

THE ONE WRITING HABIT THAT TRULY MAKES A DIFFERENCE: REVISING AFTER FEEDBACK

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Abstract: *This research explores how revising written work after receiving feedback can enhance the writing abilities of learners at the B1 proficiency level. The study integrates both theoretical perspectives and empirical classroom evidence, drawing on data collected through questionnaires, interviews, and samples of students' compositions. The analysis reveals that learners often struggle with grammatical accuracy and structural coherence; however, the practice of revising texts based on feedback enables them to recognize and address these issues more effectively. Furthermore, the findings indicate that when students actively engage with feedback and practice consciously, they gradually develop greater confidence and produce clearer, more accurate written work.*

Keywords: *Writing skills, rewriting after feedback, B1-level students, deliberate practice, error correction, writing improvement*

Introduction: Writing is an essential component of the educational process, as it enables learners to express their ideas in a clear and structured manner. Despite its importance, many students experience difficulties in improving their writing skills. This challenge is not necessarily due to a lack of knowledge, but rather the absence of effective learning strategies. In many cases, students receive feedback on their work; however, they fail to use it productively, which leads to the repetition of similar mistakes. This article examines the role of self-correction and deliberate practice through rewriting after feedback as an effective method for improving writing skills among B1-level students. By analyzing this approach, the study aims to demonstrate how learners can develop clearer ideas, enhance their writing accuracy, and become more confident in their writing abilities.

Methods

This study adopts a qualitative and analytical approach to investigate the effectiveness of rewriting after feedback as a strategy for improving writing skills. The research is based on a combination of theoretical analysis and practical examples.

1. Literature Review

Key concepts related to rewriting and writing improvement were examined through selected works, including *On Writing Well*, *The Elements of Style*, and *Writing Tools*. These sources emphasize the importance of revision, clarity, and conciseness in effective writing.

2. Theoretical Framework

The study is supported by the concept of *Deliberate Practice*, which highlights that improvement occurs through focused correction of mistakes rather than simple repetition of tasks.

3. Data Selection and Example Analysis

Sample sentences representing common student errors were selected and analyzed.

These examples reflect typical problems such as lack of clarity, grammatical inaccuracies, and ineffective expression.

4. **Rewriting Procedure**

Each sentence was revised based on feedback principles, including simplification, correction of errors, and improvement of vocabulary and structure. The rewriting process was repeated to ensure clarity and precision.

5. **Comparative Evaluation**

The original and revised versions were compared to identify specific improvements. This allowed for the identification of patterns in errors and demonstrated how rewriting contributes to the development of writing skills

6. **Data Collection**

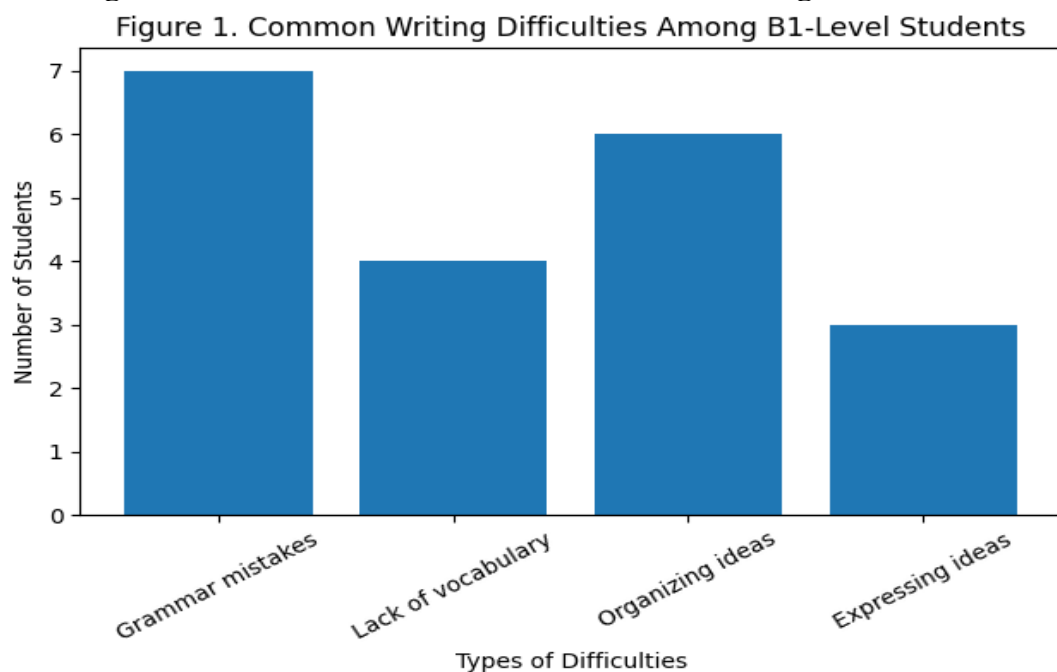
Data was collected from B1-level students through questionnaires, classroom observation, and interviews. A total of 15 students participated in the study. The questionnaire included both multiple-choice and open-ended questions aimed at identifying students' writing difficulties and their attitudes toward rewriting after feedback. Additionally, semi-structured interviews were conducted to gain deeper insights into students' experiences with feedback and revision.

7. **Data Analysis**

The collected data were analyzed qualitatively and quantitatively. Questionnaire responses were summarized using percentages, while interview responses were analyzed to identify common themes related to writing difficulties and improvement strategies.

Results: The findings are based on questionnaire responses, interviews, and analysis of students' written work collected from a group of B1-level learners.

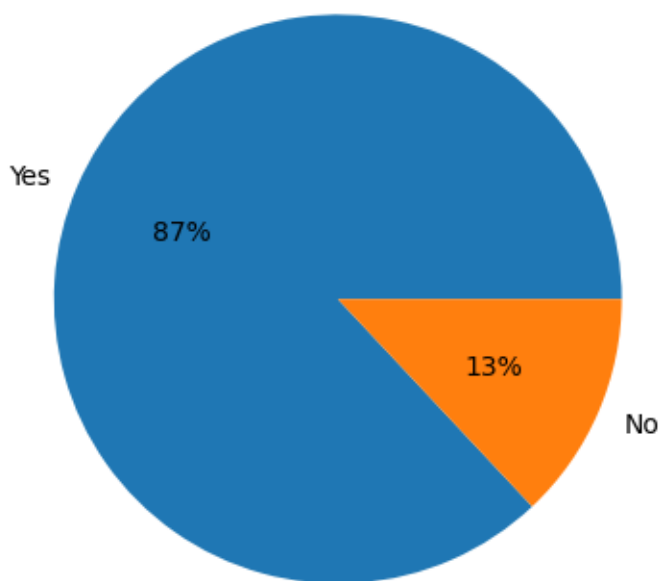
Figure 1. Common difficulties in students' writing



The bar chart shows that the most common difficulty faced by students is grammar, followed by problems in organizing ideas and limited vocabulary. This suggests that students struggle not only with language accuracy but also with expressing their ideas clearly.

Figure 2. Students' perception of rewriting for correcting mistakes

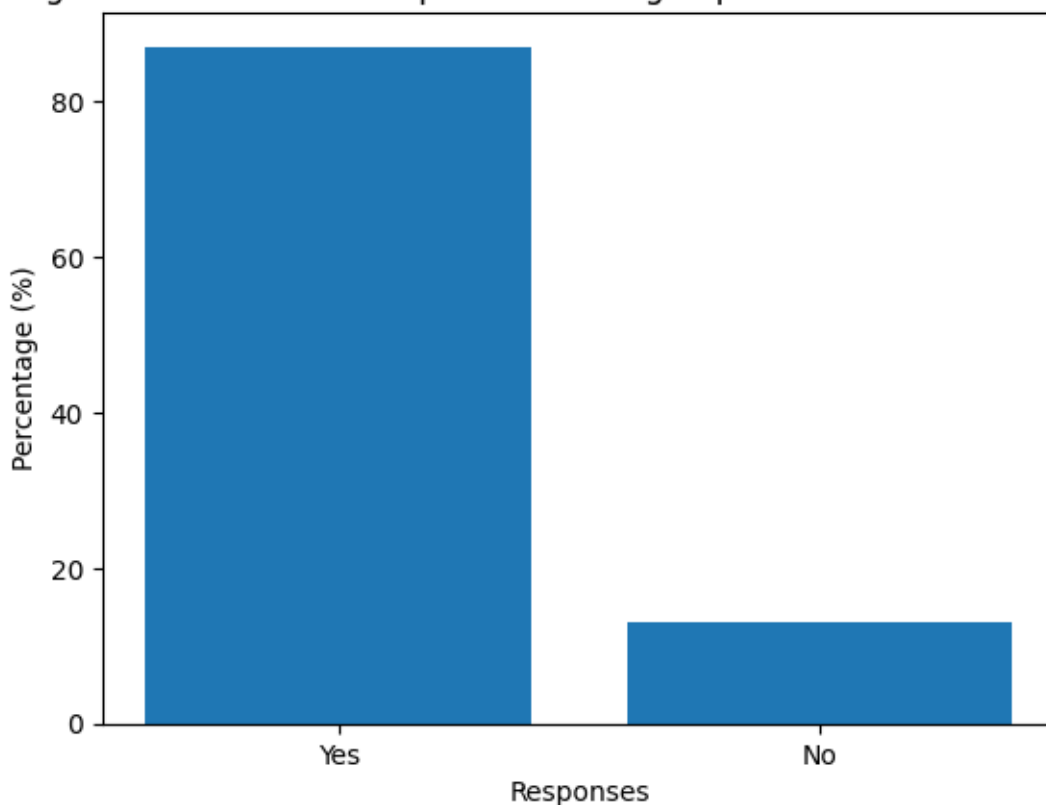
Figure 2. Students' Perception of Rewriting for Error Correction



The majority of students (87%) reported that rewriting after feedback helps them correct their mistakes, while only a small number of students (13%) did not find it effective. This demonstrates that rewriting is widely perceived as a useful strategy for improving writing accuracy.

Figure 3. Students' perception of writing improvement after rewriting

Figure 3. Students' Perception of Writing Improvement After Rewriting



Similarly, 87% of students stated that rewriting after feedback helps them become better writers. This indicates that rewriting not only improves specific errors but also contributes to overall writing development.

Interview Findings

The interview data supports these results. Students reported that grammar is one of the most challenging aspects of writing and emphasized that feedback combined with clear examples helps them better understand their mistakes. However, some students noted that they still repeat errors if they do not actively analyze feedback.

Example of Writing Improvement

A clear improvement can be observed in students' written work:

First draft:

I wake up early and go university because I want study English teacher.

Revised version:

I wake up early and go to the university because I want to become an English teacher.

The revised version demonstrates improved grammatical accuracy, sentence structure, and clarity. This confirms that rewriting after feedback leads to noticeable improvements in writing quality. It is obvious that while students are aware of their writing difficulties, rewriting after feedback plays a crucial role in helping them correct mistakes, improve clarity, and develop more effective writing skills.

Discussion

Pedagogical Insights: The findings highlight that B1-level students face significant challenges in writing, particularly in grammar and organization. However, rewriting after feedback enables learners to actively engage with their mistakes and improve their writing accuracy. Therefore, writing is not a one-step activity, but a process that requires continuous revision and reflection.

Implications for Teaching and Learning: Feedback alone is not sufficient for improving writing skills. Instead, structured rewriting activities should be integrated into the teaching process. When students are guided to revise their work, they become more aware of their errors and develop better control over language use. This approach also aligns with the concept of deliberate practice, where improvement is achieved through focused correction rather than simple repetition. Therefore, teachers should design lessons that include feedback cycles and rewriting stages to enhance student learning.

Limitations and Future Research: This study was conducted on a small group of B1-level students, which may limit the generalizability of the findings. Additionally, some students required more support in understanding feedback, indicating that individual differences play a role in writing development. Future research could explore the effectiveness of rewriting strategies across different proficiency levels or investigate how digital tools and automated feedback systems influence students' revision practices.

Conclusion

Rewriting after feedback plays a significant role in improving writing skills among B1-level students. The findings demonstrate that students are able to enhance

their grammatical accuracy, clarity, and overall writing quality when they actively engage with feedback through revision. Writing should be viewed as a process rather than a one-time activity. Simply receiving feedback is not sufficient; meaningful improvement occurs when learners apply corrections and reflect on their mistakes. Taken together, structured rewriting, combined with clear guidance and consistent practice, contributes to the development of more confident and effective writers.

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