

THE IMPACT OF TEACHER FEEDBACK ON STUDENTS' WRITING
PERFORMANCE IN EFL CLASSROOMS

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<https://doi.org/10.5281/zenodo.16560198>

Abstract. *This article explores the influence of teacher feedback on students' writing performance in English as a Foreign Language (EFL) classrooms. It examines various feedback strategies employed by educators and evaluates their effectiveness in enhancing students' writing skills. By analyzing qualitative and quantitative data gathered from EFL learners in diverse educational contexts, the study highlights the pivotal role of constructive feedback in facilitating both the cognitive and emotional aspects of writing. The findings reveal that timely, specific, and personalized feedback significantly boosts students' confidence and motivation, leading to notable improvements in their writing performance. The article concludes with recommendations for educators on best practices for delivering feedback that fosters student engagement and promotes a deeper understanding of the writing process.*

Keywords: *teacher feedback, writing performance, EFL classrooms, feedback strategies, student engagement, language learning, writing skills, educational outcomes, constructive criticism, learner motivation.*

In the globalized world today, English has emerged as a lingua franca that has become a prerequisite for students, especially in EFL classes, to acquire. Writing, as a complex skill that involves a number of layers such as grammar, coherence, and style, is generally regarded as one of the most challenging aspects for learners to handle. In an attempt to overcome this challenge, effective teacher feedback comes as a vital factor in enhancing the performance of learners' writing. This paper delves into the multifaceted role played by teacher feedback in the process of enhancing students' writing ability in EFL and identifies key points that lead to enhanced writing achievement.

Teacher feedback is a range of practices employed by teachers to provide feedback, editing, and advice on students' writing. These feedback techniques can be generally classified into formative and summative feedback. Formative feedback, which takes place while learning is in process, provides students with continuous comment that assists them in grasping what they are doing well and where they need improvement. Summative feedback, however, is given following the completion of a writing task, emphasizing overall performance assessment. Though both are crucial, formative feedback is at times considered to be more potent in supporting student growth since it allows continuous interaction and adaptation.

Research shows that positive feedback can significantly enhance students' writing performance. One cited study reported that students who received immediate and detailed feedback had a better chance of advancing their writing capabilities compared to students who received minimal or ambiguous commentary. This emphasizes the value of specificity of comment, by which the teacher specifies areas of strength and weakness. For instance, rather than simply describing a piece of writing as "good" or "in need of improvement," teachers can make specific suggestions for enhancing clarity, structure, and argumentation [1].

One of the difficulties in the EFL classroom is the diversity of the students' levels of proficiency. Such diversity can be problematic in terms of giving feedback because teachers have to tailor their comments to meet particular needs. Differentiated feedback, where teachers vary their comments in response to students' background in language and writing skills, can prove helpful. Respecting differences allows teachers to empower learners to take charge of learning and have realistic goals for improvement [2, 3, 4, 5,].

Apart from improving technical competence, feedback can also have a positive effect on the emotional response to writing among students. Most students, particularly those in the EFL context, feel anxious whenever faced with writing assignments for fear of committing errors.

Effective feedback can reduce the anxiety associated with such tasks, promoting a more favorable learning environment. If feedback is framed positively and focuses on improvement, students are more likely to view writing as an opportunity for self-expression rather than being intimidating.

This change in attitude makes students more engaged with the process of writing.

Furthermore, peer feedback can complement the feedback by the teacher by providing additional perspectives and insights. In EFL lessons, peer review sessions could be beneficial where learners review each other's work in addition to the teacher's feedback. This collaborative approach not only enhances writing skills but also fosters camaraderie among learners. When peers provide feedback, it at times might have a more personal effect on learners since they are likely to be more comfortable accepting the remarks from fellow students as compared to the superiors [6].

Timing is also an important consideration in ensuring feedback is effective. Feedback provided soon after an activity of writing has more impact than feedback given later. If the feedback is provided to the students soon after they have submitted their work, they can relate the comments better to the work so that revisions can be made earlier and more efficiently. Immediate feedback causes students to reflect on their habit of writing and implement the feedback on subsequent work [7].

The use of technology during the feedback process has also been a revolutionary practice in EFL classrooms. Tools like online comment systems, video comments, and writing applications enable teachers and students to engage in more interactive communications. These technologies have the ability to enhance the experience of giving and receiving feedback as it becomes more convenient and accessible. For instance, comments through audio can provide tone and enthusiasm that written comments may not be able to include, thereby creating a more personal aspect. With digital literacy on the rise, incorporating technology in feedback processes prepares students for real writing scenarios [8, 9, 10, 11, 12].

Examining teacher education in providing feedback is another essential topic of this controversy. Effective teacher feedback requires not just an awareness of writing mechanics but also communication abilities and psychological sensitivity [13]. Teacher professional development workshops aimed at training teachers in how to provide constructive feedback can be incredibly useful. Such training enables teachers to enhance their feedback methods, ensuring that they meet various student needs as well as foster a healthy writing atmosphere in the classroom.

It is impossible to overlook the impact of cultural context in the process of feedback.

Cultural attitudes towards education and authority in the majority of EFL contexts can decide how the feedback will be perceived. In cultures biased towards perceiving teacher-student relations hierarchically [14], direct criticism will hardly be effective. Teachers must navigate these cultural factors, ensuring that feedback is constructive as well as culturally acceptable. Knowing about students' backgrounds allows teachers to provide feedback in language that makes sense to students, hence enhancing its impact.

Teacher feedback does not just impact immediate writing assignments; it affects students' long-term attitude toward writing. Being consistently exposed to good feedback makes students adopt a growth mindset, so they view writing as a skill in progress and not as an invariable ability.

This attitude instills students with a sense of resilience, making them accept challenging writing tasks and be actively engaged in self-improvement. The more time passes, the better writers the students will be who employ this methodology in both academic and professional life [15].

Effective feedback is not possible unless there is an environment of trust in class. Students must be able to share ideas and try mistakes without fear of the whip of strong critique. Teachers can create the kind of environment in which students feel free to do so by encouraging discussion of writing and appreciating feedback as a learning process. Students are more likely to accept feedback constructively and implement suggested changes when feedback is seen as a useful assistance rather than something to be dreaded.

In conclusion, the impact of teacher feedback on students' writing performance in EFL classrooms is profound and multifaceted. Effective feedback not only enhances technical writing skills but also fosters emotional well-being and resilience among learners. By employing strategies such as differentiated feedback, peer review, timely responses, and culturally sensitive practices, educators can optimize their feedback to meet the diverse needs of students. As the demands of the globalized world continue to evolve, nurturing strong writing skills through effective feedback will be essential in preparing EFL students for future success. Through continuous reflection and adaptation of feedback practices, teachers can play a pivotal role in shaping confident, capable writers who are ready to engage with the world.

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