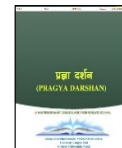




BELIEFS AND PRACTICES OF PRE-SERVICE ELT TEACHERS IN DEVELOPING WRITING SKILLS THROUGH TEACHER FEEDBACK AND PEER FEEDBACK



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Abstract

Teacher corrective feedback is essential aspect of teacher pedagogy in developing writing skills of pre-service teachers at Tribhuvan University. This study attempted to explore the beliefs and practices of pre-service teachers to develop writing skills through teacher corrective feedback. To address this research objective, case study research design was used to make this research successful. Six cases of pre-service teachers were explored through their in-depth interview to find out their perceptions on the role of teacher corrective feedback to improve grammars, vocabulary items, articles, cohesive and coherent writing styles in academic papers such as terms papers, and assignments. The findings of this study were that critical and creative thinking skills, digital pedagogical skills, 21st century skills could be developed through teacher corrective feedback. More importantly, pre-service teachers' self-regulated culture in writing could be developed through teacher corrective feedback and teacher corrective feedback is better than peer feedback to develop writing skills of the pre-service teachers.

Keywords: *teacher corrective feedback, peer feedback, belief and practice, self-regulated culture, and writing skills*

Introduction

Writing has been recognized as a social and intellectual value in the post-modern society since it enables the learners to create unquestionable records of their perspectives, thoughts and spirits (Wondim et al., 2024). Developing strong writing skills is fundamental for English as a Foreign Language (EFL) learners impacting their academic, professional, and personal growth. Proficient writing allows EFL students to communicate complex ideas effectively which is a cornerstone for success in higher education. As noted by Fitriani et al. (2021), academic writing, a specific and vital skill is indispensable for university students to convey their scholarly work so the pre-service teachers have to enhance their writing skills through the constructive teacher feedback.

Beyond academia, writing is a critical competency for career advancement in an increasingly globalized world, enabling learners to engage in international communication and professional correspondence. The teacher and peer feedback helps the ESL/EFL learners acquire the grammar, vocabulary, and other skills in course of writing process. Research on writing underscores the essentiality of feedback in the development of writing skills. There is a huge impact of written corrective feedback in developing the writing skills of EFL learners' accuracy (Serm Rifqi et al., 2023). More importantly, writings help the learners foster their critical thinking and analytical skills to organize their thoughts, present argument and substantiate their claims with evidence. The integration of technology and adequate writing teaching strategies has to be incorporated in developing writing skills to empower the EFL learners to become confident and proficient writers (Budijalaludin & Marhabah, 2023). Eventually, well-developed writing skills facilitate the EFL writers to become more effective communicators and proactive writers in this diverse globalized context. Proficient writing skills are fundamental for academic success.

A large number of theories of second language (L2) learning and language pedagogy incorporate the function of feedback. Feedback is regarded as an integral part of language learning in both behaviorist and cognitive model of second language acquisition. Feedback is considered as a way to ensure linguistic accuracy and motivate learners in both structural and communicate method to improve their language skills (Ellis, 2009). Feedback is very essential element in developing writing skills (Gu & Aslan, 2025). There are different types of teacher feedback such as verbal, written, formative and summative (Kshetree et al., 2024). Teacher corrective written feedback (TCF) focuses on local errors such as grammatical rules and structure and mechanics (Yang et al., 2021). Teacher

feedback not only focuses on local errors such as forms and mechanics but also covers the global errors such as content and organization of writing (Hyland & Hyland, 2006). The teacher corrective feedback is more effective than peer feedback since the efficacy of teacher feedback is very important to improve the writing skills of ESL learners (Tian & Zhou, 2020). In this regard, Ellis (2009) argues that teacher feedback is crucial in ELT since it helps the EFL learners improve their errors in the target language thereby enhancing their level of proficiency of target language. However, they are unable to provide corrective written feedback promptly for the huge number of students (Mahsen, 2022). In addition, teacher corrective feedback would be more accurate and helpful to the learners to become proficient writers.

Teacher feedback plays a crucial role in L2 writing rather than peer feedback since the learners have limited knowledge in grammar, vocabulary and writing skills in comparison to the experienced teachers (Nelson & Carson, 1998). Teacher corrective feedback is very useful to enhance English language proficiency and develop writing skills of the learners (Gharani et al., 2023). If the teacher corrective feedback is adopted as a pedagogical tool in the language classroom, the learners can develop their critical and creative thinking skills and confidence in writing skills (Wardana et al., 2025). English language teachers usually provide the feedback through oral and written feedback to improve the language proficiency of ESL and EFL learners. In this regard, Sari and Han (2024) argue that integration of oral and written feedback would be more effective than traditional strategy such as general comments without detailed written explanation.

More importantly, TCF works as a formative tool which helps the EFL learners' in comprehending their syntactic errors, morphological errors, semantic errors, and pragmatic errors. TCF is a useful pedagogical tool to enhance the writing abilities of the learners; however, excessive feedback and comments of the teacher can decrease their self-efficacy by causing psychological stress. TCF not only help them in developing writing skills but also support in developing self-efficacy and self-regulation (Mahvelati, 2021). In this regard, Schnuk (2023) argues that teacher feedback is a crucial strategy to enhance the wiring skills and improving self-efficacy and self-regulation of EFL learners. Zhang (2021) argues that students' ability to recognize target forms and L2 development have been intimately associated with explicit correction which shows that participants believe that teacher corrective feedback help them improve their ability to identify their errors and enhance their learning objectives.

Rafaha et al. (2025) argue that peer collaborating writing activities would be very effective to develop language proficiency, critical thinking and creativity of ESL learners. When compared to traditional instructional approaches, peer cooperation may result in more significant improvements in writing skills. Students who actively participated in group writing assignments would outperform those who worked alone on writing assignments (Rafaha et al., 2025). Moreover, the 4Cs of 21st century skills such as creativity, critical thinking, communication and collaborative skills can be enhanced through writing skills. Briansyah (2025) argues that peer feedback group outperformed the teacher corrective feedback group with substantial progress in grammar, vocabulary, mechanics, and spelling in quasi-experimental research. He further argues that the learners have acquired grammatical rules, mechanics and writing patterns more effectively through collaboration, interaction and scaffolding as sociocultural theory (Vygotsky, 1978).

Pradhan and Ghimire (2022) carried out a study on ELT teachers' feedback on the perceptions of learners to the feedback that they receive. They found that learners need the guidance and feedback of teachers to correct their errors. In this similar vein, Kschetree (2024) conducted a study on effects of English teachers' classroom feedback on students in which he found that positive feedback is very useful for better classroom engagement. The study on beliefs and practices of pre-service ELT teachers in developing writing skills through teacher feedback and peer feedback aimed to explore the beliefs and practices of pre-service ELT teachers in developing writing skills through teacher feedback and peer feedback and to investigate the effectiveness of either teacher corrective feedback or peer feedback in developing writing skills of pre-service teachers at Tribhuvan University.

Research Objectives

The research objective of this study was

To explore the beliefs and practices of pre-service teachers to develop writing skills through teacher corrective feedback.

Methodology

This study adopted case study research design to carry out this study. The researcher can use interview, observation, document analysis, and archival records to collect data; however, semi-structured in-depth interview and classroom observation were used to collect data to address the research objectives of this study (Creswell & Poth, 2018). Case study research is a qualitative approach that involves an in-depth, empirical investigation of a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2018). This research design is very useful to understand the how, and why of events to offer rich, detailed descriptions and explanation of case study (Merriam & Tisdell, 2016).

Six participants who have been studying in third semester of M.Ed. were selected as cases of this study using judgmental sampling procedure. The in-depth interview was used as a tool to collect data to address the research objectives in this study. The participants were entitled with pseudonyms as Hari, Rita, Amar, Sita, Daba, and Bina to maintain confidentiality and anonymity in this study.

Results and Discussion

Five themes were developed out of various organized and local themes based on the verbatims of the participants' lived experiences in this study.

Developing Critical and Creative Thinking Skills through Teacher Feedback

Teacher feedback is essential to develop the critical thinking skills of the students since the comments and feedback of the professionally sound teachers really help them enhance their critical thinking and creative thinking skills in writing skills. Moreover, the written feedback provided by the teachers become very thought-provoking. In this regard, Hari argued that *"teacher corrective feedback is very useful to develop the linguistic competency, communicative competence and intercultural competence of the learners"*. The practices of teacher corrective feedback help the EFL learners develop their linguistic knowledge, rephrasing texts, enhancing sentence correction and constructing clear and meaningful paragraph. In course of rephrasing the given assignments, the learners can get golden opportunities to develop their critical thinking skills which help them write cohesively and coherently. Likewise, Daba stated that *"learners can develop their creative writing skills while adopting the corrective feedback of the teachers. Some of the teachers are very constructive while proving the positive constructive comments and feedback. The teachers are very thoughtful and critical while proving written corrective feedback"*. All of the participants Hari, Rita, Amar, Sita, Daba, and Bina accepted that learners could develop their critical and creative thinking skills through teacher corrective feedback.

Developing Self-efficacy and Self-regulation through Teacher Corrective Feedback

Teacher corrective feedback help the pre-service teachers develop their self-efficacy thereby enhancing their learning capacity. In this context, Rita stated that *"with the aim of improving learners' linguistic accuracy and writing skills, teacher corrective feedback is very essential to address their errors like spelling, mechanics, grammar, and selection of appropriate vocabulary in writing"*. The motivation is one of the dominant factors which plays a pivotal role to urge EFL learners to improve their writing skills (Budiharta & Amalia, 2019). Motivation can be categorized into intrinsic motivation and extrinsic motivation. In this regard, Cahyono and Rahayu (2020) argue that if the EFL learners had higher level of motivation in writing, they would have better writing proficiency. Reese (2024) admits that self-efficacy and self-regulation would be developed through teacher corrective feedback in order to develop writing skills. In the similar vein, Sita stated that *"teacher corrective feedback facilitated the pre-service teachers to be self-regulated learners since they keep on writing as a part culture due to the well guidance and counselling of their teachers regarding the proper use of articles, pronouns, vocabulary items and grammatical rules in the academic writing"*. The correlation between motivation and proficiency in writing was very significant (Cahyono & Rahayu, 2020). It can cause confusion and ambiguity to the learners when the teacher provides comments and feedback on learners' errors without detailed clarification (Hakim, 2021). Teacher corrective feedback not only help them in developing writing skills but also support in developing self-efficacy and self-regulation (Mahvelati, 2021). In this regard, Schnuk (2023) argues that teacher feedback is a crucial strategy to enhance the writing skills and improving self-efficacy and self-regulation of EFL learners.

Teacher Corrective Feedback better than Peer Feedback

Teachers who have been assigned to teach in post-graduate level are Ph.D. holders, established writers and researchers so they are more matured academically; however, they are not expert and smart enough in ICT integrated pedagogy. As a result, they are unable to provide and deliver written corrective feedback to each participant through learning management system. In this context, Hari asserted that *"I believe that teacher corrective feedback is much better than peer feedback since teachers are proficient and matured in writing so their feedback and comments are more authentic and universal"*. Moreover, learners believe that the feedback and comments provided by their teachers are more authoritative, authentic and resourceful than their peers in their writing skills (Wang, 2014). The peer feedback is not matured enough, resourceful and authentic for their peers so peer feedback particularly on writing skills cannot be as effective and influential as teacher feedback. In this context, Bina said that *"the learners are not confident enough in grammars, relative pronouns, cohesion and coherence so their writing is not as academic as faculty members so teacher should provide corrective feedback using artificial intelligent in this digital era."* The execution of teacher corrective feedback to the learners can enhance their descriptive paragraph writing in English effectively (Wardana et al., 2025). Moreover, the writing skills can be developed even through peer feedback on each other's assignment, however, peer feedback has not been acknowledged as

authoritative and valid as teacher feedback in the context of Nepal since the learners themselves are not as academicians and experts as their teachers in writing. Writing to learn is an approach which help the EFL learners acquire cohesion, coherent, grammatical rules, syntactic structures and vocabulary (Silva & Limongi, 2019).

Teacher Corrective Feedback through Digital Pedagogy

Digital pedagogy, collaboration, coordination, and communication are essential to develop learning environment for writing skills. Writing skills of pre-service teachers can be developed through well combination of strategies of digital pedagogy, collaboration, coordination and communication among the faculty members of English education which are to be made ICT friendly in order to share their comments and feedback in written through digital pedagogy. If teachers of English education are equipped with skills of digital pedagogy, they can provide the comments and feedback to the learners digitally. In this context, Amar stated that “*the teachers are to be motivated with promotion and incentives to encourage them to provide adequate feedback and comments. The most important thing is the matter of inspiration and motivation for proper guidance and counselling to the learners to develop their writing skills*”. In order to make the English teachers proficient and motivated to provide feedback and comments, the teachers are to be trained in digital pedagogy. In this regard, Bina asserted that “*there should be workshop and training on how to provide corrective written feedback to the learners through digital pedagogy. In this digital era, AI is the most useful non-human resources to provide feedback in writing. The learners are to be provided training on use of AI to check their writing through AI which can replace teachers in this digital era*”.

The development of academic writing skills is a critical component of success for EFL learners, profoundly impacting their academic achievements, professional prospects, and overall communicative competence in a globalized world. Recent research underscores that writing is not merely a mechanical act of transcribing language; but a complex cognitive process that enhances various aspects of language acquisition and use.

Conclusion

Teacher corrective feedback plays a significant role to improve the writing skills of pre-service teachers at Tribhuvan University. The 21st century skills such as information communication and technology, collaboration, coordination, critical thinking, creative thinking and communication skills could be developed through teacher corrective feedback. Moreover, peer feedback can be useful to improve writing skills of the pre-service teachers. However, teacher corrective feedback is much better and advantageous than peer feedback based on the data of the participants. More importantly, teacher corrective feedback helps the pre-service teachers to be self-directed writers through the impact of self-efficacy in learning.

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