



Examining the Role of Teachers' Feedback in Enhancing Students' Spelling and Grammatical Skills



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Abstract

The research problem of this study was to determine how teacher feedback can be used to improve the spelling accuracy of Grade VII learners as well as the grammatical correction of the English language learners. Feedback is deemed to be an important aspect of formative assessment that ensures that the learners are able to correct mistakes, reformulate their work and enhance their academic results. The aim of the study was to check whether structured teachers feedback would influence the spelling and grammatical practices of students in second language learning. A quasi-experimental non-equivalent control group design was used. Two intact Grade VII groups participated, one receiving feedback-based instruction and the other traditional teaching. Spelling accuracy and grammatical correction tests were administered as pre-tests and post-tests. The intervention process was 68 weeks long and consisted of written, oral and remedial feedback techniques. The data analysis was done through descriptive and inferential statistics to compare the performance of students prior to the intervention and after the intervention. The results showed that there was no significant difference between groups in pre-test stage, but the post-tests showed significant improvement in spelling accuracy and correction of grammar in students that were provided with feedback by teachers. The findings have shown that, structured feedback has the capacity of improving the skills of learners to identify mistakes, rephrase their answers and achieve better language competence. The study found teacher feedback crucial for accuracy and grammatical competence in student writing and should be incorporated in classroom activities to improve performance.

Key Words

Teachers' Feedback, Spelling Accuracy, Grammatical Correction, Formative Assessment, English Language Learning

Introduction

Feedback by teacher is regarded to be significant factor in teaching and learning system. The fundamental objective of such feedback is to rectify the errors of the learners. This remedial feedback enhances classroom learning and performance of the student. The research study is aimed at exploring the effects of teacher feedback and its effects on grammatical correction and spelling accuracy. In teaching English to the students in primary level, the biggest problem that teacher normally encounter is the learning process of the students, as it is not the mother tongue of the students. The second language writing instructors have the enormous task to deliberate concerning the instructors' feedback of the students just about ten years ago. The value of error correction in the second language

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(L2) is a dynamic issue being looked upon by researchers and teachers (Chandler, 2003; Kepner, 1991). They are very much bothered with the worth of written corrective feedback of several years. The researcher examined the impact of teachers feedback on grade VII student spelling accuracy and grammatical correctness on students in this research.

In this study the researcher used the written corrective feedback. The researcher investigated the effect of explicit vs. implicit feedback. Explicit feedback and implicit feedback are two types of written corrective feedback. Explicit feedback is the direct type of feedback and implicit feedback is an indirect type of written corrective feedback. Implicit feedback is the type of written corrective feedback in which the teacher checks the assignment of the student and underline the error. The teacher does not write the correct form of error on the assignment and do not tell the correct form of error to the student. But when a teacher gives explicit feedback, the teacher checks the assignment of the student, underline the error on the assignment and write the correct form of error on the assignment in front of the student.

The role of corrective feedback in SLA has been of interest in the past decade. Some of the descriptive studies that are based on data gathered in a classroom (e.g., Panova & Lyster, 2002; Sheen, 2004) and in which the types of corrective feedback received by the learners and the degree to which the latter is noticed or up taken or both by the learners are also examined. Research studies have tried experimentally to analyze the role of corrective feedback (Lyster, 2004).

Review of Related Literature

Revision is one of the significant components of the writing process, more so when writing in an FL. FL learners who have the habit of revising the weaknesses in their texts after they get feedback have higher writing competence than their counterparts who do not (Bitchener, 2008). In order to ensure that FL learners can attain a desirable quality of revision in their writing, the feedback of different kinds regarding their writing is highly significant. Feedbacks can also be of various forms such as corrective, noncorrective, direct, indirect, local, and global (Ismail et al., 2008). Other areas where the feedback can be aimed are various features in the writing like mechanics, grammatical errors, vocabulary and collocations, and content and structure of the writing (Lee, 2008; Bitchener et al., 2005).

According to researchers, the best practice of writing feedback should have both content and form in writing (Biber et al., 2011). Many studies have been carried out on the influence of teacher feedback on revision by FL learners and which indicate that various teacher feedback types have varied effects on the revision of the learners (Hyland & Hyland, 2006). Studies have documented that the use of positive remarks and encouraging language by the teachers might develop the confidence of students that is believed to play a significant role in the revising processes (Ferris, 2002). Research has also indicated that to achieve effective teacher feedback in the revising process, a direct specific and content related feedback should be provided (Ferris, 2011). Among the three categories of feedback, that is advice, criticism and praise, studies have revealed that the most probable type of feedback that can influence students to correct are the advice type of feedback (Silver & Lee, 2007).

There is a lower number of studies which explored the impact of teacher feedback on the FL learners in terms of writing proficiency development compared to the research on the influence of teacher feedback on the development of revision among FL learners. The overall impact of teacher feedback on the development of writing proficiency cannot be as effective as the impact on the revision quality as learners can merely internalize the teacher corrective feedback without comprehending what is wrong (Hyland, 1998; Lee, 2008; Zhao, 2010). This means that they will continue to repeat the error in their latter works. It has been proposed by Zhao (2010) that using teacher feedback which is copied but not understood can possibly aid in the improvement of the quality of

the writing but not necessarily lead to the development of the writing competence of the learners in the long run (p. 4). However, in witnessing the existence of those issues, scholars have suggested that the analysis of the influence of teacher feedback should be observed in the further instances of writings other than the revised versions of the same text (Truscott, 2007).

The ability to write is one of the language skills that are crucial in bringing a process of communication. Writing activity, it is an ability to reveal a meaning or to communicate ideas or opinions in the shape of writing procedure text. The teacher must possess a technique in each of the skills when teaching and learning English. Teaching and learning English involve four skills; listening, speaking, reading and writing. Among those skills, writing skill is one of the challenging skills in English (Ferris, 2004). In writing skill, the students enhance their abilities to convey meaning and structures with the help of simple texts using written language correctly, fluently, and suitably in everyday life to communicate with other people (Wen, 2024). Writing is a significant area of communication, which has been given greater emphasis in the recent past (Vadia & Ciptaningrum, 2020).

The feedback is a relevant process that enhances the writing skill of students. It is possible to use two types of feedback on the students. They are direct corrective feedback and indirect corrective feedback. Direct corrective feedback is a form of correction where the attention of the students in their errors is depicted, and a solution is given; the teacher informs the students of their mistakes and remedies the mistakes by giving them the right form. The indirect corrective feedback is getting the attention of the students to the places where they are making mistakes but not giving them a correction (Bitchener & Ferris, 2012). Sheen (2008) also states that direct corrective feedback may be useful in facilitating acquisition in the particular grammatical feature. The researchers (Jalaluddin, 2015) offer to use this direct feedback to correct their mistakes and make them realize the nature of the mistakes.

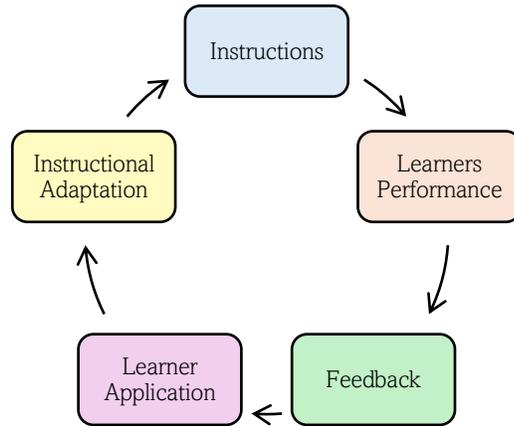
Teacher Feedback

One of the foundations of writing teaching (Hyland & Hyland, 2006) is teacher feedback, which is characterized as utterances that imply to the learner that his or her output is misplaced in some respects (Nassaji & Kartchava, 2017). One of the most critical aspects in teacher feedback is its explicitness which can be direct correction of mistakes (Bitchener, 2008) to indirect, coded signifiers of errors that can lead to self-correction. (Bitchener et al., 2005). Ferris (2011) also differentiates between treatable and untreatable errors, proposing indirect feedback in cases of treatable errors such as spelling and punctuation (Brown & Lee, 2025) and direct correction in cases of untreatable ones such as word choice.

Teacher Feedback on the Writing of the Students Correcting the student in their errors and providing students with instant feedback may help students develop in their writing. EFL teachers must understand the significance of error analysis in uncovering the weaknesses of the students in writing. Direct or indirect feedback provided by teachers, EFL students would be more efficient in the use of the target language and decrease the number of grammatical mistakes (Sermsook et al., 2017). Therefore, the manner in which students are assisted in identifying their mistakes was an efficient method of enhancing their writing skill. This was aligned with what was mentioned by Huseynova (2019) who came up with the conclusion that grammar feedback and revisions would build the grammatical performance of EFL student. Therefore, it was suggested to give students real-time feedback on the written genres to enhance the performance in writing (Khatter, 2019). Raising the awareness of students about the frequent mistakes they can make in writing would help them realize how they can fix the mistakes and improve their writing quality (Nguyen et al., 2021). Thus, the analysis of the common mistakes of the students would also contribute to them being engaged in the process of error correction and developing their skills in writing.

Part of intended activity of formative assessment is feedback. In this research study, it was in the entirety of the class. The comprehension of the students is assessed. The teacher takes the findings of this assessment and provide feedback to the students. The feedback aid the learners to be more efficient in learning and the teacher to be better teachers.

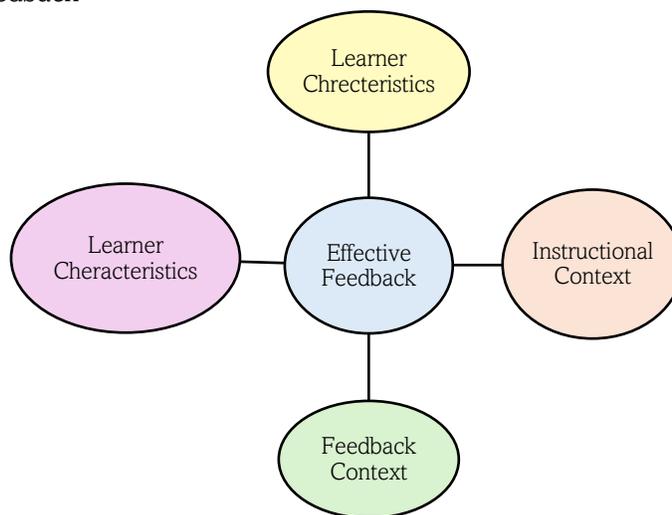
Figure 1
Feedback as an Essential Component of Education Process



(Source: Author)

Figure 1 shows that there is a cyclical education system where feedback is an essential component. A teacher teaches a concept to the learner, the learner performs by taking the instructions of the teacher. The teaching of teacher can depend upon different methods of teaching by according to the teaching material. The teacher tries to teach students with adopted method that the student can perform well. After teaching the teacher judges the performance of students and give feedback to the students. The assessment and feedback enhance the performance of the students but it also effects the performance of the teachers to improve their teaching strategies (Hatti, 2011).

Figure 2
Effectiveness of Feedback



(Source: Narciss & Huth, 2004)

A teacher uses the type of feedback according to the characteristics of the learners. The effective feedback intervention is affected by the prior knowledge and skills of the student. The learners working on a new task or on simple task needs immediate feedback. The more skilled learners who have higher cognitive level questions can profit from delayed feedback that requires greater time for process (Shute, 2008).

Only a few studies investigated the level and kind of feedback of various categories of errors independently. In case any research is conducted about the nature and quantity of feedback about any error, occasionally neglect the problem on which it was provided. In some cases, it may be wrong and non-text specific (Ferris, 2006). According to some other researchers, the feedback provided by the teacher is not always associated with the perception of students. The students can have different expectations and teacher provides feedback differently based on personal perceptions. There is discrepancy between the perception of both the teachers and the students regarding the kind of feedback.

Research Objectives

Following were the research objectives of the study to:

1. Examine the effect of teachers' feedback on grade VII students spelling accuracy.
2. Analyze the effect of teachers' feedback on grade VII students' grammatical correction

Methodology

quasi-experimental research design that was adopted in the study was the non-equivalent control group design that tested the effects of the feedback of teachers on Grade VII students regarding the accuracy of spelling and grammatical correction. The rationale behind the selection of this design was that intact classroom groups were being used and are not allowed to randomly assign students in the school setting. They were split into two groups: experimental group in which the structured feedback of teachers was done and a control group in which the traditional instruction was done with no systematic feedback. Both groups underwent pre-test as well as post-test to determine the effect of the intervention.

Participants of the Study

It is an experimental study. The participants of the study comprised of 7th grade students form secondary school at public sector. Total number of students selected from the grade 7 were 80. There were two intact groups of grades 7 which were divided into two sections. Researcher selected two groups experimental and control, experimental group comprised of 39 students and control group comprised of 41 students. Experimental group received treatment while control group studied through conventional teaching style. The researcher used convenience sampling technique as both sections were intact their academic level, age and interest were same Following were the participants of the study

Table 1

Participants of the Study

Group	Class/Section	Male	Female	Total
Experimental Group	Grade VII– A	18	21	39
Control Group	Grade VII – B	22	19	41
Total		40	40	80

Table 1 showed the participants of the study, there were two sections of grade VII and these sections were divided into two groups, control group and the experimental group, control group contained 41 members and experimental group comprised of 39 students

Table 2*Participants' Demographic Information*

Variable	Category	Frequency	Percentage (%)
Age	12–13 years	42	60%
	13–14 years	28	40%
Gender	Male	40	50%
	Female	40	50%
Class Level	Grade VII	80	100%

Intervention (Treatment)

The experimental group was exposed to a structured feedback strategy, including:

- ▶ Written corrective feedback on spelling and grammar errors
- ▶ Oral feedback during classroom activities
- ▶ Immediate and delayed feedback on assignments
- ▶ Guided practice and revision based on teacher comments

The control group received routine instruction focusing on textbook exercises and teacher explanation without systematic feedback practices.

Research Instruments

For this study the researcher developed achievement test. First test was used in order to check spelling accuracy and the second test were used to measure the grammatical corrections. These two research instruments were used to measure students' ability before the treatment and after the treatment. Both research tools were validated by experts and to measure the reliability of the research tool item analysis were used.

Data Collection Procedure

The procedure used in the study was as follows:

- ▶ Conduction of pre-tests to experimental and control groups.
- ▶ Introduction of feedback-based instruction to the experimental group during 6 to 8 weeks.
- ▶ In the control group traditional teaching prevailed.
- ▶ Post-test administration of the two groups after administration.

Formal consent to carry out the study was taken with the school administration before the study was carried out. The researcher then approached English teachers and informed them about the goals, the procedure and the time of intervention. An arrangement of pre-tests, treatment sessions, and post-tests was made to conduct it smoothly without interfering with the ordinary classroom teaching. The experimental and control groups were chosen to consist of two intact parts of Grade VII. Experimental group was provided with instruction in the form of feedback and the control group was provided with traditional means of instruction. Students were told the aim of the study and their performance in school was not going to be adversely affected.

Development and Preparation of Instruments

Two instruments were used for data collection:

A test that involves correction of grammar errors that are made by students. The tests were designed based on Grade VII English curriculum and learning objectives. The tools were tested and tested by the experts and piloted to achieve the final administration. Changes were done to enhance readability and accuracy.

Pre-Test Administration

The experimental and control groups were given the pre-test prior to the intervention. The pre-test was aimed to evaluate the original level of learning spelling and grammar in students and achieve the level of equivalence of groups. The instructions were made clear to students and adequate time given to complete. Care was taken to take test scripts carefully.

Implementation of Treatment (Teachers' Feedback)

This intervention was carried out within a span of around 6-8 weeks.

Structure of the Feedback of the Teachers

- ▶ The experimental of the group was presented with structured feedback about the group in form of written corrections, oral explanations, immediate feedback during classroom work, and guided revision practices.
- ▶ Students were advised to find mistakes, fix them and rewrite answers.
- ▶ Continuous response and support was offered in order to improve learning.
- ▶ The control group was taught by the use of traditional methods of teaching based on explanation, reading textbook exercises, and routine classroom work without systematic methods of feedback.

Classroom Monitoring

Observations in the classroom period, which followed the intervention, were to be made periodically in order to implement feedback strategies appropriately. The activities of the lesson, the involvement of students, and the work of teachers were observed in order to be consistent.

Post-Test Administration

At the end of the treatment, post-tests (of the same format as pre-tests) were conducted on the two groups. It was meant to check the enhancement of spelling and grammatical correction upon exposure to the teacher feedback.

Validity of Research Instruments

To ensure validity, the spelling accuracy test and grammatical correction test were developed according to Grade VIII English curriculum objectives.

- ▶ **Content Validity:** Instruments were reviewed by experts in English education and assessment.
- ▶ **Face Validity:** Items were examined for clarity, language level, and relevance.
- ▶ **Construct Validity:** Test items measured targeted skills (spelling and grammar) aligned with research objectives.

Revisions were made based on expert feedback before final administration.

Reliability of Instruments

Reliability of the instruments was established through pilot testing. The internal consistency of the tests was measured using reliability coefficients (e.g., Cronbach's alpha). Acceptable reliability values (0.70 or above) indicated that the instruments produced consistent results and were suitable for final data collection.

Pilot Testing

A pilot study was conducted on a small group of Grade VIII students (not included in the main sample) to:

- ▶ check clarity of instructions and test items
- ▶ estimate time required for completion
- ▶ identify ambiguous or difficult items
- ▶ determine reliability of instruments

Based on pilot results, necessary modifications were made before final implementation.

Experimental Procedure

The study followed a non-equivalent control group quasi-experimental design involving pre-testing, treatment, and post-testing.

Step 1: Pre-test

Both experimental and control groups were administered spelling and grammatical correction tests to determine baseline performance.

Step 2: Treatment

- ▶ Experimental group received structured teachers’ feedback (written, oral, corrective feedback, revision guidance).
- ▶ Control group received traditional instruction without systematic feedback.

Step 3: Post-test

After 6–8 weeks of intervention, both groups were administered the same tests to measure improvement.

Step 4: Comparison

Pre-test and post-test scores were compared within and between groups to determine the effectiveness of teachers’ feedback.

Table 3

Distribution of Sample According to Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Spelling Test + Grammar Test	Teachers’ Feedback (written, oral, corrective)	Spelling Test + Grammar Test
Control	Spelling Test + Grammar Test	Traditional Instruction	Spelling Test + Grammar Test

Table 4

Pilot Testing Sample Distribution

Group	School	Class	Students	Purpose
Pilot Group	Public School (other than sample school)	Grade VII	20	Testing clarity, reliability, timing

Table 5

Reliability Statistics of Pilot Testing

Instrument	No. of Items	Cronbach’s Alpha	Reliability Status
Spelling Accuracy Test	25	0.78	Acceptable
Grammatical Correction Test	25	0.81	Good
Overall	50	0.80	Reliable

Above table showed the reliability scores of research instrument. There were two instruments used to measure the student’s spelling accuracy and grammatical correction. The Cronbach alpha value of first instrument were the 0.78 and the other one was the 0.81 which were called the instrument were reliable

Table 8*Pre-Test Comparison of Experimental and Control Groups (Spelling Accuracy)*

Group	N	Mean	SD	t-value	p-value
Experimental	40	11.42	2.31	0.41	0.68
Control	40	11.10	2.27		

Table 8 demonstrated that there was a very small difference between The pre-test mean score of the experimental group (M = 11.42, SD = 2.31) and the control group (M = 11.10, SD = 2.27). The t-value with a p-value (0.68) (calculated t-value 0.41) is less than the level of significance (0.05). This implies that the experimental and the control groups did not have a statistically significant difference in the accuracy of spelling prior to the intervention. Thus, both groups were similar at the start of the research.

Table 9*Pre-Test Comparison of Experimental and Control Groups (Grammatical Correction)*

Group	N	Mean	SD	t-value	p-value
Experimental	40	10.85	2.45	0.37	0.71
Control	40	10.60	2.38		

Table 9 indicated the mean score of the experimental group (M = 10.85, SD = 2.45) and control group (M = 10.60, SD = 2.38) displayed at minimal difference at the pre-test stage. The t-value (0.37) and p-value (0.71) were larger than 0.05. The comparison of the groups was not significant because p was above 0.05. This is an indication that the two groups were grammatical equivalents before the intervention.

Table 10*Post-Test Comparison of Experimental and Control Groups (Spelling Accuracy)*

Group	N	Mean	SD	t-value	p-value
Experimental	40	16.90	2.12	5.84	0.000
Control	40	12.30	2.40		

The post-test data of table 10 indicated that the experimental group (M = 16.90, SD = 2.12) was better than the control group (M = 12.30, SD = 2.40). The t-value (5.84) obtained is lower than the level of significance (0.05) having a p-value (0.000).

The difference is significant, as it is less than 0.05. This means that the feedbacks of teachers positively and significantly influenced the accuracy of spelling in students.

Table 11*Post-Test Comparison of Experimental and Control Groups (Grammatical Correction)*

Group	N	Mean	SD	t-value	p-value
Experimental	40	17.25	2.05	6.12	0.000
Control	40	12.80	2.34		

Table 11 presented the experimental group had a higher mean score (M = 17.25, SD = 2.05) than the control group (M = 12.80, SD = 2.34). The t-value (6.12) and p-value (0.000) were less than the level of significance (0.05). As such, the group difference was statistically significant, which means that feedback provided by structured teachers was of great importance in enhancing the ability of the students to correct their grammar.

Table 12*Paired Sample t-Test (Experimental Group Pre-Test vs Post-Test)*

Variable	Test	Mean	SD	t-value	p-value
Spelling Accuracy	Pre-Test	11.42	2.31	9.21	0.000
	Post-Test	16.90	2.12		
Grammatical Correction	Pre-Test	10.85	2.45	9.88	0.000
	Post-Test	17.25	2.05		

Table 12 presented the spelling accuracy, the mean of the experimental group rose by 11.42 up to 16.90 t-value (9.21) and p-value (0.000). To be grammatically corrected, the mean rose to 17.25 with t-value (9.88) and p-value (0.000). In both cases, p was less than 0.05, therefore, there was a statistically significant response of teachers through feedback to students in terms of improvement in their spelling and grammatical activities.

Table 13*Paired Sample t-Test (Control Group Pre-Test vs Post-Test)*

Variable	Test	Mean	SD	t-value	p-value
Spelling Accuracy	Pre-Test	11.10	2.27	1.42	0.16
	Post-Test	12.30	2.40		
Grammatical Correction	Pre-Test	10.60	2.38	1.56	0.12
	Post-Test	12.80	2.34		

The control group indicated a minor increase in spelling (M = 11.10 to 12.30) and grammar (M = 10.60 to 12.80). But, the p-values (0.16 and 0.12) were more than 0.05. The improvement was not statistically significant as p was greater than 0.05. This means that the conventional teaching process failed to generate a significant difference in the spelling and grammar ability of the students.

Ethical Considerations

The school administration and the teachers were asked permission. Students were made aware that they were part of the study and their responses were guaranteed to remain confidential. The intervention was voluntary, and it did not interfere with academic activities.

Findings of the Study

The current paper investigated how feedback by teachers influences the accuracy of spelling and grammatical correction of Grade VII students using a quasi-experimental design. The results were obtained due to the pre-test and post-test comparisons and hypotheses testing.

1. The results of the pre-test showed that there were no significant differences between experimental and control groups regarding accuracy of spelling and grammatical correction which reported that the groups were similar at the start of the research.
2. The post-test outcomes showed that the accuracy in spelling improved greatly with the students who were given the structured teachers feedback than with those who were given the traditional teaching.
3. Students of the experimental group demonstrated a significant improvement in the grammatical correction skills following the intervention.
4. The gain scores showed that, feedback-based instruction was more effective in the process of language learning than the normal teaching practices.

5. The null hypotheses were rejected, which proved that the feedback of teachers had a significant impact on the spelling and grammar performance of students.
6. These results indicate that systematic feedback is important in enhancing written language skills in students and it promotes academic growth (Hattie & Timperley, 2007).

Discussion

The research result reinforces the opinion that the feedback provided by teachers is an effective method of instructional approach, which positively influences the learning achievement of students. Through feedback, pupils are able to know their mistakes and reflect on the work done and improve thus achieving better academic results (Black & Wiliam, 1998). The great increase in the accuracy of the spelling of the experimental group implies that written and oral feedback allow the students to notice the patterns of the mistakes and fix them with the help of repeated practice. This is consistent with the efforts of Ferris (2010) who pointed that corrective feedback enhances the writing accuracy and language competence among learners. Likewise, the enhancement in grammatical correction attests to the fact that the structured feedback promotes the students to create metacognitive awareness and self-regulation in learning. Nicol and Macfarlane-Dick (2006) believed that feedback encouraged self-analysis and better comprehension on subject matter. These findings also back up the principles of the formative assessment concept, which emphasizes that teacher-immediacy feedback can increase student engagement and level of learning (Sadler, 1989). The results are in line with the previous studies that have indicated that feedback enhances motivation and confidence amongst learners, which eventually boosts academic performance (Shute, 2008).

Conclusion

According to the findings, a conclusion was reached that feedback provided by teachers has a great impact on improving the accuracy of spelling and grammatical correction of Grade VII students. Students who were subjected to systematic and regular feedback performed better as compared to students who were taught using a conventional approach to teaching (Hattie, 2011). The instruction based on feedback was found to be a productive pedagogical tool in learning a language since it helped in identifying mistakes, practicing, and revising, and developing skills. The researchers established that formative feedback promotes cognitive and metacognitive development in students that further bring about an enhanced writing proficiency and academic success. Thus, incorporating the systematic feedback in classroom instruction is necessary in improving the language competencies and the general learning outcomes of the students.

Recommendations

The research results and conclusions would be as follows:

1. To enhance the spelling and grammatical abilities of the students, teachers can introduce these organized written and oral feedback into the everyday classroom activities.
2. Professional development workshops and training programs are to be arranged to assist teachers to employ effective feedback strategies in language teaching.
3. The curriculum planners can incorporate feedback-based instructional methods in the English language teaching at the middle school level.
4. In schools, formative assessment practice can be promoted to track and improve academic achievements made by students.
5. The researcher can designate future studies to the various educational levels and subject areas to extrapolate the results.
6. Longitudinal studies can be done to investigate the effect of teacher feedback on the academic performance and motivation of the students in the long term.

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