

Assessing the Influence of Teacher Feedback on English Writing Skills Development

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Abstract

It is commonly agreed among EFL teachers and language practitioners that effective teaching of the writing skill goes through constructive writing instruction. This instruction includes, but not limited to, the continuing assessment of writing performances via the provision of comments and written feedback so as to help learners develop their writing capacities in the long term. The present study aims to assess the influence of teacher feedback on English writing skills development. Teachers Feedback strategy can improve students' ability in writing skill and also to know whether Teachers Feedback Strategy is a good strategy in writing skill. Writing skill is one of the most challenging English language skills to excel in. Despite its importance in the curriculum, it is still the least developed skill among the ESL students. Ineffective teaching methodology and the outdated assessment criteria may be seen as its two main reasons. Quantitative research approach used in this study and the population was the Grade 9th and 10th students from different schools. Data collected through the continent sampling and sample size was 400 school students. A self-made questionnaire was used to collect data from the participants. The findings have revealed that students encountered many writing difficulties and that teachers' intervention, through written feedback provision, has substantially contributed to the improvement of the students' writing skills as a consequence, the present research has come up with some pedagogical implications for teachers of writing such as the integration of reading in writing, diversifying written feedback modes. Thus, the study conformed the effectiveness of continuous feedback on students' writing skills.

Keywords: Teacher Feedback, Writing Skills.

Introduction

People use language to share their thoughts and ideas in today's linked world. English is generally seen as the best language for research, education, and communication around the world. English is important to learn if you want to get knowledge, get a job, do research, and see the world. All the way through college, our school system stresses how important it is for kids to have a good grasp of the English language. Pakistani students who have finished the Matriculation level have to study English. Even though the Matriculation program covers all four areas of English language skills, the test only checks how well students can read and write. Instead of improving kids' speaking and listening skills, school mostly teaches them how to answer questions and finish jobs. This study tries to fill in that gap in knowledge by looking at what happens to matriculation-level writing in English classes when students get feedback all the time. This is an important time where students are told they should either get a job or go to college to learn more about the real world. Improving your writing skills involves three things: coming up with ideas, organizing your thoughts, and making sure your writing is correct. This study only looks at continuous feedback as a way to improve writing skills in English. However, many other methods have been used in English classes. Feedback is a very important tool for teaching kids how to write well. Giving your students helpful feedback on their writing can help them get better at it. Feedback serves two purposes for teachers. First, teachers can find out what level of skill their students are at now. Second, teachers can help their students more if they know where those students are having trouble. Sawalmeh (2013), Ghani and Ahmed (2016), and others say that students can improve their writing at all stages, from coming up with ideas to editing. They said that getting feedback on your work is an important part of getting better at it. Clark and Lockhart (2011) and Spiller (2014) both say that consistent feedback is a good way to teach because it lets teachers see where their students are falling short in their skills. A child's teacher might know what stage of growth their child is about to reach. By giving notes on student work all the time, teachers can see how far they've come and where they need to go next. Fareed, Jawed, and Awan say that students can't learn as well when they don't get the right input. In the same way, students won't learn much from teachers who only fix mistakes and don't offer any answers. In turn, this makes it hard for students to understand the ideas. Nirmla (2008) says that the low levels of success among ESL students are due to the traditional ways of teaching. Teachers will give you feedback on your spelling, language, punctuation, tenses, and prepositions. Feedback in the classroom comes in two main forms: positive and bad. While bad feedback can make students lose interest in learning, positive feedback is the best way to help them do better. It helps teachers get better at things they need to work on and finds out what their students want from them. Spiller talked more about how important it is to give kids immediate feedback at the end of each lesson. In the same way, teachers need to make sure that students can use comments to get better in the future. Feedback should not only be used to tell students what they did wrong, but it should also be used to teach them. In her 2010 talk about the writing process, Ferris said that feedback helps students figure out where they need to improve. Fatima and Akbar (2017) say that teachers should give students comments on writing domains to help them understand and finish their work better. In this way, students can get a full picture of how writing skills grow. They went on to say that both spoken and written comments are useful when teaching writing. They shouldn't just mark and fix mistakes on students' work or give them written comments; they should also talk about it so that students fully understand. Harmer (2006) says that the writing process starts with planning and ends with edits. If teachers show their students how to write, the students' work will get better. In general, when you're

writing, you should work on creating and organizing your thoughts and making your writing more precise. Teachers should stress these things if they want their children to learn. In the same way, they can find out what areas kids are having trouble with. That way, the teacher can focus on the exact things that need work. To sum up, teachers should go over written feedback with students out loud so that they can understand it and use it to improve their writing. Being given constructive feedback by teachers is seen as an important part of the learning process because it motivates and guides students to do their best in school. Students benefit from constructive feedback because it helps them understand themselves better, figure out where they can improve, and become more motivated to learn and teach. Hamid and Mahmood say that Pakistani schools don't fully understand how important constructive feedback methods and the idea behind them are. Another study from 2014 by Kashif, Rahman, Mustafa, and Basharat discovered that teachers' opinions are not respected enough in developing countries like Pakistan. It is said by Hafeez and Wahaja (2014) that Pakistan's current school system does not use remedial input. The point of written feedback is to help students make their work better without going over specific mistakes or errors in the tasks. Giving students constructive, evaluative, and corrective feedback can boost their confidence in their skills and academic success (Donche, Coertjens, Vanthournout, Petegem, 2012; Chandler, 2003; Oluwatayo and Fatoba, 2010). Studies have shown that giving students positive feedback makes them better at school, boosts their self-efficacy, and helps them use feedback more effectively (Toit, 2012; Omer & Abularhim, 2017; Ovando, 1994; Donche, et al., 2012). Students find it hard to get useful feedback from their teachers when the amount, type, and timing of input are not always the same (Duffy, 2013). Aston and Hallam (2011) say that giving helpful criticism needs careful thought, deep knowledge, and compassion. Based on their study, Hattie and Timperley (2007) found that giving students verbal and written feedback is one of the best, fastest, and most direct ways for teachers to improve their students' learning, motivation, and test scores. Formative or summative evaluation comments can help students do better in school, according to Chan and Lam (2010) and Oluwatayo and Fatoba (2017). It also has a big effect on their sense of self-efficacy.

Significance of the Study

It is very important for students in high school to be able to write well. Teachers who are thinking about using a feedback method in their English classes will find the study's data useful. This study could help people who make lessons better understand how to teach writing and help students get better at it. The results of this study could be used to compare what most people think about how to help students improve their writing with what actually works when feedback is used as a training tool. Because of this, it might be helpful to give curriculum designers some good advice on how to use ongoing feedback at the Matriculation level. For teachers who want to improve the way they teach writing by using written comments, this study was very helpful. Just like that, teachers will learn how to give feedback on student work in a way that really helps them get better.

Objectives of the Study

- To inquire about the teacher feedback in English writing skills development.
- To investigate the influence of feedback on English writing skills development.

- To investigate the challenges faced by the students during feedback in their English classroom.

Research Questions

- What are the perceptions teacher's feedback in relation to their English language writing skills?
- To what extent are the students able to learn and improve their writing skills through feedback?
- Which aspects of English language writing skills improved more, as compared to others, owing to feedback?
- What challenges did the students face during and while receiving and giving peer feedback?

Literature Review

Ahmed, Saeed, and Salam (2013) say that students who get helpful feedback from their teachers do better on tests, understand the subject better, are more interested in class, and do well in school in general. They also say that students who get helpful feedback from their teachers are more likely to turn in their work on time, improve their speaking abilities, and participate more actively in class talks. Corrective feedback, which is used all over the world, is one of the most important types of feedback that can help kids do better in school (Chandler,2003). When teachers give students corrective comments, they can learn from their mistakes and not make the same ones again (Li, Schwabe, Yang, and Chen, 2015). Wang and Wu (2017) say that corrective feedback is very important and useful for helping kids do well in school. In the same way, Aravena (2015) says that students can only learn if their teachers give them corrected feedback, and this feedback is an important part of how teachers evaluate their students. A study by Meral, Colak, and Zereyak (2012) also found a strong link between students' levels of self-efficacy and their grades. Experts Ahmed and Safaria (2013) say that students who are sure of their own skills do better in school and might choose to take more difficult classes in the future. Also, Honicke and Broadbent's (2016) study found that self-efficacy and academic success at the university level are connected through a mediator. As Tiyuri et al. (2018) say, there is a clear link

between self-efficacy and academic success. Karl et al. (1993) say that giving students helpful feedback on their work can make them more confident in their ability to do well in school. The way teachers comment on students' work, which is based on their own ideas about where their confidence comes from, can affect their self-efficacy beliefs and success, as Akkuzu (2014) says. Self-efficacy is an important cognitive factor that mediates the link between feedback and academic success, as explained by Cervelló, Escarti, and Guzman (2007). When teachers give students constructive, evaluative, and remedial comments, it can boost their confidence in their own skills and their ability to learn (Wang and Wu, 2008). Self-efficacy is a factor that affects how well undergraduate students in District Kech, Balochistan do in school after hearing constructive, evaluative, and remedial notes from their teachers.

Constructive feedback

An essential component of successful learning is constructive criticism, which Omer and Abdularhim (2017) investigated. The importance of providing constructive comments to enhance the learning and teaching process was demonstrated by Nyiramana (2017). Teachers are better able to connect with their students on a personal basis and help them develop strategies for self-regulated learning, which in turn helps students overcome obstacles to academic success.

Corrective feedback

Sermsook, Liamnimitr, and Pochakorn say that written or spoken correction feedback is better at helping students fix their mistakes in school. Srichanyachon (2012) says that students at the novice level gain more from direct feedback because they can quickly use the right form when their teachers tell them to. Sarvestani and Pishker's (2015) study shows that students learn certain grammar rules better when they get spoken feedback on their mistakes. This feedback can even help students remember these rules later on. Still, students can fix the mistakes they made on their projects with the help of indirect feedback (Erlam, Ellis, & Batstone, 2013). According to study by Jamalinesari, Rahimi, Gowhary, and Azizifar (2015), teachers who give students helpful feedback make the classroom a better place to be. In this way, Westmacott (2017) says that indirect corrective feedback has a stronger positive effect on students' ability to learn on their own than direct corrective feedback. Ahmad and Safaria's (2013) study shows that students who get helpful feedback from their teachers do better on tests, understand the material better, are more interested in class, turn in assignments on time, communicate well, and participate in

class discussions. Pham (2015) found that corrective feedback helps students improve their ideas and self-confidence, which in turn helps them do better on their learning tasks. Arbabisarjou, Zare, Shahrakipour, and Ghoreishinia's (2016) study shows that students who rate themselves highly in terms of academic efficacy do better than their peers who rate themselves lower. The data show that a student's sense of self-efficacy has a direct, positive, and statistically significant effect on how well they do in school. Schunk and Zimmerman (2007) say that constructive feedback is good for students because it shows them how to improve their work and what they did wrong. Schunk and Zimmerman (2007) also looked at how students' sense of self-efficacy grows when they learn well and when teachers help them fix their mistakes.

Evaluative feedback

A study by Oluwatayo and Fatoba found that students do better when they get feedback from their teachers that includes grades. A study by Ran and Danli (2016) found that evaluative notes are by far the most common type of feedback in the classroom. Effective use of evaluative comments can help students learn more, according to Mueller and Dweck (1998). According to Dupret's (2016) study, students create a positive learning environment when they get feedback from teachers. This makes them more confident in their ability to learn and does better on the activities they are given. A study by Mehregan and Seresht (2014) says that teachers can help their students reach many academic and achievement goals by giving them evaluative comments. Chan and Lam's study shows that teachers can change how their students think about their own classroom skills by using different types of evaluative feedback. Dogan (2015), on the other hand, says that how well students do in school depends mostly on how much they believe in their own skills.

For example, Toit (2012) says that students can do better in school by getting helpful comments, which helps them concentrate on the level of their work. Teachers should talk to their students often to give them feedback and make sure they are on track to meet the learning goals they set for themselves (Duffy, 2013). Teachers and teachers can't help their students learn better unless they tell them what they're doing well and what they could do better (Aston and Hallam, 2010). The quantitative study found that when it comes to learning and personal growth, students value both internal and outward feedback. The data showed that there was a link between students' confidence in their own abilities, their ability to control their own learning, and these types of helpful feedback from both inside and outside sources.

Research Methodology

A method called "stratified random sampling" was used to pick samples from the research population, which was split into different groups. All secondary school pupils in District Lahore were considered for this study's population. A sample of 300 students were selected from different schools. The closed ended questionnaire having 09 items concerning constructive feedback, 09 items concerning corrective feedback, 11 items for evaluative feedback, 08 items representing students. Reliability of the research instrument was established through inter-coder

reliability and pilot testing that was completed prior to the main study. The research data was analyzed through the Smart-PLS SEM.

Data Analysis

Table 1 Respondents' Descriptive Information

		Frequency	Percent
Gender	Male	150	50%
	Female	150	50%
Grade	9th	150	50%
	10	150	50%
Total		300	100%

Table 1 provides descriptive information about the respondents in terms of gender and grade level. The sample consists of 300 respondents, with an equal distribution of males and females, each comprising 50% of the total sample. Similarly, the respondents are evenly divided between 9th and 10th grades, with each grade level representing 50% of the sample. This balanced distribution highlights the representativeness of the sample, ensuring that gender and grade level are adequately represented in the study. With both genders and grade levels equally represented, the findings of the study are less likely to be biased by these demographic factors, thus enhancing the generalizability of the results.

Table 2: Fornell-Larcker Criterion

	Academic Performance (DV)	Constructive Feedback (IV)	Corrective Feedback (IV)	Evaluative Feedback (IV)
Academic Performance (DV)	0.722			
Constructive	0.472	0.721		
Corrective	0.478	0.546	0.688	
Evaluative	0.534	0.463	0.567	0.702

Fornell-Larcker Criterion with percentages involves comparing the square root of the average variance extracted (AVE) for each construct with the correlations between that construct and other constructs in the model.

AVE Values: The AVE represents the amount of variance in the observed variables that is explained by the underlying construct. A higher AVE indicates that more variance is captured by the construct. Typically, AVE values above 0.5 or 50% are considered good indicators that the construct adequately represents the observed variables.

Correlations: The correlations between constructs represent the extent to which they are related to each other. Lower correlations indicate that constructs are distinct from each other, suggesting good discriminant validity. In percentage terms, correlations closer to 0% indicate weaker relationships between constructs.

Comparison: In the Fornell-Larcker Criterion, you compare the square root of each construct's AVE with its correlations with other constructs. If the square root of the AVE for a construct is higher than its correlations with other constructs, it suggests that the construct has good discriminant validity. In percentage terms, you'd want the square root of the AVE to be higher than the correlations, ideally by a significant margin.

Table 3: Relationship between different types of feedback (Constructive, Corrective, and Evaluative) and academic performance.

Relationship	Sample Mean (M)	S.D	T Statistics	P Values	Decision
Constructive					
Feedback (IV) ->					
Academic Performance (DV)	0.227	0.074	3.058	0.002	Supported
Corrective					
Feedback (IV) ->					
Academic Performance (DV)	0.171	0.060	2.785	0.005	Supported
Evaluative					
Feedback (IV) ->					
Academic performance	0.341	0.056	5.979	0.000	Supported

Table 3 provides a comprehensive analysis of the relationship between different types of feedback—Constructive, Corrective, and Evaluative—and academic performance. Constructive feedback demonstrates a statistically significant positive relationship with academic performance, as evidenced by a T statistics value of 3.058 and a low p-value of 0.002. Similarly, Corrective feedback also exhibits a significant positive association with academic performance, supported by a T statistics value of 2.785 and a p-value of 0.005. Moreover, Evaluative feedback reveals the strongest positive relationship with academic performance, indicated by a relatively high T statistics value of 5.979 and an extremely low p-value of 0.000. In summary, all types of feedback show statistically significant positive correlations with academic performance, suggesting that they play crucial roles in enhancing students' academic outcomes. The consistency of these findings across different types of feedback underscores the robustness and

reliability of the results, indicating that the relationships observed are unlikely to have arisen by chance.

Discussion

In this study, the effects of continuous feedback are investigated. The students' English writing skills aren't good enough for them to clearly express their thoughts in writing. The study's results showed that giving writers regular comments is a good way to improve their skills. Through regular feedback, students learn what parts of their conceptual thinking they do well and where they need work. This finding is agreed upon by both Naeem (2011) and Khan (1999). In line with Spiller (2014), this study looked into whether or not giving students comments in the classroom helps them improve their writing skills. In English class, teachers do give students comments, but to learn more, they need to keep talking and writing. Harmer (2006) says that giving kids written feedback alone is not enough for them to actually learn. They rarely look over the copies to learn from their mistakes. Teachers should fix their own mistakes as well as getting comments from other people. As Sawalmeh (2013) says, feedback is a good way to help students see their own mistakes in their work. Every time students get the chance to write again, they try to fix the mistakes they made the first time. Writing training is not given enough attention in schools, even though it is an important part of English language programs. The Government of Pakistan (2006) says that one goal of teaching English writing is to help students become better writers. Both the students and the teachers know that the writing questions on the test will be about things the students have already learned in class. Because of how the exams are set up, this kind of training is needed in Matriculation classes. Students also know that the test will have multiple-choice questions, so they focus on one type of question and ignore the other. For example, students pick a topic to work on based on what they already know about the assignment: they have to write a story, a letter, or a conversation. By commenting on students' work all the time, teachers can help them get better at writing and understand ideas better. In this way, the targeted learning outcomes will be reached more effectively.

Conclusion

This article's main topic was how continuous comments can be used to teach writing in English classes. The study's results showed that students got better at writing narratives after getting feedback. To help their kids get better at writing is one of the hardest things teachers have to do. By using the feedback method in the classroom, teachers can greatly improve their students' writing skills. This will help students get a better grasp on what English writing is all about. Kids can't think creatively just by memorizing things from their textbooks. Journal of Educational Research, Dept. of Education, IUB, Pakistan (Vol. 23 No. 2) says that students could get better at writing by For 2020, schools have set up a method for constant feedback. High school teachers at the Matriculation level should make sure that their students use comments to help them learn better. In a language class, the teacher is always the main focus, so students look to them for advice and feedback. After getting feedback from peers, students still like to see or hear what their professors say, even though there is a lot of study on the benefits of peer input. Teachers have set up office hours in their real classrooms so they can be available to students in person. This is because giving full explanations in person works best. Because of the popularity of online classes and home conferences, these in-person meetings have been moved to a different time. Instead of meeting with students in person, teachers have used online tools like email, audio files, and grammar checks to give them feedback. However, this has not been enough to meet the students' needs for positive social support.

Recommendations

Teachers should always give students helpful feedback on their writing in English so that the students can get better at it. There are two ways to give this criticism: out loud or in writing. Both will help students learn more. Teacher should also give students comments at every stage of the writing process so that students can see how writing works from beginning to end. In the same way, the Matriculation curriculum could use more time for writing training. This could be done by giving students separate writing classes to improve their English writing skills. Some suggestions for future research in this area are based on the results of this study. There was only time for this study to cover one semester, so it was not possible to find out how peer review and comments affect students' writing skills in the long term. It's important to note that the kids were still taking their regular English classes, so these extra activities added even more work for them.

Because of this, we might expect more useful results from a long-term continuous study than from a short-term one. A study that lasts for one to two years could be used to look into the long-term effects and learning results of peer assessment and feedback. Students from a wide range of areas, such as the arts and humanities, can also be included in the study, since people have different levels of English writing skills. The fact that the experiment will only be done on science students is one of the study's limits that this suggestion is put forward. Because of this, empirical research that covers more than one area can lead to more complete and generalizable conclusions.

More study needs to be done in this area after teachers and students have been trained on how to use peer assessment and feedback. Students need to learn how to evaluate others and give useful feedback, and teachers need to be shown how to use peer evaluation and feedback in the classroom. The study's results show that students were able to internalize these assessment methods from repeated interventions. This made it hard for them to focus on improving their performance through peer evaluation and feedback. So, we might be able to get a more true picture of peer review and feedback in our setting if researchers plan future studies with enough training for teachers and students before the experiments happen.

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