AI-MEDIATED L1 FEEDBACK IN BEGINNER EFL WRITING: A LONGITUDINAL DIRECT–HYBRID COMPARISON

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Abstract - This study explores the effects of two types of written corrective feedback (WCF)—L1-based direct feedback and hybrid feedback combining direct correction with metalinguistic explanation—on beginner-level EFL learners' writing across three stages of revision. Twenty-two students enrolled in a basic English writing course at a university in Seoul were assigned to receive either direct feedback or hybrid feedback delivered via ChatGPT. Learner texts were analyzed across five writing components: content, organization, grammar, vocabulary, and mechanics. Results showed that both feedback types were equally effective in the first revision, supporting initial uptake across components. In the second revision, the direct feedback group showed stronger uptake in vocabulary and mechanics, suggesting short-term benefits in surface-level accuracy. By the third revision, the hybrid group significantly outperformed the direct group in grammar uptake, indicating enhanced long-term retention of structural forms. Across revisions, a decline in uptake was observed due to reintroduced and newly generated errors. These findings highlight the need for sustained scaffolding and support the use of L1-based hybrid feedback—particularly when delivered through AI—as a pedagogically effective tool for developing grammatical accuracy in beginner-level L2 writing.

Keywords - ChatGPT, L2 writing, (in)direct feedback, hybrid feedback, content, organization, grammar, vocabulary, mechanics, uptake.