



Effect of Teacher Feedback on Students' Writing Accuracy in ESL Classrooms: A Quantitative Study

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ABSTRACT

This paper examines how teacher feedback influences the accuracy of students in writing in ESL classrooms, with specific reference to the frequency, clarity, and type of feedback. Although the concept of corrective feedback has been extensively researched in second language writing, there is still a gap in the quantitative research that investigates the effectiveness of corrective feedback in the actual classroom setting. To fill this gap, the current research will use a quantitative correlational research design to investigate the relationship between teacher feedback and writing accuracy among ESL learners. A questionnaire of structured feedback and a writing accuracy test were used to collect data on 120 undergraduate ESL students. The questionnaire was used to measure important aspects of teacher feedback, such as frequency, clarity, and type, and the writing task was assessed based on a standardized rubric that emphasized grammatical accuracy, vocabulary use, and mechanics. Descriptive statistics, Pearson product moment correlation, and independent samples t-test were used to analyze the data. The results indicate that there is a positive and statistically significant correlation between teacher feedback and writing accuracy. Frequency and clarity were found to be the most effective

predictors of improved writing performance among the dimensions of feedback with feedback type showing a moderate effect. Moreover, students who were regularly and consistently provided with feedback scored much higher in writing accuracy scores than students who were provided with a limited amount of feedback. The research is useful in the second language learning field as it empirically supports the effectiveness of teacher feedback in improving writing accuracy. It emphasizes the significance of coherent and explicit feedback practices and provides practical suggestions on how to enhance writing teaching in ESL classrooms.

Keywords: Teacher Feedback; Writing Accuracy; ESL Learners; Corrective Feedback; Second Language Writing; Feedback Frequency; Feedback Clarity; Language Learning Strategies

INTRODUCTION

The accuracy of writing is one of the main issues in the teaching of English as a Second Language (ESL) because it directly determines the possibility of effective communication in written form by learners (Ramzan et al., 2023; Cheng & Zhang, 2021). Unlike other language skills, writing involves simultaneous combination of various linguistic elements, such as grammar, vocabulary, syntax and mechanics. Consequently, the attainment of accuracy in writing is usually regarded as one of the most difficult areas of second language learning. Other scholars like Dana Ferris have highlighted that accuracy in writing is not only critical to academic success but also to the overall language proficiency of learners (Ferris, 2014). Lack of accuracy can result in a situation where learners are unable to express their thoughts in a clear manner and thus miscommunication and lack of confidence in their writing skills can occur. Likewise, Hyland (2015) highlights the importance of writing accuracy in second language contexts as being related to meaning and identity

Teacher feedback is one of the most popular factors that affect the accuracy of writing in ESL situations, and it is one of the most important instructional tools that can help learners to improve their language use (Cheng & Zhang, 2022). The teacher's feedback will give the learners information on what they are doing wrong, what they need to improve on and will assist them to develop more precise writing in the long run (Shaikh et al., 2025). Mao, Lee, and Li (2024) argue that written corrective feedback plays a crucial role in second language writing development by directing learners' attention to linguistic forms that require modification, thereby promoting noticing and accuracy improvement. On the same note, Rod Ellis (2010) claims that corrective feedback is a vital element in language teaching because it helps students to identify the difference between their actual performance and the desired language standards. Moreover, Schmidt's Noticing Hypothesis suggests learners need to notice language gaps for learning to take place, which also underpins the use of feedback in writing learning (Schmidt, 1990).

Teacher feedback has been a controversial issue in the second language writing field. Whereas some researchers believe that corrective feedback is a very effective

way of enhancing writing accuracy, others doubt its effectiveness in the long term (Harthy et al., 2024). There has been a lot of research in recent years about written corrective feedback, some of which argue it is ineffective, while others point to its benefits in increasing student writing accuracy (Li & Vuono, 2019). Conversely, later research has given empirical evidence of the positive impact of feedback especially in cases of focused, consistent, and well-understood feedback by the learners (Mao et al., 2024). Research by Bitchener and Knoch (2008) also shows that corrective feedback can lead to dramatic improvements in accuracy. This debate shows the nature of feedback as a pedagogical tool and the need to conduct more research to understand its effectiveness in enhancing writing accuracy.

Along with the effectiveness debate, studies have also examined various forms of teacher feedback, such as direct feedback, indirect feedback and metalinguistic feedback (Ajabshir & Ebadi, 2023). Direct feedback is an explicit correction of errors whereas indirect feedback is a sign that there are errors, but they are not given the correct form. On the other hand, metalinguistic feedback offers explanations or codes concerning the nature of the error. Research has indicated that various kinds of feedback can produce different outcomes in the writing accuracy of learners, based on the level of proficiency, the interest of the learner and the context of the instruction Rod Ellis (2010). Lyster and Ranta (1997) also point out that prompts and recasts have different effects on learner uptake in classroom interaction. Although such results have been obtained, the question of the most effective type of feedback that enhances long-term accuracy remains unresolved.

The other factor that needs to be considered is the learner engagement and uptake in the feedback process. Feedback can only be effective when learners are active in processing and using them in their future writing (Reynolds & Zhang, 2022). The effectiveness of feedback, according to researchers like Alister Cumming, is not only dependent on the form of feedback but also on the response of the learners to the feedback (Khattak & Saad, 2024). This implies that feedback is a two-way process and not one-way flow of information. Within the classroom, teacher feedback can thus be effective based on aspects like clarity, timing and the degree to which the students are motivated to reflect and make amendments to their work.

Although a lot of research has been conducted on teacher feedback, there are still gaps in the literature. A significant amount of the research that has been done has been in experimental or controlled environments and has frequently looked at a particular kind of feedback in isolation. The research that examines the general impact of teacher feedback on writing accuracy in actual classroom settings, where various factors are at play, is relatively less. Also, little focus has been on quantifying the correlation between feedback and writing accuracy through quantitative measures that enable statistical analysis of results.

To address these gaps, the current study will focus on investigating the impact of teacher feedback on the accuracy of writing in ESL classrooms through a quantitative research design. The research aims at establishing whether teacher feedback is a significant factor in enhancing the accuracy of writing and to establish

the patterns that could be used in effective teaching practices. The study offers empirical evidence on the importance of feedback in language learning to the current debate on how teaching methods can be used to improve writing performance in ESL.

Research Objectives

1. To examine the extent to which ESL students receive teacher feedback on their writing.
2. To assess the level of writing accuracy among ESL learners.
3. To investigate the relationship between teacher feedback and students' writing accuracy.
4. To determine whether teacher feedback significantly improves writing accuracy in ESL classrooms.

Research Questions

1. What is the nature and extent of teacher feedback provided to ESL students?
2. What is the level of writing accuracy among ESL learners?
3. Is there a significant relationship between teacher feedback and writing accuracy?
4. To what extent does teacher feedback contribute to improvements in writing accuracy?

LITERATURE REVIEW

The teacher's feedback in second language writing has been among the most widely studied and discussed fields of second language learning. An accurate writing, which is the proper use of grammar, vocabulary and mechanics in written communication, is an important aspect of language proficiency and especially in academic writing (Shaikh et al., 2025). Other scholars like Dana Ferris believe that writing accuracy is fundamental to effective communication and that corrective feedback is critical in assisting learners to gain control over linguistic forms (Ferris, 2014). Equally, Paul Nation points out that language development must be based on exposure to input and the availability of output, and that feedback provides a means to balance the two by helping learners to use language more accurately.

The idea of noticing is one of the most influential theoretical approaches to feedback that implies that learners need to recognize the difference between their present language use and target language norms to improve (Fan, 2023). Rod Ellis (2009) emphasizes that this process of noticing is supported by corrective feedback that attracts attention to mistakes and prompts learners to change their output. This view is consistent with interactionist theories of language learning, which stress the role of feedback in facilitating language acquisition in the context of interaction and negotiation of meaning. In this context, teacher feedback is not only evaluative but is a critical cognitive processing and language acquisition mechanism.

Although there is a solid theoretical basis, the efficacy of corrective feedback has been a long-standing debate in literature. Li and Vuono (2019) state that written corrective feedback is a controversial issue in second language writing, with some research calling into question the long-term effectiveness of this type of feedback, and

its effect on learner development and motivation. This stance raised a lot of controversy and led to a substantial amount of research testing its validity. Conversely, Ferris (2004) firmly opposed the arguments by Truscott and presented facts that corrective feedback may enhance the accuracy of writing, especially when it is systematic and focused. Later research has tended to agree with Ferris, indicating that although feedback might not lead to instant mastery, it does help to bring about gradual improvement in the long run (Bitchener and Knoch, 2010).

One of the main research topics in this debate is the nature of teacher feedback and its comparative effectiveness. There are three types of feedback: direct, indirect, and metalinguistic. Direct feedback is a type of feedback that explicitly corrects an error by giving the correct form and is often believed to be helpful with lower-proficiency learners who might not be able to self-correct (Fan, 2023). Indirect feedback, in turn, implies that there are mistakes, but does not correct them, making learners solve problems and self-edit. Metalinguistic feedback offers explanations or codes regarding the nature of the error, which assists the learners to comprehend the rules that are underlying in the language. Rod Ellis (2009) believes that every form of feedback possesses its benefits and drawbacks and that its performance depends on the level of proficiency of the learner, the complexity of the task, and the instructional situation.

Empirical studies have given a lot of evidence on the effect of these types of feedback on the accuracy of writing. Research by John Bitchener and Knoch (2010) has shown that targeted corrective feedback, especially that which focuses on grammatical structures, results in a significant change in the accuracy of writing with time. Likewise, studies have indicated that direct feedback may lead to instant improvements in accuracy whereas indirect feedback may facilitate more profound learning as it motivates the learners to actively work on their mistakes (Ellis, 2009). Nevertheless, the results are not so uniform, with some researchers indicating that the usefulness of feedback can be reduced when learners fail to process or use it in the following writing activities.

The other key dimension of the literature is the interaction of the learner with feedback, which is a critical factor in the effectiveness of feedback. Feedback is not necessarily good unless learners listen to it, comprehend it, and use it in their revisions. Alister Cumming points out that the effectiveness of feedback is more dependent on how learners perceive and utilize it, and not on the feedback itself. This view emphasizes the interactive quality of feedback, indicating that feedback is best considered as a dialogic process between teacher and learner and not a one-way flow of corrections. Clarity, timing, and relevance of feedback are some of the factors that can greatly affect the engagement of learners and, hence, writing results.

Besides individual learner variables, there are contextual variables that affect the effectiveness of teacher feedback. The way feedback is given and received is influenced by classroom environment, teacher expertise and instructional practices (Guo et al., 2021). As an example, teachers might be limited by the size of the ESL classroom, where they might not be able to offer detailed and personalized feedback,

limiting its effectiveness (Zhang, 2021). In addition, cultural considerations can also affect the attitude of learners towards feedback where some learners may see it as an important learning tool and others may see it as criticism. These contextual factors underscore the multifaceted nature of feedback as a pedagogical activity and imply that its effects cannot be fully appreciated without considering the larger learning context.

Although there is a large amount of research on teacher feedback, there are still several gaps. To begin with, a lot of the literature available has been on experimental research that is done in controlled environments, and this might not be a true representation of the classroom practice in real life (Wang et al., 2023). Second, quantitative research that investigates the general correlation between teacher feedback and writing accuracy in a statistical manner is lacking. Third, a significant number of studies concentrate on the kinds of feedback separately, instead of studying the synergistic impact of feedback in the natural classroom setting. These shortcomings indicate that more studies are required that take a holistic and empirically based approach.

To address these gaps, the current research aims to examine the impact of teacher feedback on the accuracy of writing among students in ESL classrooms through a quantitative research design. The study will help to understand the role of feedback in language development more comprehensively by analyzing the correlation between feedback and accuracy in writing in a real classroom environment. By doing so, it will add to the current discussion on the efficacy of corrective feedback and provide viable information on how to enhance writing teaching in ESL settings.

Conceptual Framework

A conceptual framework that directs the current study is the effect of teacher feedback on writing accuracy in ESL classrooms among students. The framework is based on major theories of the second language acquisition, especially the idea of corrective feedback and the noticing hypothesis. Rod Ellis (2009) argues that corrective feedback is the key element in language learning as it assists learners to recognize the difference between their present language use and the target language norms. On the same note, the theoretical approach that has been put forward by Richard Schmidt highlights that language development requires conscious awareness of linguistic errors. In this context, teacher feedback serves as a tool that attracts the attention of learners to make mistakes, thus helping them to notice and correct them.

In this research, teacher feedback will be considered as the independent variable, which will be the instructional input of teachers regarding the written work of the students (Wondim et al., 2024). This variable encompasses various types of corrective feedback, which include direct feedback, indirect feedback, and metalinguistic feedback. These types of feedback vary in the extent of explicitness and the extent of cognitive involvement that learners need to engage in. Whichever the type, the main role of teacher feedback is to point out the mistakes and steer the learners towards more correct use of language.

The dependent variable is the writing accuracy, which is the degree to which students can generate grammatically correct and linguistically appropriate written texts (Barrot, 2021). Accuracy in writing in this study will include proper use of grammar, vocabulary, spelling and sentence structure. It is assessed by the performance of students on writing assignments, with the emphasis on the decrease in the number of errors and the increase in the linguistic correctness (Taskiran & Goksel, 2022).

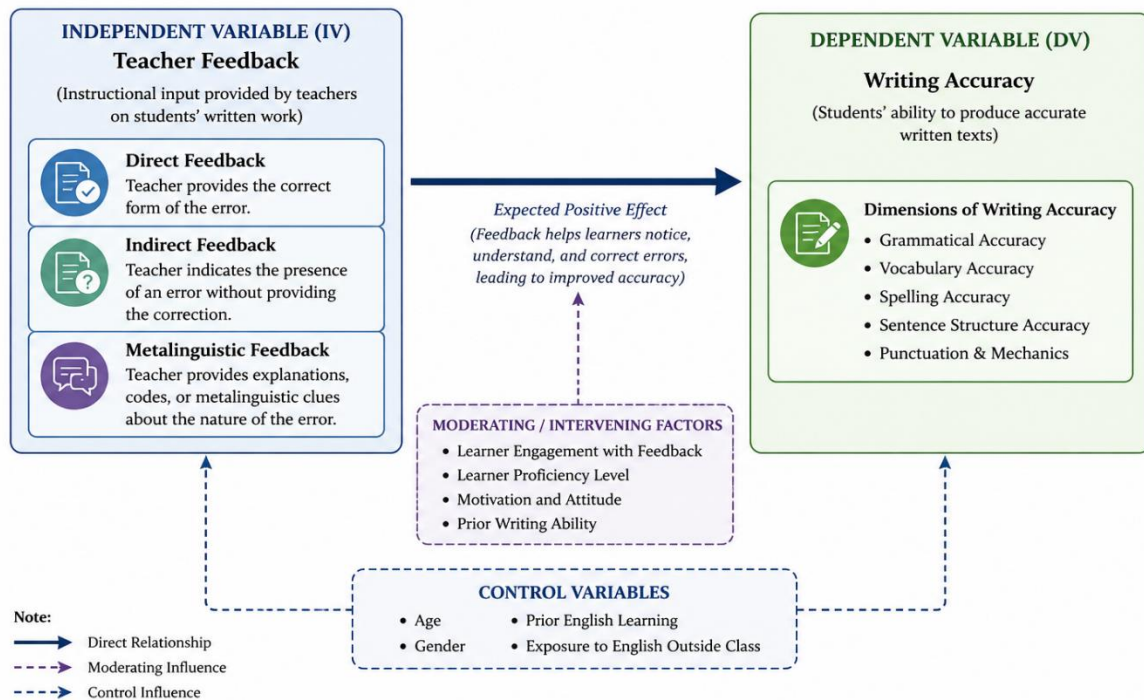
The conceptual model presupposes a positive and direct correlation between teacher feedback and writing accuracy. It is anticipated that effective and consistent feedback will result in improvements in writing among the students as they will be able to identify and rectify their mistakes. This correlation is justified by the fact that past studies indicate that feedback can be used to aid language development by facilitating error correction as well as enhanced comprehension of linguistic rules (Ferris, 2004; Bitchener and Knoch, 2010).

Besides direct relationships, the framework also recognizes the possible impact of intervening variables, including the proficiency of the learners, motivation, and interaction with feedback. As an example, learners who actively process and use feedback are more likely to be beneficiaries of it than those who do not or misunderstand it. Likewise, feedback can be more effective when the learner is more proficient in the language because low-level learners might need more direct instructions (Wu & Schunn, 2023). Although these are not the main points of the research, they are significant contextual factors that may affect the correlation between feedback and writing accuracy.

In general, the conceptual framework places teacher feedback as one of the critical instructional variables that can help in developing writing accuracy among ESL learners (Link et al., 2020). The framework offers a theoretical foundation on how feedback practices can be used to improve the writing performance of ESL classrooms by creating a clear connection between feedback and language performance.

CONCEPTUAL FRAMEWORK

Effect of Teacher Feedback on Students' Writing Accuracy in ESL Classrooms



Research Hypotheses

Using the conceptual framework and the theoretical basis of the corrective feedback, especially the works of Rod Ellis (2009) and Richard Schmidt (1990), the current research develops the following hypotheses to investigate the impact of teacher feedback on the accuracy of writing in ESL classrooms. These hypotheses will be used to test the overall effect of feedback and its effect on writing performance.

Main Hypotheses

H_0 (Null Hypothesis):

There is no significant relationship between teacher feedback and students' writing accuracy in ESL classrooms.

H_1 (Alternative Hypothesis):

There is a significant positive relationship between teacher feedback and students' writing accuracy in ESL classrooms.

Sub-Hypotheses

To examine the relationship in greater depth, the following sub-hypotheses are proposed:

H_{1a} :

There is a significant positive relationship between the frequency of teacher feedback and students' writing accuracy.

H_{1b} :

There is a significant positive relationship between the clarity of teacher feedback and students' writing accuracy.

H_{1c}:

There is a significant positive relationship between the type of teacher feedback (direct, indirect, metalinguistic) and students' writing accuracy.

H_{1d}:

Students who receive regular and consistent teacher feedback demonstrate significantly higher writing accuracy than those who receive limited or irregular feedback.

METHODOLOGY

The current research design is a quantitative research design, which is a correlational research design to investigate the influence of teacher feedback on the accuracy of writing in ESL classrooms among students. The quantitative design is deemed suitable because it allows measuring the variables systematically and using statistical methods to find the strength and direction of the relationships between them. The correlational method is especially appropriate since the research does not imply any manipulation of variables but rather explores the classroom practices that occur naturally, i.e. the provision of teacher feedback and its correlation with the accuracy of writing in students. The research is based on the positivist paradigm, which presupposes that the relationships between variables can be measured and analyzed objectively with the help of empirical data.

The study population was made up of 120 ESL students pursuing undergraduate courses in a university in the public sector. A convenience sampling method was used because of the considerations of accessibility and feasibility. The sample was diverse with both male and female students aged between 18 and 24 years. Every participant was previously exposed to English language teaching and had at least an intermediate level of proficiency, which guaranteed that they could accomplish writing assignments and receive teacher feedback. Participation in the study was voluntary, and ethical considerations were closely followed. All participants were informed about the study and provided informed consent and assured that their answers would be confidential and anonymous and used only for academic purposes.

The study data were gathered with the help of two main tools: a teacher feedback questionnaire and a writing accuracy test. The teacher feedback questionnaire was created to assess the perceptions and experiences of the students on the feedback provided to them by their instructors. The questionnaire had twenty questions that addressed the major dimensions of feedback, such as frequency, clarity, type, and usefulness. The measures were rated on a five-point Likert scale, with the strong disagreement to strongly agree, which made it possible to quantify the variables related to feedback. The instrument was based on the existing research on corrective feedback and adjusted to the context of the ESL classroom.

The second tool, a writing accuracy test, was employed to determine the level of writing accuracy among students. The participants were requested to write a short essay on a topic given to them within a time constraint. The written answers were

graded using a standardized rubric that addressed grammatical correctness, use of vocabulary, sentence construction and mechanics including spelling and punctuation. Mistakes were detected and measured to come up with a total accuracy score per participant. This methodology allowed an objective and consistent measurement of writing accuracy among all participants.

Several steps were taken to guarantee the validity and reliability of the instruments. The content validity was determined by the expert review whereby two experts in applied linguistics reviewed the questionnaire and writing rubric to confirm that they sufficiently captured the constructs that they were intending to measure. A pilot study was done on a sample of twenty ESL students who were not part of the main sample, and instruments could be refined according to the feedback and initial findings. Cronbach alpha was used to measure reliability and the coefficient of 0.84 of the teacher feedback questionnaires showed high internal consistency. The writing accuracy test was also standardized to achieve uniformity in scoring and inter-rater reliability was achieved by having two raters independently evaluate the test.

The data collection was carried out within two weeks in a classroom. The participants were initially requested to do the writing task, and then their work was evaluated, and their instructors gave feedback. Afterwards, they were asked to fill in the feedback questionnaire, which involved thinking about the feedback they got. This order made sure that the answers to the questionnaire were found on new and topical experiences. The data were all systematically collected, coded and inputted into statistical software to be analyzed.

The Statistical Package of the Social Sciences (SPSS) was used to analyze the data. The research questions and the hypotheses were answered using both descriptive and inferential statistics. The characteristics of the data were summarized using descriptive statistics, such as means, standard deviations, frequencies, and percentages. The Pearson product-moment correlation coefficient was used to conduct inferential analysis to determine the relationship between teacher feedback and writing accuracy. Moreover, an independent samples t-test was employed to compare the accuracy of the writing between the students who were provided with regular and consistent feedback and those who were not. The statistical significance level was established at $p < 0.05$, which is generally agreed upon in social science studies.

Descriptive Analysis of Teacher Feedback

To answer the first research question, descriptive statistics were calculated to investigate the type and amount of teacher feedback that ESL students received. The findings are as given below.

Table 1: *Frequency of Teacher Feedback*

Feedback Frequency	Frequency	Percentage
Rarely	20	17%
Occasionally	34	28%
Regularly	38	32%

Very Frequently	28	23%
Total	120	100%

The findings suggest that a significant percentage of students are regularly provided with feedback. 32 percent of the respondents said that they received feedback regularly and 23 percent said that they received feedback very frequently. Nevertheless, 45 percent of students said that they received feedback occasionally or rarely. This distribution implies that despite the widespread use of feedback as an instructional practice, its consistency differs greatly among learners. This variability offers a significant point of departure to study the effects of differences in feedback exposure on writing accuracy.

Table 2: Clarity of Teacher Feedback

Clarity Level	Frequency	Percentage
Unclear	18	15%
Somewhat Clear	36	30%
Clear	42	35%
Very Clear	24	20%
Total	120	100%

The statistics indicate that most students view teacher feedback as being clear or very clear (55%), with 45% viewing it as being somewhat clear or unclear. Feedback clarity is an important aspect of the effectiveness of feedback because when feedback is not clear, it might restrict the ability of learners to recognize and rectify their mistakes. The results indicate that although most teachers deliver comprehensible feedback, some areas still need to be improved in terms of making sure that every student can process corrective feedback.

Table 3: Types of Teacher Feedback

Type of Feedback	Frequency	Percentage
Direct Feedback	46	38%
Indirect Feedback	32	27%
Metalinguistic	22	18%
Mixed Feedback	20	17%
Total	120	100%

The findings suggest that the most widely used type of feedback is direct feedback (38%), then indirect feedback (27%), and metalinguistic feedback (18%). A lower percentage of students said that they received a blend of feedback types. This distribution indicates that the teachers are more inclined to explicit correction, which can be especially useful to learners with low proficiency. Nonetheless, the fact that there are several types of feedback suggests that there is no uniformity in instructional practices and that they can affect the writing outcomes in a different way.

Descriptive Analysis of Writing Accuracy

To answer the second research objective, the writing performance of the students was examined in terms of their performance in the writing accuracy test.

Table 4: *Writing Accuracy Levels*

Score Range	Frequency	Percentage
Low	22	18%
Moderate	56	47%
High	42	35%
Total	120	100%

The results indicate that most of the students are in moderate (47) and high (35) levels of accuracy and 18 percent of students are low in writing accuracy. Such a distribution suggests that even though many students have a decent writing level, a significant percentage of them continue to have issues with accuracy. The difference in performance gives an appropriate foundation to analyze the correlation between feedback and writing results.

Inferential Analysis

To answer the third and fourth research objectives and to test the hypotheses, inferential statistical analysis was performed on Pearson correlation and independent samples t-test.

Table 4: *Relationship between Teacher Feedback and Writing Accuracy*

Variables	Mean	Std. Deviation	r-value	p-value
Teacher Feedback	3.51	0.74		
Writing Accuracy	21.30	4.85	0.65	0.000

The correlation analysis shows that there is a strong positive correlation between teacher feedback and writing accuracy ($r = 0.65$, $p < 0.05$). This implies that students who get more frequent, explicit, and effective feedback are more likely to show greater writing accuracy. The statistically significant p-value proves that this relationship is not by chance. The results are a good indication of the alternative hypothesis (H 1), which rejects the null hypothesis (H 0).

Table 5: *Relationship between Feedback Frequency and Writing Accuracy*

Variable Pair	r-value	p-value
Feedback Frequency & Accuracy	0.59	0.000

The findings indicate that there is a strong positive correlation between the frequency of feedback and accuracy of writing. Students that are given feedback more often are more likely to score higher on accuracy. This observation confirms hypothesis H 1 and the significance of frequent feedback in helping to improve language.

Table 6: *Relationship between Feedback Clarity and Writing Accuracy*

Variable Pair	r-value	p-value
Feedback Clarity & Accuracy	0.57	0.001

The analysis shows that there is a strong positive correlation between the clarity of feedback and writing accuracy. This implies that feedback that is well

explained helps learners to detect and rectify mistakes. The result confirms hypothesis H 1b and highlights the significance of the quality of feedback as well as its quantity.

Table 7: Relationship between Feedback Type and Writing Accuracy

Variable Pair	r-value	p-value
Feedback Type & Accuracy	0.48	0.002

There was a moderate positive correlation between the kind of feedback and writing accuracy. This implies that various feedback strategies influence learning, but their effects might be different. The finding confirms hypothesis H 1c and shows that instructional decisions on the type of feedback matter in enhancing writing performance.

Table 8: Comparison of Writing Accuracy Based on Feedback Regularity

Group	N	Mean Score	Std. Deviation	t-value	p-value
Regular Feedback	72	23.10	3.90		
Irregular Feedback	48	18.60	5.20	5.87	0.000

The independent samples t-test results indicate that there is a significant difference in the writing accuracy of students who get regular feedback and those who do not ($t = 5.87, p < 0.05$). Students in the regular feedback group are significantly more accurate in their scores. This result confirms hypothesis H 1d and gives great evidence that regular teacher feedback results in better writing performance.

Summary of Findings

The inferential test confirms that teacher feedback positively and significantly influences the accuracy of writing of students in ESL classrooms. Every proposed hypothesis (H 1, H 1a, H 1b, H 1c and H 1d) is accepted and the null hypothesis is rejected. Feedback frequency and clarity are among the variables that are analyzed and prove to be quite strong predictors of the writing accuracy, which makes the quality and quantity of feedback important.

DISCUSSION

The current research aimed at investigating the influence of teacher feedback on writing accuracy among students in ESL classrooms, and specifically focusing on the frequency, clarity, and type of feedback (Rahimi et al., 2024; Ferris, 2014). The results are good empirical evidence of the main assumption that teacher feedback is important in enhancing writing accuracy. More significantly, the findings provide more subtle information on the role of various aspects of feedback in the linguistic development of learners, thus, contributing to the current discussion of the efficacy of corrective feedback in second language writing (Zhang & Zhang, 2023).

The close positive correlation between teacher feedback and writing accuracy is one of the most important results of the study. Students who stated that they received more frequent and effective feedback showed more accuracy in their writing (Lau et al., 2024). The discovery is very consistent with the theoretical framework that was put forward by Rod Ellis as it involves the importance of corrective feedback in helping language development through the process of noticing. Feedback helps

learners to identify the differences between their performance and the target language norms by attracting their attention to errors (Harthy et al., 2024; Reynolds & Zhang, 2022). This is also aided by the noticing hypothesis proposed by Richard Schmidt who argues that one must be conscious of linguistic forms to acquire them. These theoretical views are empirically supported by the findings of the current research, which indicate that feedback, when delivered regularly, leads to significant positive changes in the writing accuracy.

The results also indicate that a frequency of feedback is an important determinant of writing accuracy. Students who received frequent feedback scored much higher than those who received less frequent feedback. This finding underscores the significance of continued teaching input in language acquisition (Masrul et al., 2024). Consistent feedback will mean that the learner is constantly exposed to corrective feedback and will be able to perfect their use of language with time. This is in line with earlier studies that indicate that the repetition of corrective feedback improves immediate performance and long-term retention of linguistic forms (Bitchener and Knoch, 2010). The focus on frequency also highlights the necessity of incorporating feedback into the regular classroom activities instead of considering it as a rare event.

Besides frequency, teacher feedback clarity proved to be another important factor that affected writing accuracy. The findings show that students who perceived feedback as clear and understandable were more inclined to show improvement in their writing (Fan, 2023). This observation implies that the success of feedback does not only lie in its existence but also in the way it is conveyed. Clear feedback helps the learners to precisely know the mistakes and know how to rectify them thus making the learning process easier (Thi & Nikolov, 2023). This is in line with the argument by Dana Ferris that feedback should be clear and visible so that it can be effective. It also emphasizes teacher training in the delivery of both informative and comprehensible feedback.

The research also investigated the influence of the type of feedback and discovered that there is a moderate association between the type of feedback and writing accuracy. Although all types of feedback were correlated with improvement, the results indicate that various types might be more effective than others (Shaikh et al., 2025). Direct feedback, or explicit correction, seems to be especially helpful in the short term, particularly with low-proficiency learners. On the other hand, indirect and metalinguistic feedback can stimulate more profound thinking as it involves making learners recognize their own mistakes and rectify them (Khattak & Saad, 2024). The results are in line with the categorization and discussion by Rod Ellis, who contends that the effectiveness of feedback is determined by the interplay of feedback type and learner attributes. The findings of the current research support the notion that there is no universal type of feedback that is better than the rest, and that a balanced method can be the most effective.

The other key finding is that there was a great disparity in the writing accuracy of the students who were provided with regular feedback and those who were not.

This finding is a good indication of the practical effects of teacher feedback in the classroom (Thi & Nikolov, 2023). It implies that feedback is not just an auxiliary instructional resource, but a key element of effective writing instruction. The significant difference in the performance of the two groups indicates the significance of consistency in feedback practices and the argument that consistent corrective input is crucial in language development.

The results of this research also add to the existing literature by filling a gap that concerns the use of feedback in real classroom situations. Although a lot of the available research has been done in controlled experimental conditions, the current study shows that teacher feedback can greatly influence writing accuracy in natural classroom situations (Ramzan et al., 2023). This contribution is especially valuable, as it demonstrates that feedback-based instructional strategies are applicable in practice. It also supports the notion that research in classrooms is necessary to comprehend the working of theoretical principles in the real world.

Although the study has made its contributions, it has some limitations that must be mentioned. Convenience sampling can also restrict the generalizability of the results because the sample might not be a complete representation of the larger group of ESL learners. Also, the research uses self-reported data to measure elements of teacher feedback, which could be biased. Moreover, quantitative design enables establishing relationships, but it fails to reflect the qualitative aspects of feedback, including perceptions and emotional reactions of learners. The limitations can be overcome in future studies by using mixed method designs and investigating other factors that determine the effectiveness of feedback.

Finally, the findings discussion provides insights into the importance of teacher feedback in improving writing accuracy in ESL students. The findings validate that feedback, which is offered regularly, explicitly, and suitably, is an effective language development tool. The study offers an extensive insight into the role of feedback in enhancing writing in ESL classrooms by correlating empirical evidence with the existing theories and past studies.

CONCLUSION

The current research was aimed at investigating the influence of teacher feedback on the writing accuracy of students in ESL classrooms with a specific interest in the role of various aspects of feedback, i.e., frequency, clarity, and type, in enhancing the writing performance of learners. Through quantitative correlational research design, the study was able to give empirical evidence on the relationship between teacher feedback and writing accuracy and this provided valuable insights into the importance of feedback in teaching writing in the second language.

Among the key findings of the research is that teacher feedback is strongly and statistically significantly positively related to the writing accuracy of students. Students who are provided with frequent, explicit, and efficient feedback show greater accuracy in their written text than those who are given less or irregular feedback. This observation supports the notion that writing accuracy cannot be

merely attributed to the exposure to language but rather it is greatly influenced by the instructional support, especially in the form of corrective feedback. In this regard, teacher feedback is an important tool for steering learners into more correct use of language by assisting them to point out and rectify their mistakes.

The paper also finds that of all the dimensions of feedback, frequency and clarity are the most important when it comes to improving writing accuracy. Constant feedback will provide constant interaction with the forms of language, and the learners will improve their writing with time. Meanwhile, clarity of feedback helps learners to comprehend the character of their mistakes and implement the relevant corrections. This mixture of frequent and understandable feedback forms a positive learning environment that promotes the lasting development of language. Conversely, although the nature of feedback also plays a role in the improvement of writing, it seems to be more contextual, and therefore, various feedback strategies might be effective in various circumstances.

The other notable conclusion is that there is a substantial difference in the performance of students who are provided with regular feedback and those who are not. The results show that regular feedback has a quantifiable effect on the accuracy of writing, which shows its practical significance in the classroom. This finding highlights the importance of incorporating feedback in regular instructional activities instead of making it an irregular or a side activity (Li & Vuono, 2019). It also highlights the importance of teachers in influencing the development of learners in writing by providing systematic and purposeful feedback.

The study results are in line with the existing theories of acquiring a second language, especially the corrective feedback model suggested by Rod Ellis and the noticing hypothesis suggested by Richard Schmidt. Both views stress the need to attract the attention of learners to linguistic forms to enable them to learn (Mao et al., 2024). The findings of the current research support these theoretical assumptions with empirical evidence as they show that feedback, when properly provided, can improve the capacity of learners to generate correct written language (Bitchener & Knoch, 2008).

Besides the contribution to the existing theories, another contribution of the study to literature is that it fills a gap on the effectiveness of teacher feedback in the real classroom setting. In contrast to most of the past studies carried out in controlled settings, this study shows that feedback plays a major role in writing accuracy in natural classroom settings. This input is especially valuable to teachers, as it offers evidence-based justification to the application of feedback as a viable instructional approach.

Although it has its contributions, the study recognizes some limitations. Convenience sampling can limit the external validity of the results, and the use of self-reported measures to address some aspects of feedback can be biased. Moreover, the quantitative aspect of the research, though useful in establishing relationships, fails to reflect the qualitative aspects of feedback, including perceptions and emotional reactions of learners. These constraints imply that more studies are required to come

up with a more detailed picture of the feedback process.

In general, the research concludes that teacher feedback is an important and efficient means of enhancing writing accuracy in ESL students. The study emphasizes the role of the use of feedback in language teaching by creating a clear connection between feedback and writing performance and offers a basis of future studies in the field.

Recommendations

Based on the findings of the study, several recommendations are proposed for educators, learners, curriculum designers, and researchers.

From a pedagogical perspective, it is recommended that teachers provide regular and consistent feedback on students' writing. The findings of the study clearly indicate that frequent feedback leads to improved writing accuracy, suggesting that feedback should be integrated into routine classroom practices. Teachers should aim to provide feedback on a continuous basis rather than limiting it to major assignments or examinations.

In addition to frequency, teachers should focus on the clarity and quality of feedback. Feedback should be specific, understandable, and directly related to the errors made by students. Providing vague or overly complex feedback may reduce its effectiveness, as students may struggle to interpret and apply it. Teachers should also consider using a combination of feedback types, including direct, indirect, and metalinguistic feedback, depending on the needs and proficiency levels of their students.

To the learners, the study emphasizes the need to actively interact with feedback. To enhance their writing, students are supposed to go through, think over, and use the feedback they get. The effectiveness of feedback can be improved by developing self-correction and revision strategies that can help improve language development in the long term.

Curriculum designers ought to take into consideration the inclusion of structured feedback systems in ESL programs. This can involve planning activities that encourage revision and reflection and give guidelines on effective feedback practices. The incorporation of feedback into the curriculum may assist in making sure that it is always implemented in various teaching situations.

Institutionally, it is advisable that schools should support teachers to come up with effective feedback strategies. This can incorporate professional development courses, training sessions, and availability of resources that will help teachers to give meaningful feedback. The assistance of teachers in this manner can enhance the quality of the teaching process and lead to improved learning.

Lastly, the effectiveness of teacher feedback should be investigated in future studies with more varied samples and research designs. Research may focus on other factors, including motivation of learners, the timing of feedback, and use of technology in feedback provision. It might also be possible to conduct qualitative research to investigate the perceptions and experiences of feedback by learners, which

would give a more in-depth understanding of the role of feedback in language learning.

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