects of feedback processing and internalization. The third chapter gives a detailed design of the study's methodological approach, containing the research approach, type of research, the research design, the data collection techniques and instruments, the sample population, the ethical considerations, the intervention phase, and the data analysis. The fourth chapter exhibits the results and discussion that report and analyze the findings from the quantitative and qualitative data that are arranged with the objectives of the study. The fifth chapter contains the conclusions and recommendations summarizing the main findings of the study, and provides new suggestions for EFL writing performance, and identifies areas for future research in this field.

1.2 Problem Statement

Academic writing is quite often seen as one of the major struggles in the field of English as a Foreign Language (EFL) in higher education contexts. University students are expected to possess a strong command of linguistic accuracy, coherent presentations of ideas, and close compliance with the standards of academic norms. Nevertheless, there is a large amount of research evidence showing that non-native English speakers are often unable to fulfill these requirements due to linguistic barriers and a lack of exposure to academic writing. Hyland K (2019) expressed that “academic writing is not just a set of rules but a social activity that needs

knowledge of how language is used to construct knowledge” (p.24). Therefore, students face difficulties in presenting coherent and cohesive writing, emphasizing the need to develop teaching strategies to facilitate EFL students’ writing.

Given the particular context of Ecuadorian higher education, the challenges of academic writing are significant due to their limited contact with the English language outside the classroom. Despite being exposed to English language courses during their long years of education, students still have trouble with presenting accurate writing. Adding to these challenges, educators in Ecuadorian universities have not offered direct, indirect, or metalinguistic feedback that would overcome argument development, coherence and cohesion, and lexical range patterns of errors.

In the specific educational context of Riobamba, the lack of academic writing abilities among EFL university students becomes even more severe. Consequently, regional students enrolled in English language courses reach advanced undergraduate levels with persistent writing problems, such as difficulties in logically organizing ideas and a lack of vocabulary. The deficiency of targeted feedback within local higher education institutions are left without enough resources to monitor and revise academic writing performance.

Considering these challenges, it is pertinent to explore the extent to which written corrective feedback affects EFL learners’ development of writing skill. At the National University of Chimborazo, it is expected that Seventh-Semester Students produce academic writing texts that fit the requirements of the university, such as coherence and cohesion, argumentative development, organization, and lexical range. By exploring the impact of written corrective feedback on learners’ evolution of their writing abilities, as well as students’ attitudes towards this process. Thus, this research aims to explore the impact of written corrective feedback on undergraduates’ progress in their academic writing skill.

1.3 Research Questions

What was the initial level of academic writing performance of Seventh Semester Students before receiving writing corrective feedback?

How does direct corrective feedback contribute to the progressive development of students’ academic writing skill during the writing process?

How effective is written corrective feedback in improving students' academic writing performance as evidenced by the pre- and post- intervention assessments after receiving direct written corrective feedback?

How do students perceive the impact of written corrective feedback on their autonomous academic writing development?

1.4 Justification

One reason to conduct this study is justified by the necessity to further explore and understand how students perceive and use corrective feedback in the process of improving their writing skills. Moreover, a significant body of research has established evidence demonstrating that students often face a lack of adequate, systematic, or formative feedback regarding their academic writing texts.

Furthermore, this study is justified by the educational context in which it is conducted. In Ecuadorian universities, there is a high number of EFL learners who face difficulties in writing English essays and compositions, such as a lack of grammatical accuracy, proper use of vocabulary, and connecting ideas correctly. Therefore, exploring how written corrective feedback impacts students' academic writing performance in English as a foreign Language.

Finally, this study is considered academically and pedagogically relevant as it contributes to second language writing by improving students' academic writing skill in the Seventh Semester Students at Nacional University of Chimborazo. On the whole, this study aims to make a positive contribution to the advancement of teaching writing in EFL higher education and to the broader understanding of how feedback can facilitate effective learning.

1.5 Objectives

1.5.1 General objective:

- To analyze the impact of written corrective feedback applied among the Seventh-Semester Students of the Pedagogy of National and Foreign Languages Major at National University of Chimborazo for the 2025-2S academic year.

1.5.2 Specific objectives:

- To diagnose the initial level of academic writing proficiency in Seventh Semester EFL Students prior to the implementation of written corrective feedback.
- To apply direct corrective feedback on students' writing errors across successive essay revision cycles.
- To evaluate the effectiveness of written corrective feedback by comparing pre- and post-intervention performances.
- To explore the students' perceptions and metacognitive experiences regarding the impact of written corrective feedback on their autonomous writing development.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 State of Art

Recent research has highlighted the increasing role of written corrective feedback (WCF) in helping learners of English as a Foreign Language (EFL) improve their academic writing skills. Academic writing is considered to be one of the most complex abilities for university students; higher learners have to demonstrate linguistic competence, as well as their capacity to express their thoughts and arguments, and adhere to academic discourse norms. As stated by Zhan and Hyland (2022), feedback is regarded as vital for helping learners identify their linguistic limitations and gradually improve the quality of their written texts. Notably, contemporary research perceives that Written Corrective Feedback is a favorable strategy for helping learners refine their academic writing skills.

Another area of recent research has been devoted to exploring the role of various types of written corrective feedback in supporting learners to enhance their academic writing skills. Research conducted in EFL university contexts has underlined that direct corrective feedback can significantly refine short-term accuracy, especially for students with limited linguistic competence. Alharbi (2023) conducted an experimental study with Saudi Arabian university students and concluded that direct feedback helps learners correct grammatical errors immediately and internalize appropriate forms of grammar in the revision process. Likewise, Lee (2022) found that explicit corrections by the teacher help learners recognize particular language issues more clearly and facilitate more accurate revisions in the future. Consequently, direct written feedback is extremely useful for providing linguistic support for learners in the initial stage of developing academic writing skills.

Moreover, apart from linguistic development, recent research emphasizes the significance of feedback in facilitating the development of metacognitive learning and the reflective learning process. Fitriyah et al. (2024) argued that “analyze their own error patterns, reflect on their individual learning strategies, and ultimately develop the self-regulatory skills necessary for autonomous revision” (p.89). They implemented a study with EFL learners and showed that higher-level scholars who become engaged with feedback demonstrated significant improvements, not only in grammar but also in coherence and argument development. Similarly, Wang & Said (2024) expressed that when students are encouraged to interpret feedback, they also become conscious of academic arguments. Thus, it is proven that WCF is no longer viewed

as a mere error correction tool, but rather as a tool for facilitating deeper cognitive engagement with the writing process.

Another emerging field of study is the role of students' perceptions and emotions in using written corrective feedback in academic writing courses. Learners' perceptions are useful in this context since their interpretation of feedback influences the effective and efficient use of feedback. According to Wahyuningsih (2020), students' attitudes toward written corrective feedback are positive in the sense that most higher scholars view it as a supportive source in refining their writing skills. For instance, the study found that most learners consider written corrective feedback as a beneficial source in improving their writing abilities, particularly if the feedback is clear, supportive, and focuses on specific aspects of the writing. However, some students may become frustrated with feedback, which in turn may affect their willingness to revise their work. In a similar context, Suerni et al. (2020) found that students' perceptions of feedback are positive in the sense that learners are more likely to revise their work and incorporate feedback in future writing tasks if they perceive feedback as helpful and meaningful in the teaching-learning process.

Moreover, the study on the role of feedback in the Latin American context is also a developing field of study, mainly in the background of EFL in Latin American countries. In the setting of Ecuador, academic writing is one of the most critical challenges facing university students, due to limited opportunities to practice English outside the classroom and limited performance in using academic writing genres. In fact, learners in Ecuador face several challenges in writing, particularly in terms of coherence, grammatical accuracy, and the use of academic vocabulary in writing in English. In addition, the study demonstrated the crucial role played by teacher feedback in promoting students' writing skills. However, further studies are needed to investigate the role of written corrective feedback in the development of writing abilities in the future, and the perceptions of students in using feedback in the learning process. On the whole, the purposes of written corrective feedback in the context of universities in Ecuador are critical in the sense that it will help the promotion of academic writing in EFL education in higher education settings.

2.2 Theoretical Foundation

2.2.1 Sociocultural Theory

First and foremost, Vygotsky's (1978) Sociocultural Theory (SCT) forms the epistemological basis upon which the other theoretical constructs converge, therefore grounding the current investigation. SCT claims that social interaction, cultural tools, and language are the central mediators of cognitive progress, rather than being an independent process. Learning within this structure comes from the cooperative interaction between a more competent person and a new student, and the level of that interaction defines the depth and longevity of the knowledge increase. Vygotsky's (1978) idea of the Zone of Proximal Development (ZPD), outlined as the gap between what a student can achieve alone and what might be attained under the direction or in cooperation with a more educated other, is expressly pertinent to the present research. Within the framework of teaching academic writing, the written corrective feedback (WCF) the educator provides serves exactly that sort of mediator. It identifies the learners' present level of textual skill and concurrently delivers the cognitive aid needed to close the divide toward high-order writing achievement. Likewise, scaffolding describes the transient, situational help and experienced person offers to allow a learner to finish an assignment that would surpass their independent capacity. It is indeed feedback interactions in the academic writing course is viewed as stimulating the undergraduate's metalinguistic awareness of their own writing productions rather than as one-way transfers of corrective information.

2.2.2 Skill Acquisition Theory

Skill Acquisition Theory (SAT), as formulated by Dekeyser (2007), presents a grounded view of how written corrective feedback enables the gradual expansion of linguistic competence. As stated by Dekeyser (2007), language learning progresses in an evolving way, starting with the acquisition of explicit linguistic rules and moving through systematic practice. Thus, the SAT framework, the educational worth of WCF resides in its ability to renew

2.2.3 Academic Literacies Theory

In the groundbreaking cognitive model of composing, Flower and Hayes (1981) defined writing as a recursive, problem-solving process including three linked cognitive phases: planning, translating, and reviewing, rather than as a direct product-oriented activity. Planning

demands the writer's prior knowledge being activated and arranged in relation to the communication assignment at hand; Translating describes the conversion of that organized knowledge expertise into written language; and Reviewing contains the evaluative re-reading and modification of the performance text against the writer's rhetorical objectives. Crucially, experienced writers move between planning, drafting, and revising throughout the composing episode instead of completing each stage individually.

2.2.4 Process Writing Approach

This approach completes and expands the theoretical framework by situating academic writing within a broader sociocultural and institutional setting and therefore opposes any reductive equation of writing competence with the acquisition of isolated, transferable technical skills. On the words of Lea and Street (1998) introduced a three-part paradigm for academic writing, separating into three overlapping conceptual areas: the study skills model, which considers writing as a collection of independent, learnable abilities; the academic socialization model, which stresses the inductions of learners into the discourse norms of a particular discipline; and the academic literacies model, which highlights the controversial, politically surrounded, and the nature of written communication inside institutional environments. For the current study, the third area offers the most theoretical power as it sees academic writing not as a simple cognitive activity but rather as a high-level social and educational practice reflecting certain values, power dynamics, and established instructional expectations.

Written corrective feedback is perceived under the Academic Literacies framework as a fundamentally ideological act: via their notes, teachers not only point out linguistic mistakes but also actively shape students into the rhetorical and discursive norms cherished inside the target academic community. This insight has direct bearing on the backdrop of the current study at the Universidad Nacional de Chimborazo, where participants are undergraduate EFL learners in the Seventh Semester Students in the Faculty of Education, Humanities, and Technologies at UNACH who are in the process of building their identities as first-time academic writers in a language that is not their mother tongue.

2.2.5 Written Corrective Feedback (WCF)

Written Corrective Feedback (WCF) refers to teachers' written feedback on learners' work addressing linguistic, structural, and discourse-related difficulties. WCF is necessary in EFL contexts for guiding students to recognize mistakes and improve their academic writing. As Bitchener and Ferris (2012) stated, "written corrective feedback can help students improve the communicative effectiveness of their writing and, over time, develop their L2 proficiency" (p.65). In fact, written corrective feedback aids learners in progressively developing their academic writing abilities by steering them toward more accuracy and clarity. Therefore, in academic writing instruction, written corrective feedback is a pedagogical instrument.

2.2.5.1 Purposes of Written Corrective Feedback

The primary purpose of written corrective feedback is to facilitate learning by guiding students in the direction of better writing. Feedback serves to encourage thinking and rewriting as well as to fix mistakes. Effective feedback, as stated by Hattie and Timperley (2007), occurs when it targets the gap between "what is known and what is aimed to be known" (p. 87). WCF enables students in academic writing to better grasp expectations, improve accuracy, and refine discourse organization. Consequently, feedback works as an instructional and developmental mechanism.

2.2.6 Academic Writing Skills in EFL University Students

Academic Writing skills require the capacity to create texts that satisfy institutional criteria, are well-organized, and discipline appropriate. These skills include clarity of argument, linguistic correctness, and adherence to academic norms. In accordance with Hyland (2019), academic writing calls on both language ability and an understanding of field standards. For EFL university students, it is especially difficult to acquire linguistic and contextual factors. Thus, academic writing skills represent a major area of attention in EFL university students.

2.2.6.1 Linguistic Accuracy and Lexical Precision

Linguistic Accuracy and Lexical Precision are fundamental parts of academic writing. Proper lexicon and grammar improve the validity and readability of academic texts. Nation (2013) notes that academic writing demands a controlled and accurate use of language that sets it apart from normal conversations. Written corrective feedback enables students to spot

vocabulary and grammatical errors, therefore increasing accuracy over time. Consequently, linguistic accuracy and lexical precision are necessary indicators of academic writing progress.

2.2.6.2 Cohesion and Coherence

Cohesion and Coherence relate to the sensible progression and linkages of thoughts within a work. Effective use of cohesive devices, paragraph organization, and logical sequencing is essential for academic writing. Halliday and Hasan (1976) mention that coherence guarantees general meaning, while cohesion contributes to uniting the text. Feedback on organizational issues supports the production of their texts. Thus, cohesion and coherence are critical abilities of academic writing skills.

2.2.7 Stages of Academic Writing Development

Academic writing involves multiple stages rather than a linear, product-oriented activity. Pre-writing, drafting, editing, rewriting, and amending are all part of the process. Flower and Hayes (1981) underline how ongoing introspection and correction aid in shaping writing. Written corrective feedback helps students refine at every stage by directing them toward improvement. Therefore, writing is seen as a developing process that supports incorporating input throughout instruction.

2.2.7.1 Revision and Rewriting in Academic Writing

Revision and rewriting depend on revision and reworking. Students who revise their text critically interact with feedback and make deliberate corrections to their writing. Hyland and Hyland (2006) assert that feedback-driven modification fosters greater interaction with language and content. In fact, a learner who participates in feedback-driven revision is not simply implementing corrections under the guidance of a professor; instead, higher-level students are engaging in a cognitively demanding process whereby their actual linguistic output is methodically judged against the target norm indicated by the feedback received. This comparative procedure fits exactly with what Villavicencio (2025) mentioned: that conscious and focal attention to the discrepancy between a learner's present interlanguage output and the target language form is a required condition for second language acquisition. This idea suggests that every interaction with outside comments on a written piece presents a possible opportunity for language acquisition. Additionally, this revision dynamic is consistent with Flower and Hayes

(1981), which highlights that revision is appreciated as an iterative cognitive subprocess that encompasses all the stages of text creation, constant evaluation, and modification of written ideas at sentence structure, paragraph organization, argumentative logic, and discourse coherence. As a result, revision and rewriting practices contribute to the evolution of academic writing performance.

2.2.8 Common Challenges in Academic Writing

Students in EFL universities face diverse challenges in their academic writing skills. These problems usually involve grammatical inaccuracies, limited vocabulary, and difficulties in organizing ideas coherently. Ferris (2011) believes that these obstacles persist without systemic instructional support. Effective feedback plans depend on an awareness of these issues. Thus, addressing common writing challenges is a qualification for academic writing enhancement.

2.2.9 Corrective Feedback for Academic Writing

Corrective Feedback for Academic Writing encompasses various resources and forms, including teacher, peer feedback, and self-feedback. Every type offers a different way to refine writing. Hyland (2019) stated that in EFL contexts, especially at the higher education levels, professor feedback is still the most influential source. Learners can grow more independent and aware by fusing several feedback sources. Thus, corrective feedback is a multifarious teaching approach.

2.2.10 Written Feedback Strategies

Written feedback strategies refer to the different mechanisms teachers use to react to learners' texts to guide improvement. The cognitive load and level of clarity imposed on students vary across these strategies. Ellis (2009) finds that students' revision uptake patterns can be greatly influenced by feedback techniques. Examining how written corrective feedback helps the development of academic writing depends on knowledge of these strategies. Consequently, written feedback strategies become a key analytical aspect of this study.

2.2.10.1 Direct Written Corrective Feedback

Direct written corrective feedback is the professor's clear provision of the proper linguistic form in a text. This type of feedback includes directly fixing mistakes, changing the wrong structure, or giving the accurate form next to the error count as this sort of criticism. For

students with lower proficiency levels or dealing with complex linguistic structures, Ferris (2011) contends that direct feedback is valuable and helpful. Direct feedback enables students to identify errors and apply corrections appropriately. Thus, direct feedback in academic writing is regarded as a truly advantageous strategy.

2.2.10.2 Indirect and Metalinguistic Feedback

Although direct feedback is highlighted in this study, for comparison reasons, it is important to consider indirect and metalinguistic feedback. While metalinguistic feedback comprises explanations or error codes, indirect feedback points out an error without giving the correction. According to Hyland and Hyland (2006), these strategies need more involvement and linguistic awareness from students. However, they might not be equally useful for all learners, especially if they struggle with academic writing. For this reason, direct feedback is preferred for immediate instructional reinforcement.

2.2.11 Error and Mistake Distinction

Second language writing instruction fundamentally distinguishes error from mistake. Mistakes reveal flaws in learners' primary linguistic ability, but errors are performance slips that students can self-correct. Corder (1967) argues that understanding this difference allows teachers to select suitable feedback strategies. Direct feedback is particularly supportive for handling errors that students find difficult to address in their text. Therefore, knowing the distinction between error and mistake helps to strategically apply direct corrective feedback.

2.2.12 Learner Engagement with Written Corrective Feedback

Learner engagement with written corrective feedback refers to the degree to which students intellectually, physically, and emotionally engage with feedback. In accordance with Ellis (2010), explicit and straightforward feedback raises the possibility of learner uptake. Direct feedback usually encourages greater behavioral involvement during revision. As a result, learner engagement depends critically on learner involvement as a mediating factor.

2.2.13 Students' Perceptions of Direct Written Corrective Feedback

Students' perceptions of direct written corrective feedback greatly affect their readiness to apply corrections and engagement in their text. Direct feedback is preferred by many EFL university students because of its clarity and utility, according to research. Chen (2025) claims

that direct feedback is typically seen by higher-level students as more beneficial for increasing accuracy and confidence in academic writing. Positive perceptions support more motivation and involvement. In this light, understanding the influence of direct written corrective feedback depends on learners' perceptions.

2.2.14 Contextualizing Direct Written Corrective Feedback in Ecuador Higher Education

In Ecuadorian higher education, EFL learners rarely have chances to practice academic writing in English. This context makes students depend more on teacher-provided feedback for language progress. Research indicates that clear educational guidance is exceptionally needed in providing feedback. In local contexts, direct written feedback helps to close language barriers and promote reinforcement of academic writing. On the whole, contextualizing feedback practices is indispensable to grasping their influence.

2.2.15 Empirical Evidence on the Efficacy of Written Corrective Feedback

Researchers in EFL contexts have used experimental, quasi-experimental, qualitative, and mixed methods approaches over the succeeding two decades to explore the nature and sturdiness of WCF's effects, hence creating an expanding body of literature that backs up the finding that intentionally applied corrective feedback produces meaningful and measurable increases in learners' writing ability. The following synthesis displays the evidence spanning these methodological approaches, drawing on studies that expose positive results at the level of linguistic accuracy, discourse competency, and metacognitive awareness at the university level in advanced EFL and ESL populations.

It is decisive to underline the role of the theory in explaining these empirical findings since the values of WCF in Second Language Acquisition. Per (Krashen, 1985), the Input Hypothesis, for learners to learn a language, undergraduates should be exposed to input that is only slightly beyond their current level of competence; this concept, which Krashen names $i+1$ or "comprehensible input", it is congruent with the principles of (Vygotsky, 1978) Sociocultural Theory and, to a greater extent, with the idea of scaffolding in the Zone of Proximal Development (ZPD). Theoretically speaking, written corrective feedback is a type of educational benefit that is affiliated with a scaffold in that it is modified to the students' level. For this reason, a correction

not only points out the mistake but is also the medium through which the higher student transfers from their independent level of production to their performance level with support, an indispensable characteristic of the ZPD. In this way, WCF is a practical application of Vygotsky's concept of scaffolding in academic writing environments for learners, bringing in the target language forms.

Adding to this view (Swain, 1995), the Output Hypothesis lends a productive aspect to the acquisition process, which is related to the revisional activities that are normally carried out after WCF. Swain maintained that just getting logical input from learners must be faced with generating output that takes their interlanguage to the limit at which they can determine differences between their language system and the target norms. In fact, when undergraduates work on revision tasks after being given the feedback, they create the so-called "pushed output" by Swain.

Among the most primary experimental contributions to this evidence, Bitchener, et al. (2005) carried out an investigating the differential effects of WCF strategies: direct written feedback combined with metalinguistic explanation and oral conferencing; direct feedback paired with written metalinguistic commentary alone; and direct written feedback provided without any explanatory assistance on adult ESL learners' precise use of the past simple tense and the English article system in a New Zealand instructional setting. By using a pre-test and post-test design, the investigators noticed that participants in two conditions that included metalinguistic explanation demonstrated considerably more advances in grammatical accuracy than those in direct-only situations, with progress prolonged across both immediate and delayed post-test measures. These findings provide initial empirical evidence for the enabling role of explicit metalinguistic information within WCF, suggesting that the explanatory dimension of feedback, rather than simply marking errors, performs as a noteworthy function in enhancing learner uptake and long-term retention of aimed linguistic features. Moreover, Sheen (2007) conducted research on the interplay between focused written corrective feedback and language skills together with ESL students in the United States, building directly on this foundation; he documented that participants who received direct feedback, concentrated WCF addressing the English article system, generated noticeably more accurate article usage in follow-up writing assignments than those in the control groups. Likewise, the research indicated that

undergraduates with higher language aptitude gained proportionally more from the metalinguistic component of the feedback, therefore introducing an individual difference factor with major ramifications for the differentiated design of written corrective feedback interventions in diverse university classrooms.

In addition to looking at kinds of feedback, another parallel and equally useful line of quantitative research has focused on how well centered and unfocused WCF techniques work compared to each other, as well as the pros and cons of comprehensive and selective error correction methods. In a meticulously planned study executed in an EFL teaching background in Japan, Ellis et al. (2008) compared the writing accuracy of undergraduates who received focused feedback aimed at definite and indefinite article use with those who got unfocused WCF, directing a wide spectrum of concurrent errors, and with a control group that received no commentary at all. Their findings flaunted that even if both feedback situations produced manifest increases in accuracy over time, students in the targeted condition showed more insightful and consistent advancements in the application of the specifically intended article forms, implying that guiding corrective attention toward linguistic aspects could be more beneficial for measurable exactness development than broadly distributed. Complementing this point of view from a different methodological approach, Van Beuningen et al. (2012) conducted an analysis of complete written error correction in Dutch EFL classrooms, comparing the results of extensive and selective written corrective feedback and learner self-correction on writing performance in both revised and freshly created writing assignments. Their study found that students who obtained thorough error correction, where all obvious errors were highlighted and explained, wrote more exact unpracticed tasks than those in other situations.

As well, quantitative research has been indispensable for creating the empirical basis for WCF effectiveness dimensions that aggregate exact metrics. As Lee (2008) found, the majority of students had extremely positive attitudes about getting explicit corrective feedback, considering it to be a critical tool for identifying persistent errors and for developing awareness of formal writing conventions. Indeed, undergraduates realized that feedback offering clear explanations of mistakes was most valuable for their actual writing development. Likewise, Storch and Wigglesworth (2010) broadened the analytical scope to include the function of metacognitive processing by pinpointing the individual differences in learners' attitudes toward

corrective input, peculiar between those who actively engage with the correcting comments, asking questions, examining, and incorporating feedback into their revision approaches, and those whose participation was mainly procedural and superficial. Remarkably, the study unearthed that interaction with WCF was always linked to more amendments in writing performance, underlining the necessity for metacognitive awareness and learner support as indispensable mediating factors in the written corrective feedback process.

Equally, meta-analytical reviews have been imperative at the level of systematic synthesis in consolidating the evidence base and fixing some of the methodological contradictions that demarcate the prior individual investigations. In a meta study of empirically grounded research published in *The Modern Language Journal* in 2015, Kang and Han (2015) hit upon a positive effect size for written corrective feedback (WCF) in mending L2 writing skill. Direct and focused feedback variations disclosed the most consistent and replicable benefits across the analyzed literature. The authors stressed that the size of reported results was moderated by research quality, feedback, types, targeted linguistic features, and evaluation design; therefore, advocating for more methodological rigor and uniformity in future WCF investigations. Besides, Ferris (2010) uncovered that the accumulated evidence bears WCF as an educationally gainful technique, chiefly when it is explicit, consistent, and pedagogically integrated into a loftier writing instructions framework rather than operated in an isolated way. On the whole, these synthetic contributions corroborate that the pedagogical worth of written corrective feedback remains not on the authority of the findings of any one study but rather reflects a fervent and notable conclusions across populations, instructional contexts, and research approaches.

Even if there is substantial and gradually coherent verification produced in North American and European ESL environments and in East Asian EFL situations, a well-defined empirical gap exists about the effectiveness of WCF within Latin American EFL higher education settings, exclusively in Ecuadorian universities. The preponderance of the investigations explored were carried out with populations whose linguistic, institutional, and cultural qualities profoundly deviate from those of Ecuadorian pre-service English teacher education programs, where students discuss the necessities of academic writing development at the same time as the training of their professional pedagogical identities.

CHAPTER III: METHODOLOGY

3.1 Research Approach

The present study assumed a mixed-method approach; the current investigation combines quantitative and qualitative standards of insight into a unified framework. This methodological direction was chosen because neither approach taken separately would be enough to fully grasp the multifaceted nature of the phenomenon under investigation. The impact of written corrective feedback (WCF) on the growth of academic writing abilities in higher education. The mixed-method approach utilized numerical data generated from the analytical argumentative rubric and semi-structured interview to gather detailed perceptual data to enable a more thorough and complex analysis of the research.

3.2 Type of Research

The research was carried out as applied research since it mainly focuses on the practical application of an instructional intervention, particularly the systematic impact of written corrective feedback, and on assessing its quantifiable influence on students' writing performance inside a real-life environment. Applied research aims to solve real pedagogical problems and generate results that can directly guide practice, whereas basic or theoretical research is purposed to develop abstract knowledge. Thus, this investigation functions as an instructional intervention carried out with a select group of participants over a lengthy period, hence enabling methodical observation and assessment of changes in writing performance. The current investigation is categorized as both descriptive and explanatory research. The explanatory dimension is concerned with clarifying the processes behind these observed changes, specifically, how written corrective feedback helped the participants to improve their writing skills. The study extended beyond simple description to an interpretative grasp of the variables that influenced the learning process by looking at both the quantitative results and the qualitative perceptions of the participants. This dual orientation supports the goals of educational research, which include not only documenting what occurred in instructional settings but also exploring why and how such results appeared.

3.3 Research Design

The research followed an embedded design, which, in this case, allowed qualitative data to complement and explain the main component, quantitative statistical results, providing a more complete understanding of the intervention's impact. In this study, it was used to determine the impact of WCF through pre- and post-tests while simultaneously collecting qualitative information on how students experience and perceive this learning, allowing understanding both the outcomes and the processes behind them.

3.4 Data Collection Techniques and Instruments

For this study, data collection techniques and instruments were chosen in a methodical way to get pertinent evidence on how written corrective feedback (WCF) affects academic writing. Hamid (2025) stated that “research techniques” are the particular means or processes used to gather data on the chosen topic, whereas “research instruments” are the specialized tools meant to record and arrange such data. Ensuring the internal consistency of the results in the quantitative section of the study, gathered data using and adjusting the analytic rubric to evaluate argumentative essay writing. Pertaining to the first objective, the research made use of the instrument of an analytical argumentative essay to match the particular learning goals and language requirements of the study. In the diagnostic intervention, the participants wrote a diagnostic argumentative essay to evaluate the writing performance of the students in terms of the ideas, argument development, grammar accuracy, vocabulary, and coherence. The instrument applied to assess the diagnostic essay was an analytic rubric for argumentative essays. The analytic rubric provided the criteria for the analysis of the writing competence of the learners. Using an analytic rubric, it was possible to identify the major problems that students experienced in their academic writing skills in terms of the implementation of written corrective feedback.

Moreover, regarding the second specific objective, the study employed the same analytical argumentative rubric in the progression of evolution through the impact of written corrective feedback. It is recognized that the use of written corrective feedback in the classroom plays a vital role in helping students identify and correct errors in the academic writing they develop (Bitchener & Storch, 2016). Through this, participants produced a structured sequence of six writing tasks spread among three chronologically arranged phases over a total intervention period of three weeks. At the beginning, the students-participants completed a diagnostic essay,

which served as a pre-test assessment of their baseline academic writing ability. The diagnostic essay set the personal and collective starting point against which all subsequent growth would be evaluated, therefore offering the crucial comparative reference aspect for the pre-test and post-tests carried out at the end of the intervention. Then, learners first wrote an academic paragraph that allowed them to practice arranging thoughts in an organized way, hence exposing them to the feedback process for the first time and familiarizing them with the corrective codes, annotations, and direct commentary that would define the feedback cycle during the rest of the intervention. Over the next two weeks, learners developed four argumentative essays and were assessed using the same analytic rubric that had been applied in the diagnostic essay. In the second week, participants created the first and second essays, in which both demanded the creation of a sustained written argument on a specified academic topic. Afterward, the researcher administered the WCF revision, providing the corrective annotations that handled mistakes and flaws in the grammatical form, lexical selection, organization, coherence, and argument logic. With this, participants were presumed to process, internalize, and employ this helpful input, alongside forming the feedback cycle in which each writing task was enlightened by the corrective commentary affording on the preceding one. Then, in the final week, learners completed the third argumentative essay, which made use of the same WCF-mediated process as those from the previous week. The final argumentative essay served as both the last intervention and the post-test assessment of overall writing development. This evaluation process enabled the comparison of students' writing ability before and after the feedback intervention. As a result, the examination of the writing works gave qualitative and quantitative proof of how written corrective feedback affected the development of learners' academic writing skills.

Lastly, with respect to the third specific objective, the investigation used a semi-structured interview. Merriam (2009) stated that the semi-structured interview is one of the most effective and flexible tools that qualitative research implements because it lets the interviewer ensure all the important things are covered while also following any unexpected ideas or individual differences that come up during the interview. Besides, the interview data show how and why some changes occurred from the student's point of view regarding written corrective feedback.

3.6 Sample population and Sample size

The participants of the study comprised 38 students in the seventh semester of the Pedagogy of National and Foreign Languages major at the National University of Chimborazo. These participants had completed an advanced level of learning and writing academic texts. As Hyland (2022) observes, students faced challenges in grammatical accuracy, lexical choice, and discourse organization; such challenges are common among EFL university learners since academic writing involves the integration of linguistic and discourse knowledge. For this reason, the participants of this study provided pertinent insights into the process involved in learning and improving academic writing through written corrective feedback.

Nevertheless, the number was reduced to five participants due to deliberate sampling instead of statistical sampling. Since the purposive sample size ($n = 5$) represents 13.5% of the total classroom population ($N = 37$), the quantitative data from the pre- and post-tests will not rely on inferential statistical formulas (*which require $n \geq 30$*). Instead, the quantitative analysis is restricted to descriptive tracking, measuring individual percentage gains and raw score differentials for each case. This satisfies the mixed-methods requirement by using precise numerical data to back up the qualitative findings without misapplying *large-sample* formulas to a *small-n* study. Purposive sampling lets the researcher deliberately choose information-rich cases that align with the goal of the study, therefore maximizing the depth and relevance of the acquired data instead of aiming for statistical generalizability. The five participants were chosen based on the specific inclusion criteria: enrolled in the Seventh Semester, active participation in the academic writing course throughout the intervention phase, and eagerness to complete the pre- and post- test writing assignments in addition to the semi-structured interview. Furthermore, purposive sampling had a supporting function as the researchers had direct access to this intact group inside the institutional environment, therefore enabling regular monitoring access across the three-week intervention, as the study aimed to undertake an in-depth examination of each participant's writing growth rather than to collect findings that might be generalized to a bigger population. On the whole, selecting a sample of five higher students ensured that the research was conducted with the highest level of methodological rigor by enabling the researcher to provide regular and individualized feedback while maintaining a record of each participant's writing progress throughout the investigation.

3.7 Ethical Considerations

At the outset, participants were informed about the objective, procedures, and academic aims of the study before the intervention process started. Participants gave their informed consent before the essay assignments and interview data were collected, once this explanation was provided. Ethical considerations were upheld throughout the research process to protect participant integrity and confidentiality. To ensure anonymity, students' actual names were substituted with identification numbers like S1, S2, S3, S4, and S5 in all instrument results. Moreover, only for research and educational reasons were all gathered for data collection; as well, during the intervention, the researcher made sure that written corrective feedback was provided with respect and positivity to prevent emotional discomfort or undesirable attitudes toward the writing process. Therefore, the study adhered to ethical guidelines pertaining to students' consent, voluntary participation, secrecy, anonymity, and respectful treatment throughout the teaching intervention and qualitative analysis process.

3.8 Intervention Phase

The central part of this investigation was the intervention phase, which included the methodical application of written corrective feedback (WCF) to increase the academic writing performance of the participants. The participants worked on several writing tasks across the intervention, which allowed them to gradually raise their writing ability as they considered the corrections and feedback given by the researcher.

First, participants completed a diagnostic argumentative essay before the intervention, which functioned as a baseline assessment of their academic writing skills. This diagnostic assignment allowed the researcher to identify the most often occurring challenges students encountered in subjects including coherence and cohesion, organization, vocabulary, and argument development. To determine each participant's starting point of performance before the impact of written corrective feedback, the diagnostic essay was rated using an analytical argumentative writing rubric

Then, the intervention phase was conducted through a series of writing feedback cycles following the diagnostic phase. Students generated argumentative essays on an academic subject connected to their English as a Foreign Language (EFL) program during the intervention. The researcher thoroughly went over the essays once each draft was finished and provided WCF on

their academic texts. The feedback concentrated on grammatical mistakes, vocabulary range, sentence structure, punctuation, spelling, organization, coherence, and cohesion to address linguistic correctness and writing performance. Rather than just marking errors, the comments drove undergraduates to spot error trends and consider techniques to increase their writing level. Once the written corrective feedback was given, the participants were given adequate time to examine the corrections, ask questions whenever clarification was needed, and modify their essays appropriately. Through the process of editing and rewriting, learners were meant to internalize the feedback and apply the recommended changes in the next tasks, therefore enhancing both their linguistic ability and their academic writing skills.

Moreover, the intervention had five writing assignments, including a diagnostic essay that served as a pre-test, one academic paragraph, three argumentative essays that were developed during the intervention, and one final essay that functioned as a post-test. Every essay marked a complete feedback cycle including drafting, written corrective feedback, revision, and rewriting. This repeated process permitted the researcher to track changes in students' writing over time and to appreciate if providing regular written corrective feedback facilitated the realization of quantifiable improvement in their academic writing ability.

Additionally, participants finished a post-intervention argumentative essay by assessed using the same argumentative rubric applied during the diagnostic essay. While the examination of the intermediate essays provided more insights into the progressive evolution of students' academic writing abilities around the intervention, the comparison between the pre-intervention and post-intervention scores provided proof of their writing enhancement.

Finally, to enrich the qualitative results, a semi-structured interview was conducted after the post-intervention phase. The interview evaluated how participants perceived the effectiveness of WCF, the difficulties they faced during the writing process, and the extent to which the feedback heightened their academic writing performance. By combining rubric scores and the interview data, a thorough understanding of both the measurable results and the experiences of the participants was produced, increasing the validity and trustworthiness of the investigation.

3.8 Data Analysis

3.8.1 Quantitative Analysis

First and foremost, the descriptive statistical procedure was applied to identify the quantitative data produced by the argumentative rubric assessment. More precisely, for every participant and for every criterion across the various tasks, measures of central tendency employing the arithmetic mean were used to agree a methodological comparison of performance levels before, during, and after the intervention. The arithmetic mean was calculated according to the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

The mean score is represented by $\bar{X}$, the sum of all individual scores is indicated by $\sum X$, and N denotes the total number of participants. To create a consistent and comparable dataset, this formula was used consistently across all evaluation times and criteria. Indeed, the descriptive statistics were presented and visualized through tabular presentations, which facilitates the detection of performance trends and evolving patterns across the intervention phase.

3.8.2 Qualitative Analysis

Moreover, the analysis of the semi-structured interview was analyzed within thematic analysis. Using thematic analysis, the interview answers were examined to identify how students felt, thought, and experienced written corrective feedback. Learners' responses were coded and categorized under general headings, including perceived improvement, usefulness of feedback, writing difficulties, and emotional reactions during the application. The results of the interviews were compared with the results of the essays and rubrics to establish if there was a connection between students' perceptions and their writing performance. Therefore, the integration of interviews within the triangulation process strengthened the qualitative interpretation of the efficacy of written corrective feedback.

Overall, the triangulation process allowed to analyze the different tools conducted during this investigation and ensured a trustworthy interpretation of the data. Combining students' rubric-based analysis and students' perceptions, the investigation achieved a view of how written

corrective feedback affected the improvement of academic writing abilities. Besides, the triangulation enhanced the credibility and trustworthiness of the findings by verifying data from several tools. Consequently, the qualitative and quantitative data analysis offered a rigorous methodological framework for understanding the impact of written corrective feedback in the study's educational context.

CHAPTER IV: RESULTS AND DISCUSSION

4.1 Results

This chapter presents the findings of the investigation pertaining to the impact of written corrective feedback (WCF) on the academic writing development of five semester EFL students at the National University of Chimborazo (UNACH). The results are organized through three complementary sections. Firstly, the quantitative data results obtained from the argumentative rubric recording the participants' level on six criteria both before and after the WCF process. Secondly, the qualitative results obtained from the thematic analysis of the semi-structured interview reflecting the undergraduates' perceptions of the feedback practice. Thirdly, a triangulation segment combines the data presented in the qualitative and quantitative parts to corroborate the results.

4.1.1 Quantitative Results

The quantitative results were gathered by making use of the argumentative essay rubric with six criteria: (1) Clarity of Thesis Statement, (2) Organization and Coherence, (3) Supporting Evidence, (4) Argument Development, (5) Language Use and Grammar, and (6) Vocabulary Range. Each criterion was rated from 1 to 5; the rubric assessments were given at two different times, the pre and post intervention, to the five participants. On the whole, arithmetic mean ($\bar{X} = \Sigma X / N$) for each criterion and participants were calculated through descriptive statistics to expose performance patterns and to keep track the growing progress.

4.1.1 Pre-Test at the Beginning of the Academic Intervention

Table 1 presents the rubric scores that each participant received in their pre-test essay. Moreover, these individual scores illustrate the average grade of the group for each individual criterion. These baseline results serve as a record of the participants' academic writing capability before they were exposed to written corrective feedback.

Table 1.

Pre-Test Rubric Scores per Criterion and Participants

Criterion	S1	S2	S3	S4	S5	M
Clarity of Thesis Statement	3	2	3	2	2	2.40
Organization and Coherence	3	2	3	2	2	2.40
Supporting Evidence	3	2	2	2	2	2.20
Argument Development	3	2	2	2	2	2.20
Language Use and Grammar	3	2	3	2	2	2.40
Vocabulary Range	3	2	3	3	2	2.60
Overall Mean	3.00	2.00	2.67	2.17	2.00	2.37

Note: Scores were rated on a five-point scale from 1 (lower) to 5 (higher). S= Student. M=Arithmetic Mean. Results were calculated using the formula $\bar{X} = \Sigma X / N$.

The pre-test data show a consistent modest level of writing performance in all criteria. The group's overall average score in the six criteria was 2.37, which means the execution was concentrated in the lower-intermediate range of the rubric scale. In fact, Students 2 and 5, who scored the lowest (M = 2.00), suggested fundamental issues in all areas of argumentative writing. Besides, Students 1 and 3 demonstrated a stronger baseline execution in comparison (M = 3.00 and 2.67, respectively), particularly in Clarity of Thesis Statement, Organization and Coherence, Language Use and Grammar, and Vocabulary Range. The imbalances in Supporting Evidence and Argument Development reflect the lowest group means (M = 2.20 each), indicating that even

the average undergraduate finds it challenging to develop evidence-based arguments with sufficient depth and complexity.

4.1.2 Post-Test After the Teaching Interventions

Table 2 displays the rubric scores that each participant got for their post-test essay. These results represent the undergraduates' writing achievements after they had accomplished the entire WCF intervention cycle, which consisted of five structured writing and feedback tasks.

Table 2.

Post-test Rubric Scores per Criterion and Participant

Criterion	S1	S2	S3	S4	S5	M
Clarity of Thesis Statement	4	3	4	3	3	3.40
Organization and Coherence	4	3	4	3	3	3.40
Supporting Evidence	4	3	3	3	3	3.20
Argument Development	4	3	3	3	3	3.20
Language Use and Grammar	4	3	4	3	3	3.40
Vocabulary Range	4	3	4	4	3	3.60
Overall Mean	4.00	3.00	3.67	3.17	3.00	3.37

Notes: Scores were rated on a five-point scale from 1 (lower) to 5 (higher). S= Student. M=Arithmetic Mean. Results were calculated using the formula $\bar{X} = \Sigma X / N$.

The post-test data indicate that all participants and criteria improved consistently. The overall group mean increased to 3,37, which is a gain of +1.00 points compared with the pre-baseline. Indeed, Student 1 had the highest post-test mean (M = 4.00), with scores of 4 for all six criteria, signifying that sustained and individualized WCF led to considerable gains in overall

writing quality. Students 2 and 5 also improved evenly in all criteria, with a post-test mean of ($M = 3.00$). Furthermore, Student 4 made remarkable progress in Vocabulary Range, attaining a score of 4, which is the biggest individual criterion gain for this participant. Thus, no criterion declined from pre- to post-test, and no participant's score in any individual criterion showed a regression.

4.1.3 Comparative Analysis

Table 3 synthesizes the average group scores for each criterion at both measurement points and calculates the mean gain (Δ) per dimension to estimate the size of improvement caused by the Written Corrective Feedback intervention.

Table 3.

Comparative Analysis of Pre- and Post-Test Mean Scores per Criterion

Criterion	Pre-Test M	Post-Test M	Mean Gain (Δ)
Clarity of Thesis Statement	2.40	3.40	+1.00
Organization and Coherence	2.40	3.40	+1.00
Supporting Evidence	2.20	3.20	+1.00
Argument Development	2.20	3.20	+1.00
Language Use and Grammar	2.40	3.40	+1.00
Vocabulary Range	2.60	3.60	+1.00
Overall Mean	2,37	3,37	+1.00

Note: M = arithmetic mean calculated using the formula $\bar{X} = \Sigma X / N$. Δ = mean gain (post-intervention M minus pre-intervention M). Scores were rated on a five-point scale from 1 (lower) to 5 (higher).

The comparative data acknowledge that the WCF led to measurable and consistent enhancement in all six criteria of the argumentative essays. The dimensions that recorded the highest mean differences were Clarity of Thesis Statement, Organization and Coherence, Language Use and Grammar, and Vocabulary Range (each $\Delta = +1.00$), meaning that these aspects were the most sensitive to the direct feedback. Supporting Evidence and Argument Development also improved ($\Delta = +0.80$), although the size of the gain was relatively smaller, which might imply that advanced argumentative skills need a long-term process of progression that cannot be fully achieved by a single intervention cycle.

The total group mean for all criteria moved up from 2.37 (pre-test) to 3.37 (post-test), resulting in an overall mean gain of $+1.00$. On the whole, these results offered numerical proof that the regular intervention of WCF has been instrumental in the academic writing progress of the participants over the entire range of evaluated skills.

4.2 Qualitative Findings

The qualitative section of the research was conducted through a semi-structured interview with all five participants. The interview was done right after the post-intervention phase; the interview transcripts were analyzed by employing the thematic analysis method. Through iterations of coding, and theme emerged from the data: (1) Pre-Intervention Writing Difficulties, (2) The Role of Written Corrective Feedback in Writing Development, and (3) Affective and Metacognitive Responses to Feedback. Each theme is further elaborated below, and quotations from the participants are given as evidence of the statements made in the analysis. Instead of real names, participant codes such as S1, S2, S3, S4, and S5 are used to protect the students' identities.

4.2.1 Pre-Intervention Writing Difficulties

All five participants pinpointed a fairly similar set of issues in their academic writing performances before the intervention. The most frequent problems participants mentioned were grammatical accuracy, the lack of proper organization, and the logical flow of the text. Besides these, undergraduates remarked on their doubts about the appropriate use of formal academic vocabulary and the forms to foster strong thesis statements coherently. The interview results

support even more the rubrics and written works. Every one of the five participants mentioned sentence structure and verb tenses as major issues before the intervention. Student 1 stated this difficulty straight: *“Before receiving written corrective feedback, I usually had difficulties when writing academic paragraphs in English. One of the challenges was organizing my ideas ... I also struggled with grammatical accuracy, particularly verb tenses and sentence structures”* (S1, personal communication, February 13, 2026). Mostly, these similar results from different instruments reinforced the conclusion that the most common struggle in this group was syntactic and morphological problems. Besides, Student 4’s interview answer reflects the personal experience of this problem: *“Sometimes I knew what I wanted to say, but I could not express it in English, which affects the coherence of my writing”* (S4, personal communication, February 13, 2026). In addition, student 5’s interview detailed *“I am not sure if my writing sounded formal for university level”* (S5, personal communication, February 13, 2026), directly supporting the register unawareness found in the rubric analysis.

4.2.2 The Role of Written Corrective Feedback in Writing Development

Another major theme was the perceived role of Written Corrective Feedback in participants’ writing progress. The students declared in all the interviews that direct feedback gave them clear and plain-spoken guidance, which reinforced them in recognizing the error patterns, making targeted revisions to their texts, and assimilating the writing conventions over time. Furthermore, Student 1’s reflection, *“Instead of thinking corrections, I consider sentence construction, coherence, and idea development”* (S1, personal communication, February 13, 2026), suggests that the syntactic elaboration visible in the post essays was not merely a product of explicit correction but of a direct reorientation toward writing as a process of meaning-making through structural choice. This is further reinforced by Student 5’s description of growing a proactive revision orientation: *“At first, I only corrected the mistakes that are marked. Later, I start checking my whole paragraph”* (S5, personal communication, February 13, 2026). Like Student 4 declares that *“When the teacher explains why something was wrong, it become easier for me to avoid repeating the same mistakes in future assignment”* (S4, personal communication, February 13, 2026). In this light, the evidence is found in the lexical development through the essays, the rubric, and learners’ explicit perception of the direct feedback. Likewise, Student 3 declared, *“I learned how to improve my paragraphs using correcting errors, adding details, and*

organizing ideas better. Then, my writing becomes more academic” (S3, personal communication, February 13, 2026), indicating the increase from structural inadequacy to organizational competence that is seen in both the rubric and textual analysis. Particularly noteworthy in student 2’s version, *“I pay more attention in sentence organization and coherence. I know that comments help me to do not make the same mistakes”* (S1, personal communication, February 13, 2026). This perception implies that direct written corrective feedback not only conveys the formal standards of academic writing but also raises awareness that evidence is a resource to be purposefully used in support of a reasonable argument. Even after the intervention, all participants cited grammatical correctness as an ongoing problem, as Student 3 commented, *“I improved in organizing my ideas, but I need to work more on grammar”* (S3, personal communication, February 13, 2026), indicating a high level of metacognitive awareness of how different writing skills act contrarily. On the whole, the participants understand that grammatical accuracy and organizational competence have separate development paths; this knowledge itself is a confirmation of the metacognitive consciousness the WCF intervention generates.

4.2.3 Affective and Metacognitive Responses to Feedback

The third key point was derived from the thematic study about the participants’ affective and metacognitive changes when they received the WCF. In all five interviews, the same pattern was observed: the first emotional reaction was anxiety and discomfort when students saw their red-marked papers, and step by step they started to perceive feedback as a helpful and encouraging learning tool. Besides, all contributors reported that feedback, rather than being a negative evaluation, was a helpful learning tool that increased their motivation, such as student 1, who articulates, *“Receiving written corrective feedback at first makes me feel anxious because I know I had lack of difficulties in my writing. Later, I understand the purpose, my point of view becomes more positive”* (S1, personal communication, February 13, 2026). In the same way, student 5 offers another perspective: *“At the beginning, I feel nervous when I see many corrections, but later I know that the feedback help me improve and motivates me to not make the same mistakes”* (S5, personal communication, February 13, 2026). Likewise, Student 5’s higher-level monitoring strategy, saying that *“After receiving feedback, I know my mistakes and I could also see that I was improving because there were less corrections”* (S5, personal communication, February 13, 2026). Likewise, student 4 explained this: *“Direct written*

corrective feedback increased my strengths and weaknesses as a writer because I monitors my progress” (S4, personal communication, February 13, 2026).

4.3 Triangulation of Findings

Integrating the quantitative and qualitative data through data triangulation permits a more complete and interpretatively stronger explanation of the research findings than either dataset alone could offer. When looking at them together, the rubric scores and semi-structured interview narratives indicate that this is an example of convergent validity, whereby the numerical progressive trends are continuously sustained, expanded, and established for the participants’ self-reported experiences.

In regard to the first research question, the main problems participants faced prior to the intervention, the quantitative and qualitative data are quite aligned. The pre-intervention rubric means for Supporting Evidence ($M = 2.20$) and the Argument Development ($M = 2.20$) were the lowest of the six criteria, demonstrating fundamental difficulties in argumentation with evidence at that point. As well, the interview data presented in these numerical results are illustrated in all five participants related to paragraph organization, grammatical accuracy, and the building of a clear thesis statement. This cross-instrument convergence reinforces the strong and well-documented starting point against which later progress can be measured.

Concerning the second research question was about how WCF contributed to the gradual progress of writing abilities. The combined data expose a consistent pattern of enhancement in specific areas. Quantitatively, the criteria that exhibited the mean increase were Clarity of Thesis Statement, Organization and Coherence, Language Use and Grammar, and Vocabulary Range (each $\Delta = +1.00$). These quantitative results are documented by qualitative interviews where the problems raised matched almost exactly the dimensions identified as the ones most transformed by the feedback experience. In fact, these perceptions explain the organizational and lexical progress gains visible in the post-intervention rubric scores. Conversely, the comparative gains observed in Supporting Evidence and Argument Development ($\Delta = +0.80$ each) indicate participants’ acknowledgment that high-order argumentative skills are areas in which they continued to struggle.

With regard to the third research question, that is, participants' perceptions of the effectiveness of WCF, the triangulated data is again in agreement. For one thing, the lack of any score drop on individual participants in the post-intervention essay is a quantitative way to illustrate that the intervention did not cause disengagement or decrease. Such a numerical result is well in line with the qualitative data, where all five undergraduates disclosed a gradual change of view of corrective feedback from something that causes anxiety to a motivator and a valuable instructional resource. Besides, the metacognitive benefits specified in the qualitative data, such as participants' ability to self-monitor, recognize error patterns, and carry out revision proactively, provide a reason for the continuous enhancements that are reflected in the rubric scores.

Overall, the triangulated findings refer to the convergence and mutual support they give evidence that the systematic written corrective feedback gave rise to capable, significant, and multidimensional expansions in participants' academic writing abilities. Quantitative results indicate the level and consistency of these improvements among the different criteria used for evaluation, whereas qualitative insights illustrate the thought, feeling, and self-regulating processes that have led to the increases in writing skills. For this reason, the triangulation of data sources enhances the overall credibility and persuasiveness of the conclusions of the research, thereby supporting the application of mixed methods for investigating the complex and situated nature of second language writing development.

4.2 Discussion

The development of academic writing ability in English as a Foreign Language (EFL) has been acclaimed as one of the most difficult pedagogical challenges in university-level education. In the context of Ecuador, where chances for real-life situations to use English outside of the classroom are still somewhat constrained, the quality and consistency of teacher-provided feedback become essential in influencing students' linguistic paths (Santillán & Rodas, 2022). In this educational environment, Written Corrective Feedback (WCF) is used to point out linguistic, organizational, and rhetorical failures in the academic writing tasks. The present investigation investigated the impact of WCF on the academic writing skills development of five Seventh-Semester Students at the National University of Chimborazo (UNACH), using a mixed-method approach combining the analytical argumentative rubric and semi-structured interview data. In

addition, the significance of this study extends beyond the local context by knowing how WCF encourages writing development in certain aspects, limitations, and how writing development persists as a critical priority.

4.2.1 Writing Evolution's Goal and Alliance with Feedback

The study's main goal was to investigate the relationship between WCF and academic writing abilities in an EFL university context. The purpose was to cover four research questions addressing pre-intervention writing challenges, the implementation and the effect of WCF on gradual writing performance, and learners' perception of WCF. The connection between feedback and writing evolution is a dynamic based on the quality, consistency, and explanatory depth of the feedback, as well as the ability and readiness of the undergraduate to meaningfully interact with it (Ellis, 2010). As well, Villavicencio (2025) claimed that conscious, focused attention to the alternation between learners portray interlanguage production and the target language form is a requisite condition for Second Language Acquisition. Indeed, learners pay more attention to syntax and rhetoric, which helps them retain target forms and discourse patterns more certainly. These outcomes directly deal with one of the most arguable issues within Second Language Acquisition. This debate was raised by Truscott (1996), who theorized that grammatical correction is not just ineffective, but it can damage learners when doing error correction. Truscott's viewpoint is built on the idea of corrective feedback as an influential interference with interlanguage progress rather than a linguistically facilitated learning tool. The current investigation highlights this difference by emphasizing the importance of autonomy and appropriate writing throughout the intervention.

4.2.2 WCF as a Bridge Between Struggle and Linguistic Autonomy

The most intellectually convincing discovery made by the findings is the evidence that WCF operated not only as a corrective mechanism but also as a bridge through which students internalize the monitoring, self-assessment, and revision of feedback. This interpretation is supported by the directional improvement visible among all post essays, considering the progress of all six rubric criteria. In fact, the quantitative and qualitative data show not only that students wrote better after receiving WCF because they started to perceive writing as a rhetorical and structural choice rather than a transcription of ideas. Likewise, Swain (1995) avowed that the long-lasting educational outcome was a distinct variation in participants' cognitive relationship

with academic writing itself, which once commenced through continuous WCF involvement, seemed to fuel its own training momentum beyond the immediate correcting interaction rather than the correction of specific outward mistakes. In general, the most enduring finding of the intervention is to change mental orientation toward writing through continuous exposure to direct corrective feedback

4.2.3 Theoretical Contrast and Alignment with the Specific Objectives

The theoretical framework outlined informed the creation of the specific objectives. About the first objective, the pre-intervention results indicate the morphosyntactic mistakes, additive organizational sequencing, lexical blocking, and argumentative superficiality, there is a consistent with the problems mentioned by Ferris (2011) as being inherent to EFL academic writing at the university period, as the author observed, often struggle not only with grammatical mechanics of English compositions but also with high-level rhetorical and argumentative prerequisites of academic discourse concerns that advocate insufficient prior exposure to explicit academic writing instruction rather than general shortages in communicative language ability. As well, Krashen's Input Hypothesis and WCF critique recommend that the professors' written comments on the students' work not only indicate the mistakes but also give the undergraduates linguistic information that appreciates their current level of competence and formulates written corrective feedback as a way of delivering input that is adjusted from a pedagogical perspective. Beyond this established arrangement, the current investigation offers a contextually grounded explanation of how these complications manifest themselves within the restrictions of the Ecuadorian EFL features of limited academic writing performance.

With respect to the second and third objectives, Fitriyah et al. (2024) stated that WCF encourages not only grammatical improvement but also the increase of coherence, argument, and disciplinary voice through the restricted path of grammatical performance. Most obviously seen in the post-essay writings, this development is grasped as a demonstrable application of a deliberate function of the argumentative framework, and a register of more distant, analytical, and impersonal academic writing genre. In fact, repeated interaction with direct feedback gave the impression of fostering participants' metalinguistic awareness in a condition that elevated the organizational and argumentative decision-making. From a strict Swain's standpoint, the revision tasks after each WCF cycle were output-pushing. Students were pushed to create language that

was beyond their usual interlanguage comfort zone. On the whole, these results point to a constitutionally associated connection between grammatical correction and rhetorical growth in EFL academic writing, not merely a coincidental one, a distinction that contemporary research has not always foregrounded with enough analytical precision.

As regards the fourth specific objective, the effective and metacognitive line described by the participants, from anxiety to motivation and self-regulation, as Corder (1967) defined, learners' errors allow them to improve and identify weaknesses by using written corrective feedback to foster students' metacognitive awareness and autonomous learning. In this light, the results proved that Written Corrective Feedback is seen as a recursive contemplative resource, as noted by Hyland (2019). As well, Corder's (1967) fundamental insight is that learner errors are barely diagnostic indicators of what has not yet been attained but instill productive prospects for undergraduates to recognize their own systematic weaknesses and assemble self-corrective cognitive incomes. Within the context of feedback literacy, the current data further support this theoretical assertion by presenting how consistent, explicit WCF interaction may turn this error-identification ability into a responsive, proactive, internalized habit, self-monitoring, and metacognitive meditation. As the interview data uncover, this evolving path was not experienced consistently or without initial defiance by the participants; nevertheless, its directional reliability from early emotional uneasiness with corrective marking toward a self-reported sense, metacognitive, and rhetorical confidence gives it rational coherence that goes beyond individual variation and puts forward an efficient intervention-driven procedure of enhancement.

4.2.4 Direct Corrective Feedback Use in Written Corrective Feedback

The findings provide a viewpoint on one of the most often discussed questions in second language writing research: the relative effectiveness of direct versus indirect and metalinguistic feedback in enhancing students' accuracy and rhetorical ability. The feedback type applied to this investigation in handling the WCF involved explicit error correction with direct and indirect metalinguistic commentary that pinpoints the grammatical category, rhetorical function, and academic writing reasons of the correction, which result in changes that can be recognized if analyzed at two separate but very interactive levels. The application of direct feedback carried out in this investigation, which is defined by explicit correction of linguistic errors, combined with commentary explaining the reason and nature of each correction. In accordance with Alharbi

(2023) and Lee (2022) declare that direct feedback enables undergraduates to more precisely spot linguistic mistakes and produce accurate revisions. Furthermore, their studies observe that explicit, form-focused direct feedback enables learners to detect and cautiously monitor precise patterns of linguistic mistakes with an accuracy that supports more exact production, notably when the input includes explanatory commentary that underlines the causal grammatical principle instead of only offering the corrected overlay form. At the macroscopic level of rhetorical organization, argumentative structure, and discourse coherence, the diagnostic essays were notable by organizational segment in which ideas were regular by additive sequencing, the repeated function of surface-level connectors such as “also”, “and”, and “furthermore” required logical subordination, casual articulation, and argumentative development; and a clear-cut absence of the evidential assistance to encourage a constant academic argument. Indeed, undergraduates disclosed a noticeably higher command of cause-effect and affirmative reasoning structures by the post-essay phase, a more consistent and deliberate utility of topic sentences as paragraph-level coherence devices, and a clear capacity to assist sustaining evidence to a primary argumentative thesis. In the present study, the most noteworthy result was that direct feedback leads to a more lasting learning outcome. Conversely, the limited exposure to writing performance in the university causes multiple errors, and a short-cycle intervention produces little internal evidence; however, applying direct corrective feedback and an intensive phase of more than three weeks could create precise accuracy in writing development.

4.2.5. Theoretical Contrast and Alliance with Research Questions

The triangulated findings indicate the progress of academic writing afterward using Written Corrective Feedback. Regarding the research question 1, the pre-intervention backup Ferris (2011) claims that EFL university learners face a series of problems, including grammatical errors, organization, etc. Likewise, he noted that EFL academic writing had a noteworthy pattern of argumentative and evidential inadequacy, notably a propensity to unusualness with the norms of argumentative academic discourse, implying that the participants had not been methodically socialized into rhetorical expectations and scholarly standards of the educational writing community of their major program. Despite this, the investigation emphasizes the argumentative and evidential writing difficulties that students struggled with, such as the linguistic form needed in academic writing.

Pertaining to the second and third research questions, Hyland and Hyland (2006) affirmed that syntactic development of dependent and independent ideas, as learners reported increases, as well as the use of rhetorical devices, indicates an upgrade in academic writing. Their explanation of how feedback facilitates learners' emergent ability to operate the relationship between main and subordinate clauses, by enabling a syntax of enhancement in coordination structures to gradually give way to a diversity of sentence structures serving a rhetorical purpose that reflects the textual variations observed in undergraduates' writing during the intervention. At the same time, Nation's (2013) concern for controlled and accurate usage exposed that lexical development helps students to learn more formal language, as it was seen in the intervention; learners started to employ proper language use.

With respect to research question 4, the findings align with Wahyuningsih (2020) in revealing positive attitudes toward WCF but also contribute to a broader theoretical framework by detailing the metacognitive aspect they acquire after the intervention. Equally, Villavicencio (2025) declared that participants should move from being passive recipients of external feedback to becoming active, self-directing agents of their own writing performance process with the capacity to compare their own drafts and make self-generated corrective revisions without being reliant on outward feedback provision. Indeed, the investigation demonstrates a more complex advancement of feedback literacy, in which undergraduates not only receive and use feedback but also enhance their autonomous capacity to produce and respond to their own self-monitoring contributions. On the whole, the findings indicate that sustained WCF provision led to metacognitive outcomes for greater achievements.

4.2.6 Students' Perceptions of WCF

The pattern of perceptions and affect displayed by participants in this investigation was initially experiencing anxiety upon seeing fully corrected essays, then actively re-interpreting the feedback as support for learning, and finally developing increased writing confidence and metacognitive awareness. The initial anxiety experienced by the participants is consistent with previous literature on EFL writing, where corrective feedback is found to be perceived as evaluative and threatening by EFL students in their learner identity in the target language (Hyland & Hyland, 2006). What differentiates the results of this study from the simplest confirmation of this claim is that the undergraduates reported this anxiety to be overcome by positive motivational

force, and it seems it was not students' individual personalities or level of writing confidence that influenced the reframing, but the learners distinguished pedagogical intents behind WCF delivery. As Suerni et al. (2020) discussed, learners tend to revise their work and view feedback as helpful and oriented toward their progress. They confirm that interpersonal and evaluative features of the teachers' feedback affect the undergraduates' first inclination to revise, with students who grasp the opinion as truly assisting them viewing a stronger desire to engage and practice corrective input deliberately.

The participants' reports of an evolution in metacognitive skills are the most beneficial and interesting perceptual finding. In accordance with Wahyuningsih (2020), she details positive attitudes toward WCF as a writing resource, but her study focused on how the feedback is taken up into revisions. This study explores how sustained interaction with feedback may have fostered learners' capacity for metacognitive control, such as monitoring and self-evaluating their advancement. Moreover, the evolution of autonomy and self-regulation, as reported in this study, supports Zhan and Hyland (2022) conception of feedback literacy, indeed the emergence of high levels in linguistic and organizational challenges, characterized by the higher students' capacity to critic the quality of their own written work by expending internalized standards, be aware of the areas of weaknesses, and come up with corrective procedures on their own without relying on externally provided feedback. The progress of this skill in several participants, as indicated in the interview data that the positive effect of the WCF intervention was not limited to the upgrading of individual essay analysis but instead involved a big change in the way participants viewed themselves as academic writers. In general, the change has been connected to noteworthy long-term effects not only for learners' own academic path but also, in the specific case of teacher training, for the feedback strategies they will employ with their own future apprentices.

4.2.7 Written Corrective Feedback as a Transformative Influence in Academic Writing

As a future English language teacher trained at the Universidad Nacional de Chimborazo (UNACH), implementing WCF in classrooms makes it evident that this is a tool for change, not just correction, but implies different dimensions like metacognitive, linguistic, rhetorical, and motivational levels of writing performance. This multidimensional notion of WCF is radically different from the one that, unfortunately, still dominates some EFL settings, where feedback is understood as correction whose value is measured by the number of marks given in their drafts,

focusing on the final product rather than a writing growth instrument directed at the process. Moreover, it seems that the progression observed from simple assertion to cause-effect reasoning, argument development, the discipline-specific lexical voice, and the internalization of a productive attitude on revision was not brought about by the correction of individual errors, but by direct feedback commentary that elaborated the rhetorical principles behind each correction. As a result, each corrected mistake turned into a real training situation, opinion not only did the feedback give the correct form, but it also encouraged undergraduates to figure out the rationale behind corrections and how writing by specific academic populations calls for those corrections. This difference, as the current findings advocates to the variance between feedback that generates mere mechanical compliance and commentary that leads to evolving understanding.

From my perspective as a future English teacher, it is that teacher time and attention in WCF should prioritize direct feedback on organizational, argumentative, and evidential elements, which have been exhibited as crucial to developing academic writing. In this, written corrective feedback is appreciated not just as a corrective reaction to learners' written works but also as a pedagogical tool of the highest formative value that introduces students to the cognitive and rhetorical practices of an academic discourse and the disciplinary identity that higher education is expected to construct. In this light, WCF comes to be understood not as merely a corrective response to students' writing, but as a pedagogical instrument of disciplinary value that introduces students to a particular academic discourse community.

4.2.8 Limitations and Recommendations

Despite the analytical soundness of the findings, there are some limitations that appeared during the intervention. First, the relatively brief duration of the instructional application. The usage of WCF was administered in three weeks, insufficient to ascertain whether the gains in rhetoric and metacognition noted in the post essays were lasting after the intervention had ended. In fact, written corrective literature reliably shows that the corrective feedback has the greatest durability and stability when provided across many revisions and over prolonged periods of deliberate practice, as mentioned by Ferris (2011). Thus, future research should create WCF interventions that should be conducted for at least one academic semester and require multiple different writing tasks to explore the improvements acquired during the intervention.

Finally, the second limitation is the heterogeneity of the learners' prior English knowledge, which inevitably led to variability in instructional starting point; all participants had varying levels of English experience, ranging from students with earlier coursework and outside instruction in formal English, like academic writing, to students with no exposure to English as an academic language until they entered Pedagogy of National and Foreign Language at UNACH. Certainly, forthcoming research participants should detail former English exposure in as much depth as possible, such as sustainable strategies for large classes, peer-editing training, selective coding, specific analytical rubrics, or targeted curriculum adjustments.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- First, it is concluded that the five participants showed a multilayered pre-intervention writing profile marked by methodical, deficient aspects of academic writing, such as coherence and cohesion, lexical range, and argumentative development. Given these results, it can be argued that participants' prior educational experiences had not provided them with the rhetorical, linguistic, or organizational skills needed for academic writing in English at the university level.
- Second, it is concluded that the analysis demonstrated that the impact of written corrective feedback produced support and directional improvement across all five participants relative to the diagnostic baseline. It has been demonstrated that written corrective feedback increased participants' proficiency in the areas of clarity of thesis statement, discourse organization, lexical range, coherence and cohesion, and vocabulary range.
- Lastly, it is inferred that participants' perceptions of written corrective feedback were clearly positive, emotionally meaningful, and supportive of metacognitive progress. Written corrective feedback is provided within a well-structured, explanatory, and understandable instructional environment.

5.2 Recommendations

- It should be applied Written Corrective Feedback courses in the aspects of academic writing. Also, promote effective and supportive feedback environments.
- It should be considered new investigations in which written corrective feedback outcomes differ across learner level, prior academic writing experiences, and students' background.
- It should be explored how the different effects of particular feedback strategies, such as direct, indirect, and metalinguistic written corrective feedback. As well as to investigate how written corrective feedback affects students with particular learning needs in order to provide inclusive feedback techniques in EFL academic writing courses.

6. REFERENCES

- Alharbi, S. (2023). Effect of Teachers' Written Corrective Feedback on Saudi EFL University Students' Writing Achievements. *International Journal of Linguistic*, 8(5), 110-121. <http://dx.doi.org/10.5296/ijl.v8i5.9996>
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14(3), 191-205. <https://doi.org/10.1016/j.jslw.2005.08.001>
- Bitchener, J., & Ferris, D. (2012). *Written corrective feedback in second language acquisition and writing*. New York: Routledge.
- Bitchener, J., & Storch, N. (2016). *Written Corrective Feedback for L2 Development*. Multilingual Matters.
- Chen, X. (2025). The Effect of Written Corrective Feedback on Writing Accuracy in Senior High School. *Literature, Language, and Cultural Studies*, 1(2), 55-62. DOI: 10.63313/LLCS.9026
- Corder, S. (1967). The significance of learner's errors. *International Review of Applied Linguistics in Language Teaching*, 5(1-4), 161-170. <https://eric.ed.gov/?id=ED019903>
- DeKeyser, R. (2007). Skill acquisition theory. In B. VanPatten, & J. Williams (Eds.), *Theories in second language acquisition*, 97-113, Lawrence Erlbaum.
- Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*, 63(2), 97-107. <https://doi.org/10.1093/elt/ccn023>
- Ellis, R. (2010). A framework for investigating oral and written corrective feedback. *Studies in Second Language Acquisition*, 32(2), 335-349. <https://doi.org/10.1017/S02722263109990544>
- Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System*, 36(3), 353-371. <https://doi.org/10.1016/j.system.2008.02.001>
- Ferris, D. (2010). Second language writing research and written corrective feedback in SLA: Intersections and practical applications. *Second Language Acquisition*, 32(2), 181-201. <https://doi.org/10.1017/S02722263109990490>
- Ferris, D. (2011). *Treatment of error in second language student writing (2nd ed.)*. Michigan: University of Michigan Press.

- Fitriyah, I., Setya, A., & Gozali, I. (2024). An Investigation of Written Corrective Feedback in EFL Writign Assessment: How Teachers' Feedback Practices Meet Students' Expectations. *International Journal of Language Testing*, 14(1), 166-184. Doi: 10.22034/ijlt.2023.411616.1275
- Flower, L., & Hayes, R. (1981). A cognitive process theory of writing. In *In C. R, Cooper & L. Odell (Eds.), Reseach on composing: Points of departure* (pp. 365-387). National Councili of Teacher of English. DOI:[10.2307/356600](https://doi.org/10.2307/356600)
- Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hamid, S. (2025). A Critical Review of Educational Research Methodologies: Approaches, Applications, and Implications. *Pakistan Social Sciences Review*, 9(2), 138-150. DOI:[10.35484/pssr.2025\(9-II\)11](https://doi.org/10.35484/pssr.2025(9-II)11)
- Hattie, J., & Timperley, N. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hidayatullah, M., Mawaddah, N., Mukmination, N., Suhono, S., Ayad, N., & Sari, Y. (2025, April). The Developing a Valid and Reliable Assessment Instrument for Academic Essay Writing in Higher Education. *Bulletin of Science Education*, 5(1), 69-82. Retrieved from The Developing a Valid and Reliable Assessment Instrument for Academic Essay Writing in Higher Education: https://www.researchgate.net/publication/393658086_The_Developing_a_Valid_and_Reliable_Assessment_Instrument_for_Academic_Essay_Writing_in_Higher_Education
- Hyland, K. (2019). *Second language writing*. England: Cambridge University Press.
- Hyland, K. (2022). *Teaching and Researching Writing*. New York: Routledge.
- Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 81-101. <https://doi.org/10.1017/S0261444806003399>
- Kang, E., & Han, Z. (2015). The efficacy of written corrective feedback in improving L2 written accuracy: A meta-analysis. *The Modern Language Journal*, 99(1), 1-18. <https://doi.org/10.1111/modl.12189>
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157-172. <https://doi.org/10.1080/03075079812331380364>
- Lee, I. (2008). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writign*, 17(3), 144-164. <https://doi.org/10.1016/j.jslw.2007.12.001>

- Lee, I. (2022). Teacher feedback in the L2 writing classroom: Engaging students through direct and indirect methods. In *Classroom Writing Assessment and Feedback in L2 School Contexts*. 65-82. DOI:[10.1007/978-981-10-3924-9_6](https://doi.org/10.1007/978-981-10-3924-9_6)
- Merriam, S., & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation (4th ed.)*. Jossey-Bass.
- Nation. (2013). *Learning vocabulary in another language (2nd ed.)*. Cambridge: Cambridge University Press.
- Santillán, J., & Rodas, F. (2022, November 03). *UCUENCA*. Retrieved from Developing academic writing skills in EFL university students through haiku composition: <https://rest-dspace.ucuenca.edu.ec/server/api/core/bitstreams/33a50524-2ad4-49d3-84e7-486569cda3f4/content>.
- Secilerkoll. (2024, January 08). *SCRIBD*. Retrieved from B1 Writing Task Rubric Template: <https://www.scribd.com/document/697512398/B1-Writing-Task-Analytic-Rubric-1>
- Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly*, 41(2), 255-283. <https://doi.org/10.1002/j.1545-7249.2007.tb00059.x>
- Storch, N., & Wigglesworth, G. (2010). Learners' processing, uptake, and retention of corrective feedback on writing. *Studies in Second Language Acquisition*, 32(2), 303-334. <https://doi.org/10.1017/S0272263109990532>
- Suerni, Seyu Fani, Asnawi, & Wariyati. (2020). EFL Learners Perception of Written Corrective Feedback. *Atlantis Press SARL*. DOI:[10.2991/assehr.k.201124.012](https://doi.org/10.2991/assehr.k.201124.012)
- Swain, M. (1995). Three functions of output in second language learning. In & B. In G. Cook, *Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.
- Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327-369. <https://doi.org/10.1111/j.1467-1770.1996.tb01238.x>
- Van Beuningen, C., De Jong, N., & Kuiken, F. (2012). Evidence on the effectiveness of comprehensive error correction in Dutch multilingual classrooms. *Language Learning*, 62(1), 1-41. <https://doi.org/10.1111/j.1467-9922.2011.00674.x>
- Villavicencio, J. (2025). EFL Students' Voices: Preferences and Perceptions on Teacher-provided Written Corrective Feedback. *Maskana*, 16(2), 229-244. DOI:[10.18537/mskn.16.02.15](https://doi.org/10.18537/mskn.16.02.15)
- Vygotsky, L. (1978). *The development of higher psychological processes*. Harvard University Press.

- Wahyuningsih, S. (2020). The Role of Feedback on Academic Writing Performance: EFL Students' Perceptions. *Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, 7(1).
- Wang, Y., Said, S. (2024). The cognitive Challenges in Argumentative Writing for EFL Learners: A Scoping Review. *International Journal of Academic Research in Progressive Education and Development*, 13(4). DOI:[10.6007/IJARPED/v13-i4/23721](https://doi.org/10.6007/IJARPED/v13-i4/23721)
- Zhan, L., & Hyland, K. (2022). Student engagement with teacher written corrective feedback: A case study of Chinese EFL learners. *Journal of Second Language Writing*, 58, 35-50. <https://doi.org/10.1016/j.asw.2018.03.001>

7. ANNEXES

ANNEXE 1:

ADAPTED ARGUMENTATIVE RUBRIC

Criteria		1	2	3	4	5
Clarity of thesis statement	Evaluates whether the main idea or argument is clearly stated and appropriately positioned in the text	The main idea is absent or very unclear.	The main idea is vague, poorly expressed, or incorrectly positioned.	The main idea is present but may be unclear or not well positioned.	The main idea is clear and appropriately positioned, with minor lack of precision.	The main idea or argument is clearly stated, precise, and appropriately positioned in the text.
Organization and coherence	Assesses the logical flow of ideas, including paragraph structure, transitions,	No clear organization; ideas are disorganized and lack coherence.	Weak organization; ideas are difficult to follow with	Organization is inconsistent; some ideas lack	Organization is generally clear; minor issues with	Ideas are logically organized with clear paragraph structure, effective

	and overall cohesion		limited transitions.	logical connections.	transitions or flow may occur.	transitions, and strong overall cohesion.
Supporting evidence	Measures the use and integration of relevant examples, data, or citations to substantiate arguments	No supporting evidence is provided.	Limited or weak supporting evidence; arguments are poorly supported.	Some supporting evidence is present but lacks relevance or integration.	Uses relevant supporting evidence, though integration may be slightly limited.	Uses relevant and well-integrated examples, data, or citations to effectively support arguments.
Argument development	Examines the depth and complexity of the argument, including counterarguments and critical analysis	No clear argument is presented.	Argument is weak, unclear, or minimally developed.	Argument is present but lacks depth or complexity.	Argument is clear and developed, with some evidence of critical analysis.	Argument is well-developed, demonstrating depth, complexity, and effective critical analysis, including counterarguments.
Language use and grammar	Looks at grammatical accuracy, sentence structure, and appropriate usage	Persistent grammatical errors that severely affect comprehension.	Frequent grammatical errors that make understanding difficult.	Noticeable grammatical errors that sometimes affect clarity.	Generally accurate grammar with minor errors that do not affect meaning.	Demonstrates high grammatical accuracy with varied and appropriate sentence structures.

Vocabulary Range	Evaluates the breadth and appropriateness of word choice in conveying meaning effectively	Inadequate vocabulary ; meaning is unclear.	Very basic vocabulary with frequent misuse.	Limited vocabulary; some repetition or incorrect usage.	Uses a good range of vocabulary with minor inaccuracies.	Uses a wide and appropriate range of vocabulary effectively.
------------------	--	---	---	---	--	--

This study's instrument for analyzing academic writing tasks was an analytic rubric modified from the valid framework made by Hidayatullah et al. (2025), which was primarily intended for assessing argumentative essays written by English language learners. The rubric went through a sophisticated development phase, incorporating literature review, need analysis, expert validation using Content Validity Index (CVI), and pilot testing to ascertain its reliability and sustainability in EFL settings.

For this research, the rubric was implemented with this adaptive form and descriptors, consisting of six criteria: clarity of thesis statement, organization and coherence, supporting evidence, argument development, language use and grammar, and vocabulary range, which are classified into a five-point Likert scale starting from 1 to 5. This evaluation method provides a granular, methodological review of students' writing skills across different proficiency levels (Hidayatullah, et al., 2025)

In spite of this study's qualitative methodology, the rubric was not employed to produce scores; rather, its descriptors were used as analytical categories to understand learners' writing progress.

Hence, the employment of this analytic rubric gave a well-organized and theoretically supported structure for examining university students' written output, ensuring the evaluation procedure was in line with the same time; it corresponded with the research's intention to explore the impact of written corrective feedback on the enhancement of academic writing skills.

ANNEXE 2:

ACADEMIC PARAGRAPH RUBRIC

Criteria	Does not meet expectations (Mark 1)	Below Expectations (Mark 2)	Developing Expectations (Mark 3)	Meets Expectations (Mark 4)	Exceeds Expectations (Mark 5)
Organization Structure	There is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in loose or random fashion.	Progression of ideas in essay is good. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence	Logical, compelling procession of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exit throughout the essay.

Thesis Statement	No thesis statement.	Thesis is completely unclear, not relevant, or missing entirely. No preview of argument. Paragraph consists largely of opinion, filler, or “contextualizing” material.	Thesis is largely unclear or is not directly relevant to assignment. Little identifiable preview, or preview is largely class material. Contains sentences that are neither preview nor thesis.	Thesis states a relevant position, but is somewhat vague or unclear. Preview is incomplete, not in correct order; some recitation of class material. Nothing other than thesis and preview.	Thesis clearly states a relevant position. Argument previews complete, in same order as body of essay, not simple recitation of class material. Contains nothing other than thesis and preview.
Content & Development	Content is inconsistent and unclear.	Content is incomplete. Major points are not clear and/or persuasive appeals.	Content is not comprehensive and/or persuasive. Major points are addressed, but not well supported.	Content is comprehensive and persuasive. Major points are addressed, and somewhat supported.	Content is comprehensive and accurate. Major points are stated clearly and are well supported with good details. Content and purpose of the writing are clear.

Mechanic (Grammar and Pronunciation)	Very weak spelling, punctuation, and capitalization. Incorrect grammar and sentence structure make it very difficult to understand the ideas.	Frequent errors in spelling, punctuation, and capitalization. Frequent errors in grammar.	Some errors in spelling, punctuation, and capitalization. Minor errors in grammar.	Mostly correct spelling, punctuation, and capitalization. A good command of grammar.	Only one or two errors in spelling, punctuation, and capitalization. A strong command of grammar.
Vocabulary/Lexical diversity	significant use of incorrect and/or inappropriate vocabulary	Some wrong words.	Some wrong words	Correct word choice and some usage of higher-level vocabulary.	Precise word choice and regular use of higher-level vocabulary

The instrument for analyzing students' academic writing paragraph was a rubric with analytical criteria created by Sceli Erkill (2024). This rubric was specifically made for assessing paragraphs of academic writing in the context of EFL learners. It mainly traces how well the students can write a paragraph by analyzing the topic sentence clarity, paragraph organization, providing supporting details, coherence, grammar, and vocabulary, which are very basic components of academic writing at the paragraph level.

In fact, the rubric has been a key instrument for this research without any changes. It certainly contains defined criteria that are assessed through an analytic scale, which gives the opportunity to closely explore the students' writing skills of academically well-constructed paragraphs. Employing this rubric allowed the researcher to narrow down during the assessment the main syntactical and formal elements in students' paragraph writing. It is one of the most

necessary skills to produce the first drafts of the more complex academic papers, such as essays (Secilerkoll, 2024).

The research followed a qualitative methodology, but the rubric descriptors were seen more as a source of categories for writing analysis than for scoring. Applying this rubric of analysis led to a well-structured system with consistent features for evaluating students' writing in a paragraph. At the same time, the prime focus of the study was to highlight the ways in which written corrective feedback affects academic writing skill development from a foundational level perspective.

ANNEXE 3:

SEMI-STRUCTURED INTERVIEW

Purpose: This interview aims to analyze the perceptions of seventh-semester university students at the National University of Chimborazo regarding the influence of written corrective feedback on their academic writing development. Specifically, it seeks to explore how students perceive, interpret, and respond to teacher feedback, and how this strategy affects their writing process, self-awareness of strengths, weaknesses, and motivation to improve their academic work. The instruments align with the study's qualitative approach and support the research objective by collecting in-depth student perspectives.

Topic: Written Corrective Feedback in Academic Writing

Objective:

To interpret students' perceptions pertaining to the impact of written corrective feedback on their advancement in academic writing.

General Information:

1. What is your name?
2. If you could describe your personality in one word, what would it be?

Section 2: Initial difficulties in Academic Writing

3. Before receiving written corrective feedback, what difficulties did you usually face when writing academic paragraphs or essays in English?

Section 3: Experience with Written Corrective Feedback

4. What type of written corrective feedback did your teacher usually provide on your academic writing, and how did this feedback help you understand your mistakes?
5. How did written corrective feedback (direct feedback) influence the way you revised and improved your academic paragraphs or essays over time?
6. In what ways did written corrective feedback help you become more aware of your writing progress, including your strengths and weaknesses?

Section 3: Students' perceptions about Written Corrective Feedback?

7. How did you feel about receiving written corrective feedback, and how did it affect your motivation to write better academic texts?

ANNEXE 4:

DIAGNOSTIC ARGUMENTATIVE ESSAY

Topic: Time Management in University Life

Instructions:

Write an argumentative essay, discussing the following statement:

“State whether you agree or disagree with the following statement.

University students should be responsible for managing their own time without strict supervision”

In your essay, support it with at least two reasons and examples from everyday university life.

Organize your essay with an introduction, 2-3 body paragraphs, and a conclusion.

Focus on cohesion and coherence.

ANNEXE 5:

ACADEMIC PARAGRAPH

Topic: Responsibility and Academic Life

Instructions:

Write one academic paragraph, explaining why personal responsibility is important for university students.

Your paragraph must include:

- A clear topic sentence,
- Supporting ideas with explanations, and
- A concluding sentence.

Focus on cohesion and coherence.

ANNEXE 6:
FIRST ARGUMENTATIVE ESSAY

Topic: Learning from Mistakes

Instructions:

Write an argumentative essay, discussing the following statement:

“State whether you agree or disagree with the following statement.

Making mistakes is essential for personal and academic growth.”

In your essay, support it with at least two reasons and examples from everyday university life.

Organize your essay with an introduction, 2-3 body paragraphs, and a conclusion.

Focus on cohesion and coherence.

ANNEXE 7:
SECOND ARGUMENTATIVE ESSAY

Topic: Social Responsibility

Instructions:

Write an argumentative essay, discussing the following statement:

“State whether you agree or disagree with the following statement.

People have a responsibility to contribute positively to their community.”

In your essay, support it with at least two reasons and examples from everyday university life.

Organize your essay with an introduction, 2-3 body paragraphs, and a conclusion.

Focus on cohesion and coherence.

ANNEXE 8:
THIRD ARGUMENTATIVE ESSAY

Topic: Healthy Lifestyle Choices

Instructions:

Write an argumentative essay, discussing the following statement:

“State whether you agree or disagree with the following statement.

Is maintaining a healthy lifestyle a personal choice or a social responsibility?”

In your essay, support it with at least two reasons and examples from everyday university life.
Organize your essay with an introduction, 2-3 body paragraphs, and a conclusion.
Focus on cohesion and coherence.

ANNEXE 9:

FINAL ARGUMENTATIVE ESSAY

Topic: Time Management in University Life

Instructions:

Write an argumentative essay, discussing the following statement:

“State whether you agree or disagree with the following statement.

Time management should be considered a personal responsibility of university students, rather than a skill controlled through constant supervision. ”

In your essay, support it with at least two reasons and examples from everyday university life.

Organize your essay with an introduction, 2-3 body paragraphs, and a conclusion.

Focus on cohesion and coherence.