

CONVENTIONAL WRITTEN CORRECTIVE FEEDBACK FOR EFL LEARNERS' WRITING SKILL ENHANCEMENT

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Abstract

English as a Foreign Language (EFL) learners around the world have access to various tools for their writing skill enhancement. Those tools are commonly accessed with automated written corrective feedback to help them minimize the errors in writing due to its time efficiency. Additionally, the examples of the written corrective feedback used by EFL learners are commonly Grammarly, Hemingway app, and AI grammar checker. However, they fail to address the pointed needs of EFL learners in writing skill enhancement where English is not the native language, such as the practices in non-native developing countries. Due to writing skill enhancement as the aim of this study, the EFL learners' participation is crucial to its efficacy by conventional model, instead of the automated one. To answer this issue, this study presents a Systematic Literature Review (SLR) analysis of conventional written corrective feedback as learning as the appropriate model for EFL learners' writing skill enhancement as the reflective practices in light of the shortcomings for EFL learners' writing skill enhancement in Indonesia. This SLR study demonstrates that the conventional written corrective feedback has the potential to support the Indonesian EFL learners' writing skill enhancement by comparing current practices of the corrective feedback as learning for EFL learners in Indonesia with national practices and international ones dealing with non-native developing countries reported in the literature. The conventional written corrective feedback is expected to be an efficient sustainable model to enhance the EFL learners' writing skill because of its empowering organic form.

INTRODUCTION

Writing is one of the language skills that is very crucial to be improved especially for the university learners in the English as a Foreign Language (EFL) context. Since, during the learners' journey as higher education learners, they have to write several kinds of paragraphs of essays which determine and support their learning process in the university. Furthermore, in the EFL context, writing could be considered the most challenging skill to be mastered besides speaking skill (Nurdiansyah & R. Abdulrahman, 2020). Therefore, providing such a scaffolding strategy would be crucial in the process of the learners' writing improvement to produce qualified writing. As researched by García et al. (2020), a significant critique of the standard strategy is needed for writing skill enhancement. Based on the prior investigation of their research, the limited approach to the existing problem in writing skills is the main issue in addressing the necessary elements of factual needs and learning ecologies. Therefore, the teachers' strategies that got a lot of focus from the teachers and researchers is using written corrective feedback which is defined as the strategy of correcting the learners' writing if they make grammatical or spelling mistakes, and the meaning of the sentences (Lee, 2020; Mao & Lee, 2020; Wei & Cao, 2020; Reynolds & Kao, 2021; Rahimi, 2021; Nguyen et al., 2022; Koltovskaia & Mahapatra, 2022).

In addition, there are two written corrective feedback that could be given to the learners, namely conventional written corrective feedback and automated corrective feedback. Conventional written corrective feedback is usually given by the teachers, meanwhile, the automated written corrective feedback uses technology. In the past 10 years, written corrective feedback has been discussed for many years and it has such beneficial output for the learners' writing quality by the advancement of technology, the automated written corrective feedback has also been discussed since it has some advantages as those have been proved by many studies (Ferris et al., 2013; Eslami, 2014; Wang & Jiang, 2015; Chen et al., 2016; García Mayo & Labandibar, 2017; Zheng & Yu, 2018; Lee, 2019; Koltovskaia, 2020; Elfiyanto & Fukazawa, 2021; Guo et al., 2022; Barrot, 2023). The automated written corrective feedback itself is the use of technologies in the form of tools that can help the learners correct their writing. The feedback provided is marked by the red flag or red line given in the learners' writing draft. The most common automated written corrective feedbacks nowadays are Grammarly (Thi & Nikolov, 2022), Quillbot (Nurmayanti & Suryadi, 2023), AI Grammar Checker (Castellanos-Gomez, 2023), and Hemingway app (Chairil Imran, 2022). Those tools offer different kinds of corrections and feedback features, however, they mostly provide feedback on the level of grammar checking and mechanics.

Written Corrective Feedback as Learning in Writing Skill Enhancement

Written corrective feedback as learning is a relatively recent way of writing skill enhancement of EFL learners yet limited in practices in English non-native developing countries (Çelik, 2020; Elmahdi & Hezam, 2020; Patra et al., 2022; Khaki & Tabrizi, 2021). Written corrective feedback as learning was included in the Second Language Acquisition approach for an educational domain by prominent scholars (Saville-Troike, 2012) as a

means of assisting EFL learners in learning and investigating their writing production with the help of feedback.

Methodical investigation into written corrective feedback provided the framework for learners' writing skill enhancement, allowing us to discover the reasons behind written corrective feedback's relevant form (Lim & Renandya, 2020). A process-based paradigm, written corrective feedback as learning for writing skill enhancement is used to assist EFL learners as they work together under the guidance of a mentor to identify their writing strengths, weaknesses, challenges, and needs. In addition, EFL learners and the mentor(s) collaborate to employ written corrective feedback as learning to solve writing issues. Reviewing one's written output is the final step (Lim & Renandya, 2020).

The concept of written corrective feedback in learning for English as a foreign language (EFL) learners is founded on the mentor(s) who guide the learners with the inputs from the written corrective feedback to assist their learning and their writing skill enhancement. The conventional approach to enhancing writing skills portrays EFL learners as passive learners who are given immediate reactions to their written products. One of the most empowering influences of writing skill enhancement, according to studies of effective approaches for enhancing writing skills (Budianto et al., 2020), is providing EFL learners with written corrective feedback on their writing products. One of the most notable findings from previous studies is the importance of delivering written corrective feedback with reflective suggestions (Ferris et al., 2013; Eslami, 2014; Wang & Jiang, 2015; Chen et al., 2016; García Mayo & Labandibar, 2017; Zheng & Yu, 2018; Lee, 2019; Koltovskaia, 2020; Elfiyanto & Fukazawa, 2021; Guo et al., 2022; Barrot, 2023). An additional prior research conclusion demonstrated that providing EFL learners with written corrective feedback helps them become more proficient writers (Suerni et al., 2020), which in turn changes how they think about learning reflection as a result of receiving feedback (Abadikhah & Ashoori, 2012).

Studies reported that written corrective feedback experiences showed writing skill enhancement in terms of its efficiency, which is important when contemplating writing skill enhancement for transformational pedagogy and bridging the research-pedagogy split (Wei & Cao, 2020). Communities of practice are one of the most practical and effective methods for facilitating transformational interaction between subject matter mentors and EFL learners (Almusharraf & Khahro, 2020). It is implicitly taken that EFL learners' inability to actively participate in research-driven knowledge and their peers' experiences may be remedied through the use of written corrective feedback, which has the potential to enhance writing skills by generating direct feedback as learning needs. Similarly, Li & Roshan (2019) recommended the writing skill enhancement term as learning inputs after receiving written corrective feedback as part of sustainable model transformation. In addition, the effectiveness of written corrective feedback is situated in its focus on the long-term beneficial influence of enhancing writing skills (throughout the entirety of feedback as learning).

However, there are a number of potential difficulties for those who desire to use written corrective feedback as learning. For instance, Li and Roshan (2019) argued that professionals implementing written corrective feedback should be aware of the paradigm's bottom-up orientation and resist the temptation to use a hierarchical version of the paradigm in which the writing participants, such as EFL learners, recognize the writing gaps and weaknesses. In addition, Crosthwaite et al. (2020) stressed the need for competent facilitators of writing corrective feedback to guide the writing participant (in this case, EFL learners) through the entire process. It explicitly discovered that EFL learners would struggle with writing processes, and that they might be tempted to focus on theoretical debates rather than the practical foundation for writing skill enhancement.

In spite of the mentioned previous studies, written corrective feedback has the potential to be an inquiry-based development, bottom-up, and collaborative writing skill enhancement model. The authors examined the use of written corrective feedback in the context of EFL competence enhancement practice, a paradigm for long-term and effective enhancement of skills. The authors of some previous studies (Andarab, 2019; Crosthwaite et al., 2020; Rouhi et al., 2020; Cárcamo, 2020; Li & Roshan, 2019; Mao & Lee, 2020; Zheng & Yu, 2018; Patra et al., 2022; Khodadadi, 2021; Koltovskaia & Mahapatra, 2022) centered attention on the effectiveness of written corrective feedback in the real world, with the hope that this will help EFL learners enhance their writing skill by addressing their gaps, demands, or restrictions in their own composing. Consequently, this article goes farther than asking "is written corrective feedback effective as learning for the EFL learners' writing skill enhancement?", the focus here is on reviewing practice-based research and talking about its implications of written corrective feedback for English writing skill enhancement in Indonesia. The current paper's applicability is not limited, potentially by its narrow emphasis on a single setting buried in the larger context of written corrective feedback implementation as learning. This study is part of an on-going project that discusses the efficiency of written corrective feedback as learning for EFL learners in writing skill enhancement in Indonesia. This discussion may have far-reaching implications for future reform efforts. Thus, it is not just a review article, but the beginning of a much larger discussion about how to enhance writing skill in a sustainable and effective way through the implementation of written corrective feedback.

METHOD(S)

To conduct a systematic review in this study, a procedure protocols were set up and implemented. The authors started by searching for "corrective feedback" (in quotation marks) alongside "corrective feedback as learning " and "written corrective feedback as learning" in the Scopus, Sinta and ERIC databases. To limit the search for focusing the study, the authors implied exclusion criteria by the quotation marks "English non-native developing countries", "English language", "EFL learners" during 2018-2023. Through Boolean operators, the Scopus indexed-journal databases from Quartile 1 to 4 were selected because they combine high-quality international journal sources with reliable national journal sources from Sinta ones. The authors additionally employed ERIC, a reputable database of indexed educational literature, in this current. 785 articles in total on Scopus, Sinta and ERIC peer-reviewed

databases were reached on May, 02 2023. Second, the authors devised a set of inclusion criteria to narrow the total number of publications found to 58 that represented the most internationally relevant research. Figure 1 demonstrates the process of article selection.

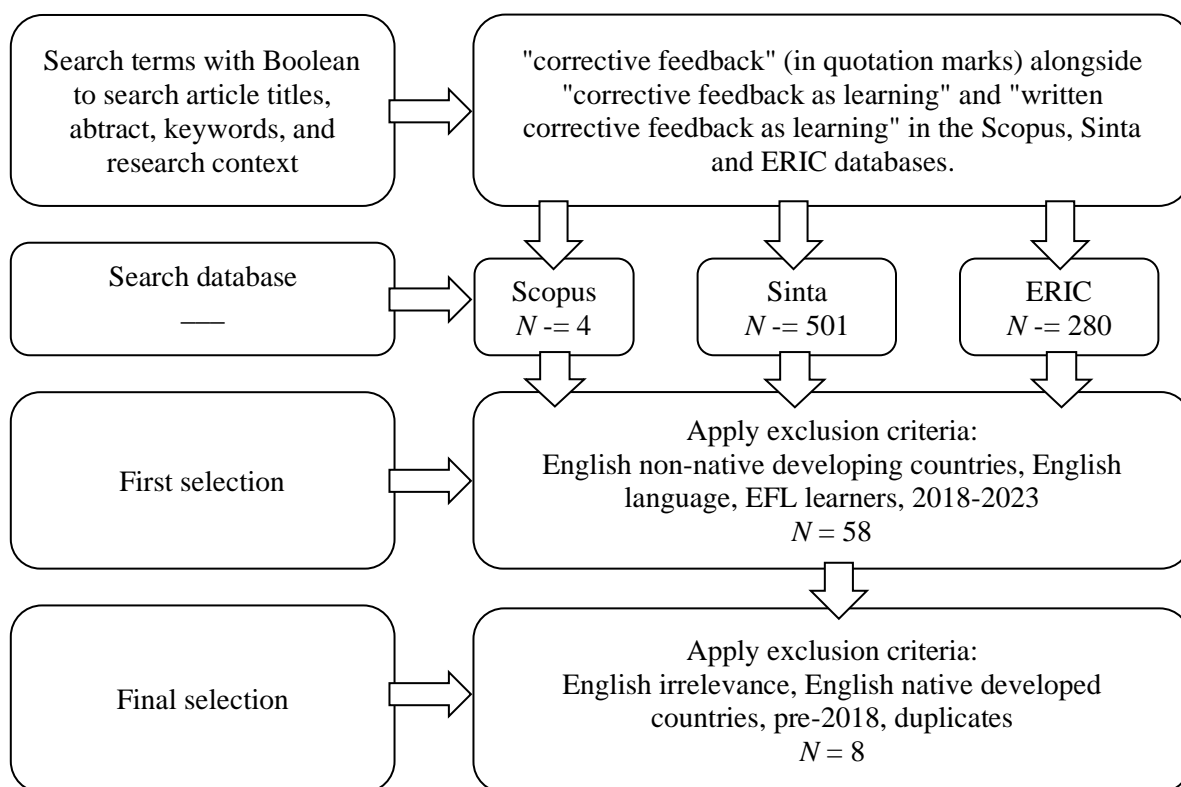


Figure 1. Article selection

These criteria were related to written corrective feedback as learning. Consequently, the researchers reported those above empirical research-based articles (not a review article, book review, book chapter, book publication, newspapers, or magazine, instead of research journal article). The research articles were selected as those related to learners' writing skill enhancement. They must be included in the peer-reviewed processes occurring on both databases. Finally, the researchers decided to use Scopus-indexed-journal publications for International practices and Sinta ones for national contexts to select the research papers.

FINDINGS AND DISCUSSION

Findings

After establishing criteria, the primary review of international studies published between 2018 and 2020 was reduced to 8. International and national written corrective feedback approaches as learning for EFL learners from Scopus, SINTA, and ERIC databases are summarized in the tables below.

Table 1. International Written Corrective Feedback Approaches As Learning For EFL Learners from Scopus, SINTA, and ERIC databases

No	Author(s) (Year)	Title	Research Context	Practice
1.	Kılıçkaya (2022)	Pre-service language teachers' online written corrective feedback preferences and timing of feedback in computer-supported L2 grammar instruction.	Online, corrective feedback, learners' views, types of feedback	International
2.	Cárcamo (2020)	Classifying written corrective feedback for research and educational purposes: a typology proposal	Corrective feedback, written, assessment, SLA, typology	International
3.	Lee (2019)	Teacher written corrective feedback: less is more	Corrective feedback, written, teacher professional development	International
4.	Andarab (2019)	The Effect of Spatial Intelligence-based Metalinguistic Written Corrective Feedback on EFL Learners' Development in Writing	Corrective feedback, written, spatial intelligence, spatial intelligence-based metalinguistic corrective feedback	International
5.	Rouhi et al. (2020)	Assessing the effect of giving and receiving written corrective feedback on improving L2 writing accuracy: does giving and receiving feedback have fair mutual benefit?	Corrective feedback, written, feedback giver, feedback receiver, peer feedback, teacher feedback, involvement load hypothesis	International
6.	Khodadadi (2021)	The effect of direct and indirect written corrective feedback on Iranian EFL learners' grammatical accuracy in sentence completion exercises	Direct and indirect approaches, written corrective feedback, grammatical accuracy, EFL learners	International
7.	Elfiyanto and Fukazawa (2021)	Three written corrective feedback sources in improving	Corrective feedback, written, writing, EFL,	National

		Indonesian and Japanese learners' writing achievement	secondary education, learner	
8.	Isnawati et al. (2019)	Impacts of teacher-written corrective feedback with teacher-learner conference on learners' revision	Teacher corrective feedback, teacher-learner conference, writing revision, teachers, learning	National

International Practices

Studies that are eligible according to our review criteria are presented in a summative way. Firstly, Kılıçkaya (2022) investigated the important theoretical and applied implications for the way that comparable educational systems written feedback. The fact that pre-service EFL teachers benefit more from metalinguistic and written feedback should be taken into account by preservice teachers in teacher education programs. Teachers-in-training and practicing teachers alike would benefit from incorporating concordance feedback into their lessons, particularly in grammatical instruction, so that today's tech-savvy learners can learn independently and expand their linguistic horizons. Learners enrolled in online teaching and learning courses, in particular, would benefit from having corrective-feedback training incorporated into their course syllabuses and from being given opportunities to practice providing feedback to others.

Secondly, Cárcamo (2020) showed that in order to precisely characterize written corrective feedback, a study of many ideas and actual research has allowed for the creation of a synthesis of the dimensions involved. This article's idea appears to be a significant step forward in developing a more holistic understanding of the phenomena. This proposal makes three substantial contributions to the field. First, it provides a helpful reference for understanding the many aspects that go into characterizing the various forms of written corrective feedback. As a result, the range of possible interdimensional combinations is expanded. The typology is also helpful for educators who wish to increase their knowledge of corrective writing feedback, which in turn may lead to a wider range of writing-focused formative assessment strategies. One last benefit of this form of typology is that it allows researchers to more easily compare their results from different studies by characterizing the feedback under study more precisely.

Thirdly, Lee (2019) implied that the more efficient teachers become at providing written corrective feedback, the more time they will have to devote to other areas of their work and the more opportunities their learners will have to receive timely and therefore consequential written corrective feedback. Learners benefit from reduced amounts of teacher-written corrective feedback because they are given more opportunities to take risks, gain self-assurance, receive more well-rounded feedback to aid in the development of their writing, and become more actively involved in the learning process (by, for example, supplementing teacher-written corrective feedback with self- and peer-edited drafts and/or online learning

resources). When less teacher-written corrective feedback is better for kids and educators alike, written corrective feedback is the way to go.

Forthly, Andarab (2019) stated that when learners were given metalinguistic written corrective feedback based on their level of spatial intelligence, not their level of linguistic intelligence, their writing improved more. The results highlight the significance of attention-grabbing strategies in the writing-feedback process. Incorporating a colour-code scheme with an emphasis on specific colour choices, in connection to literary components and grammatical function, may help learners become more cognizant of the text's order and model while also adding visual appeal.

Fifthly, Rouhi et al. (2020) investigated that although there have been many arguments for and against feedback over the past three decades, it is important to note the value of written corrective feedback. The results showed that receiving feedback, specifically untargeted direct written input, helped L2 learners increase their writing accuracy. The findings of the study point to the usefulness of receiving and giving feedback from peers. Learners' independence and motivation to actively participate in their second language acquisition may both benefit from peer feedback. Peer feedback has the potential to make learners more self-aware about their proficiency levels in the target language, familiarize them with global features of L2 writing and critical reading, encourage introspection, promote group work, and give learners more agency in their own language development.

Sixthly, Khodadadi (2021) asserted that a combination of direct and indirect written corrective feedback is beneficial in grammatical correctness, since it is dependent on productive language acquisition skills. Direct and indirect forms of feedback, as well as written and verbal forms of correction, would be beneficial for learners because they provide sufficient input and corrections, whether provided explicitly or left for the learner's self-editing, and thus afford learners the chance to learn from their mistakes and transform them into the intake. The time spent by learners poring over grammar books and dictionaries in search of the proper forms would be greatly reduced if they were given this kind of straightforward correction and feedback. A fast means of right learning would be made accessible to the learners once they had their learning hypotheses tested by encountering incorrect forms. In a country like Iran, where learners are exposed to English as a foreign language (EFL), the classroom and the instructor take on an especially prominent role because it is the only place where learners have access to educational opportunities. Therefore, the teachers and the methods they employ to offer the courses would have a significant role in shaping the educational experience. It is necessary because learners' knowledge of their mistakes via IF is insufficient, especially at the university level. If learners were to make progress in their study of English, they would be in a better position to self-correct their grammatical mistakes by searching for and replacing them.

National Practices in Indonesian Context

In this section, studies that are eligible according to our review criteria are presented in a summative way. Firstly, Elfiyanto and Fukazawa (2021) demonstrated that learners in senior high school benefit greatly from receiving corrective comments in writing, regardless of the source of that input. According to the results, Indonesian high school seniors who received corrective feedback from their peers saw significant gains in their English writing skills as a result. Learners' English writing abilities were found to improve with both instructor and self-written corrective feedback. However, in the Indonesian setting, the impact of peer-written corrective feedback was far larger. However, compared to learners who received corrective criticism from peers and themselves, learners at Japanese senior high schools who received written corrective input from teachers showed significant improvement.

Secondly, Isnawati et al. (2019) stated that their research lends credence to the idea that teachers might improve learner learning by combining written corrective feedback with in-person conferences. One component of language usage was observed to be altered by the execution of the approach, but a significant difference could not be clearly established by comparing the mean scores of both groups in the current study. This has promising implications for incorporating teacher-learner conferences and written corrective feedback into existing writing-class models. Specifically, when paired with a teacher-learner conference, corrective feedback in writing can help learners improve their writing, especially in terms of linguistic correctness. Learners are more likely to succeed in their rewriting efforts if they can understand the written feedback.

Discussion

Drawing on the systematic review of written corrective feedback as learning for EFL Learners' writing skill enhancement as references taken from English non-native developing countries, this study aimed to highlight the potential of the written corrective feedback model to support EFL The learners' writing skill enhancement in Indonesia. Our objective raised questions about the potential benefits of providing EFL learners with written corrective feedback as learning in order to enhance their writing skill.

The potential of written corrective feedback to enhance EFL learners' writing skills

Research reviews from international practice on the topic of corrective writing feedback as learning demonstrate the opportunities to enhance learners' writing (Shang, 2022). The authors clearly presented a system of written corrective feedback that allows EFL learners to work precisely on their shortcomings, gaps, and critical inputs in specific corrections from the mentor(s), which can be EFL teachers or lecturers in charge. The study's primary focus is on how this theory might be used to the EFL learners' writing skill enhancement. Additionally, the recursive process of observing, revising, and enhancing writing skills

through joint effort between EFL learners and specialists (teachers or lecturers in charge) is provided by the written corrective feedback. Prior research indicates that when EFL learners pay attention to the written corrective feedback and carry out its implication—revising their writing—they are better able to make up for the shortcomings, gaps, and critical inputs in their upcoming writing production (Mao & Lee, 2020). The authors convincingly proved that the model of written corrective feedback which allows EFL learners to thrive particularly on their writing demands' guidances in specific corrections offers a recursive process to observe, edit, and enhance their writing inadequacies collectively.

Although written corrective feedback models are not as widespread as they are in many English non-native developing countries, they do exist in some ones, most notably in private educational institutions (Weekly et al., 2022). In addition, the visionary statement of educational reform in Indonesia makes it clear that policy makers intend to adopt a focus-based approach to language learning that integrates independent skill enhancement like self-reading development, critical thinking in writing, advanced digital literacy skill due to the rapidly expanding information spread by modern technology, allowing learners to actually use written corrective feedback as learning (Kılıçkaya, 2022). The corrective feedback model has been undergoing in some English non-native developing countries. It is resulting in positive outputs by applying the model to English writing skill development. It also applies to Indonesian educational institutions administering intensive programs by the intern system of the institution. Although international research gives a number of written corrective feedback practices all around the world with general language education contexts as examples of “good” and “sustainable” practices, our review specifically shows that written corrective feedback model for EFL learners’ writing skill enhancement in Indonesia, which could be highly beneficial to realize the educational vision of 2030 in Indonesia to improve literacy skill, has not been reported as widespread as possible throughout the country. Through the publications found in these reviews, it means that Indonesia has still implied very limited practices on written corrective feedback for EFL learners’ writing skill enhancement. Whereas, International practices through the same situation with Indonesia which is an English non-native developing country, the written corrective feedback for EFL learners’ writing skill enhancement is beneficial to be applied.

Initial written corrective feedback connected to Indonesian situation for EFL learners’ writing skill enhancement

Some of the studies also emphasized the need of providing written corrective feedback to EFL learners as a means of their writing skill enhancement. The model of written corrective feedback is typical as it needs EFL learners not only to know but also to find out their shortcomings and gaps in their writing (D. Kim, 2020). In the writing production context by EFL higher education learners in Indonesia, several challenges have been reported such as lack of understanding in reflective practices for the writing revision to be the better one, lack of observation from peers assisted by the lecturer in charge as their mentor, and lack of collaboration with peers and the lecturer in charge as their mentor (Regala-Flores & Lopez, 2019).

Considering the research reviewed, the previous studies above demonstrate that providing EFL learners with written corrective feedback as learning is an effective model to assist them in their writing skill enhancement and avoid those hazards. Cárcamo (2020) presented an example by proposing that the written corrective feedback model encouraged reflective practice among learners and their mentors in introductory courses. Additionally, written corrective comments served as a collaborative scaffold to help EFL learners discover their shortcomings and opportunities in order to become better writers in the context of EFL (Y. J. Kim et al., 2020). Franco and DeLuca (2019) similarly reported that written corrective feedback led to collaborative action. In line with its results, Y. J. Kim et al. (2020) asserted that collaborative work between the EFL learners and the mentor by written corrective feedback helped them to establish between their shortcomings and their opportunities in their writing.

Written corrective feedback implementation for EFL learners' writing skill enhancement based on International practices in English non-native countries

International practices in English non-native developing countries like Indonesia where English is not the native language have been examined in terms of their impact on the writing skills of EFL learners. However, there are not nearly as many customs in Indonesia as there are globally. As a result, additional details about it are being uncovered in this investigation. How effective written corrective feedback-oriented writing skill enhancement can be in helping EFL learners progress with more targeted needs for writing improvement and in gaining insight into how to mitigate those shortcomings in future writing output (Fairus Sintawati, 2020; Anh, 2019; Cheng & Zhang, 2022). Based on those previous studies, written corrective feedback as learning has driven EFL learners in terms of both the form and content of their writing to be more qualified outputs. In the context of English non-native countries, written corrective feedback as learning gained interest among EFL learners to focus more on the targeted writing outputs.

Instead of relying on rote memorization of theories, the most efficient approaches to enhance learners' writing skills involve providing them immediate guidance on how to make specific improvements to their written work. It has deeper significance for them. In addition, they should build their "model" of action on exploration, application, and procedure. Our review shows that written corrective feedback has the potential to fine-tune EFL learners' writing skill enhancement in Indonesia according to international practices in English non-native developing countries as situated with Indonesia. To support our argument, the written corrective feedback helped EFL learners enhance their writing skill. Writing skill is one of the government considerations for achieving better literacy. In light of literacy acquisition, language teachers, teacher educators and administrators should problematize how they approach to improve and enhance their learners' writing skill, especially in an English context. Prior research referred to passive learners as a serious stressor for teachers and a source of EFL teaching anxiety. Accordingly, written corrective feedback as learning practices for EFL learners' writing skill enhancement can be a prospective direction for the mentor, which can be a teacher or lecturer, in the country.

CONCLUSIONS

Our review focused on international written corrective feedback practices compared with national ones reported in the context of EFL learners for writing skill enhancement in Indonesia. Drawing on the educational reform envisioned by the Ministry of Education and Culture in Indonesia, three major themes emerged. Written corrective feedback has the potential to aid EFL learners in writing skill enhancement to support the literacy development and improvement in a balanced way provided that administrative support is ensured. Furthermore, written corrective feedback as learning scaffolds the initial targeted needs of EFL learners in their writing skill enhancement. The written corrective feedback as learning implies that the EFL learners can combine their shortcomings, gaps, input and opportunities from the mentor with accurate practices in a reflective way. They can also grow into reflexive practitioners through collaboration with their peers or mentors to be trained as active EFL learners. As long as the drawbacks of the current practices are taken into consideration, the collaborative work on writing skills that results from using written corrective feedback as learning might raise their pedagogical literacy. In addition, the practices of written corrective feedback can be used to transform EFL learners both in terms of content and form so that they can enhance their writing skills in meaningful practices. Our review discussed international and national studies reporting a number of examples of how written corrective feedback as learning helped EFL learners enhance their writing skill.

Our primary aim with this review paper is to model writing skill enhancement as the aim of this study, the EFL learners' participation is crucial to its efficacy by an appropriate model. To answer this issue, this study presents a Systematic Literature Review (SLR) analysis of written corrective feedback as learning as the appropriate model for for EFL learners' writing skill enhancement as the reflective practices in light of the shortcomings of EFL learners' writing skill enhancement in Indonesia. Implementing practices of written corrective feedback as learning for EFL learners' development of writing might be one of the keys to success, according to a review of practice-based research that synthesized insights in line with Indonesia's 2030 Vision of Education, especially to achieve a good literacy skill. In a larger sense, it would be desirable for future researchers to examine the reported practices of written corrective feedback as learning through the lens of a theoretical framework, taking into account the reality of national practices and contexts. Such "thinking allowed" objects might help shape a praxis-based research agenda for the area of EFL educators by suggesting positions of researcher-practitioner cooperation in a specific national context.

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