

Enhancing EFL Learners' Writing Accuracy Through Concordance-Based Corrective Feedback: A Quasi-Experimental Study

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Abstract

This quasi-experimental study investigates the effectiveness of concordance-based feedback in improving the writing accuracy of EFL students in a university preparatory program in Turkey. Twenty EFL learners were divided into two groups: the experimental group received corpus-informed feedback via concordance lines embedded as hyperlinks in their drafts, while the control group was provided with traditional metalinguistic error codes. Over a five-week period, both quantitative and qualitative data were collected through pre-tests and post-tests, reflection forms, and interviews. Statistical analyses revealed that the experimental group significantly outperformed the control group, particularly in reducing errors related to prepositions, articles, punctuation, and word choice. Thematic analysis of student responses indicated positive perceptions of concordance feedback, citing its clarity, abundance of contextual examples, and support for learner autonomy. The results suggest that concordance feedback is not only more effective than conventional methods in reducing writing errors, but also more engaging for learners. These findings underscore the pedagogical value of data-driven learning tools in EFL writing instruction.