



UNDERGRADUATE RESEARCH PROJECT

**Exploring the role of feedback in improving
writing fluency among second language (ESL)
learners of English exploring**

Research Project

**Submitted to the department of English in Partial
fulfillment of the requirements for the degree of B.A In
English Language**

Prepared by:

**Kazhal Sherko Muhammad
Zina Yunis Ahmed**

Supervised by:

Haitham Hussein Bapeer

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Certification

I certify that this study was prepared by students (Kazhal Sherko and Zina Yunis) under my supervision at Collage of Education/ Salahaddin University-Erbil in partial fulfillment of the requirements for the degree of Bachelor in the English Language.

Sign.....

Name of supervisor

Haitham Hussein Bapeer

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Abstract

The present study is entitled "Exploring the Role of Feedback in Improving Writing Fluency among Second Language (ESL) Learners of English." For ESL learners, achieving fluency in written English can be a challenging but rewarding endeavor. Feedback plays a critical role in this process, acting as more than just error correction.

This abstract explores how feedback can be harnessed to bridge the gap between a learner's current ability and their potential for fluent expression. Writing has been the most difficult skill among EFL students for several decades. It inevitably promotes writing feedback and approaches in the English writing classroom to minimize students' errors in their writing draft revision. Hereby, the current study aimed at investigating perceptions towards the three writing features: vocabulary, grammar, and content, and examining the differences between the three assessments, including teacher feedback, peer feedback, and self-correction.

In addition, the teacher feedback preference as implicit and explicit feedback was determined as well. The findings indicated that students mostly expected the teacher to edit their misused words, grammatical errors, and ideas on their drafts. As for the three types of feedback, most beginning writers particularly believed that teacher feedback, which was followed by self-correction and peer feedback, was much more necessary for writing improvement and that teachers should edit their drafts explicitly in an EFL writing classroom. So feedback fosters a growth mindset and empowers students to take ownership of their writing improvement.

Keywords:

feedback ,peer feedback ,teacher feedback ,ESL learner ,self-correction

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Section one

Introduction

1.1 Introduction:

Feedback is an essential component of any effective learning process, and this is especially true for ESL learners who are working to improve their writing fluency. Feedback can help identify their strengths and weaknesses, learn new vocabulary and grammar structures, and develop a more sophisticated writing style.

Feedback is used to provide support and encouragement to writers and act as a type of formative intervention in achieving their writing goals. We have teacher feedback and peer feedback. Some studies have found that teacher feedback is an essential component in ESL and FL students' writing as it motivates and encourages students to revise and improve their drafts and, therefore, helps develop second language writing abilities. Peer feedback can also help them identify and correct their errors, improve their word choice and sentence structure, and develop a more fluent writing style.

1.2. Research Aim:

This research aims to comprehensively explore the role of feedback in enhancing writing fluency among second language (ESL) learners of English.

The study intends to investigate the effectiveness of various forms of feedback, including corrective feedback, teacher-written feedback, and peer feedback, in improving writing fluency. Additionally, the research aims to examine the impact of receiving corrective feedback on ESL learners' writing fluency, identify the advantages and disadvantages of feedback, and explore how the integration of technology or online platforms can enhance the overall effectiveness of feedback in the context of second-language learners of English.

Through a thorough investigation of these aspects, the research seeks to contribute evidence-based insights to inform approaches that support ESL learners in achieving higher levels of writing fluency in English.

1.3 Research problem:

Sometimes feedback causes some problems for writers or listeners. For instance, emotion: being emotional can affect the delivery of your message or your writing and might cause your listener to shut down; ambiguity: a lack of clarity; stress: evaluating their writing; and time.

Feeling pressed for time might mean that you go too fast when giving feedback, may not listen well, or might mishear important details, all of which can lead to ineffective communication or misunderstanding.

1.4 Research questions:

This study seeks answers to the following questions:

1. What is the effectiveness of different forms of feedback (corrective feedback, teacher-written feedback, and peer feedback) in improving the writing fluency of ESL learners?
2. How does receiving corrective feedback impact the writing fluency of ESL?
3. What are the advantages and disadvantages of feedback?
4. How can the integration of technology or online platforms enhance the effectiveness of feedback in improving the writing fluency of second-language learners of English?

1.5. Purpose of research:

The purpose of feedback is to help them become more aware of their strengths and weaknesses as writers and to provide them with the guidance and support they need to improve their writing skills. The research aims to contribute to the development of evidence-based approaches that can support second language learners in achieving higher levels of writing fluency in English.

1.6 Scope and limitation:

The scope of the study is discussing feedback, developing writing skills, error correction, clarity, and coherence, using vocabulary and language, etc., and limiting the time constraints individual differences, limited focus, and so on.

Section two

Literature review

2.1 Feedback and Writing Fluency:

Feedback plays a pivotal role in the dynamic process of language acquisition, offering learners invaluable insights into their language use. Specifically within the domain of writing fluency, feedback serves as a constructive tool, guiding ESL learners toward the refinement of their language skills. The provision of timely and targeted feedback not only enables students to identify areas of improvement but also facilitates error correction, ultimately contributing to the enhancement of their overall writing proficiency.

2.2 Types of Feedback:

A diverse array of feedback types can be harnessed to cultivate writing fluency among ESL learners. Corrective feedback, honing in on rectifying linguistic errors, is widely employed to address grammatical and syntactical issues that may impede language development. In addition, evaluative feedback offers a comprehensive assessment of the written piece, illuminating both its strengths and weaknesses. Furthermore, the utilization of formative feedback establishes an ongoing process that not only aids learners in gauging their progress but also guides them toward continuous improvement.

2.3 The Impact of Feedback on Writing Fluency:

Numerous studies have delved into the profound impact of feedback on writing fluency among ESL learners. The research conducted by Ferris and Roberts (2001) suggests that direct and explicit corrective feedback significantly contributes to error correction and language improvement. Expanding on this, Nicol and Macfarlane-Dick (2006) contend that formative feedback, with its emphasis on the process rather than the final product, fosters a culture of continuous improvement and cultivates the development of advanced writing skills.

2.4 Challenges in Providing Effective Feedback:

While the significance of feedback in enhancing writing fluency is undeniable, educators grapple with challenges in its implementation.

Time constraints, the diversity of proficiency levels among learners, and the looming potential for feedback overload pose common issues in educational settings. Addressing these challenges necessitates a thoughtful and balanced approach to feedback provision. Integrating technology and incorporating peer-review strategies emerge as viable solutions, optimizing the learning experience and catering to the diverse needs of ESL learners.

Section three

Research participants:

3.1 Research participant:

The study delved into the impact of feedback on enhancing writing fluency in English as a second language (ESL) learners. The research enlisted thirty-five participants from the 4th stage of the College of Education, comprising 19 females and 16 males.

The participants, aged between 22 and 24 years, had undergone four years of English language studies as part of their academic curriculum. Furthermore, each participant had engaged in practical teaching for a month at schools.

The gender distribution was nearly equal, with females constituting approximately 54.3% and males 45.7% of the participants. This balanced representation mirrors the typical diversity observed in ESL learner cohorts.

In essence, the participants in this study are young adult ESL learners with a formal background in English language education and hands-on teaching exposure. Their participation offers valuable insights into the efficacy of feedback mechanisms in bolstering writing fluency among ESL learners.

3.2 research procedures:

In our research questionnaire, 35 students who participated in the college of education were given a questionnaire at different points in time. The survey research questionnaire was adapted from Ferries, 1995. arranged from those answers, like rarely, occasionally, and regularly, Very frequently.

The standard deviation of the gathered responses has been determined through the application of descriptive statistics. When a set of data needs to be averaged, these so-called measures of central tendency can be helpful in summarizing the data. In the results of our research questionnaire, we found agreement and disagreement for each statement.

3.3 research instruments:

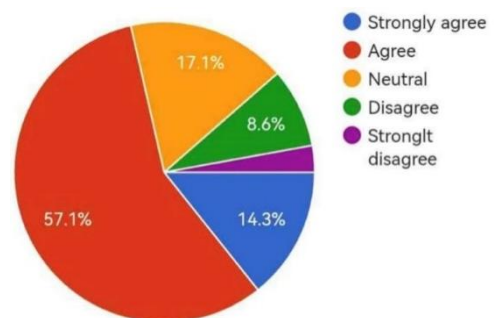
The research instrument questionnaire focuses on exploring the role of feedback in improving our writing and how it affects writing. Descriptive statistics have been used to understand students' attitudes and beliefs about improving their writing through feedback and other descriptive measures to give a comprehensive analysis of responses and lessons learned about feedback's impact on the student's learning process.

Descriptive statistics are used to summarize a data set, which may be representative of the whole population or an individual sample. Measures of central tendency that it included (Sheen, Y. (2007).

3.4 Discussion and result of our research participants

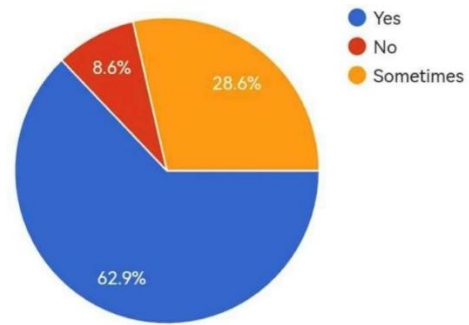
1. The pie chart shows the results of a survey question about the impact of feedback on writing fluency. Here's what I found:

- Positively impacted: The largest slice of the pie chart, at 57.1%, is labeled "Strongly agree" and "Agree." This means that over half of the respondents (57.1%) said that the feedback they received has positively impacted their writing fluency.
- Neutral: The next largest slice, at 8.6%, is labeled "Neutral." This means that a little less than one in ten respondents said that the feedback they received had no impact on their writing fluency.
- Negatively impacted: The two smallest slices of the pie chart are labeled "Disagree" (14.5%) and "Strongly disagree" (14.3%). This means that a combined total of 28.8% of respondents said that the feedback they received hurt their writing fluency.



Overall, the survey results seem to show that a majority of respondents believe that feedback has a positive impact on writing fluency. However, there is also a significant number who said it had a negative impact.

2. The pie chart depicts the survey responses to the question: "In your opinion, has the feedback you've received from your instructors impacted your writing fluency?" The data suggests that a majority of respondents (62.9%) felt that feedback had a positive impact on their writing fluency. This is divided between those who felt the impact was strong (35%) and those who felt it had a somewhat positive impact (28.6%).

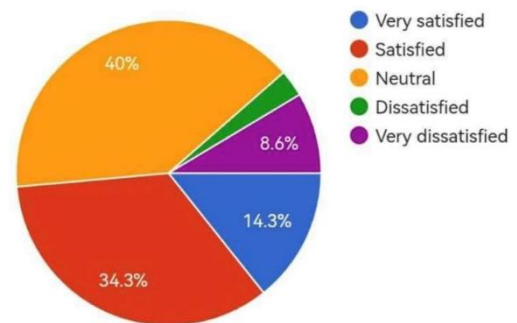


On the other hand, a significant minority (28.8%) of respondents did not feel that feedback had a positive impact on their writing fluency. Notably, 14.5% disagreed with the statement and 14.3% strongly disagreed. A smaller segment (8.6%) reported feeling neutral about the impact of feedback.

These findings suggest that while feedback is perceived as a valuable tool for improving writing fluency by a significant portion of the student population, it does not have a universally positive effect. Further research could investigate the reasons why some students find feedback helpful while others do not.

3. The pie chart shows the percentage of people who feel comfortable seeking clarification or additional feedback from their readers. Here's what I found:

- Very Satisfied (40%) The largest slice of the pie chart is labeled "Very Satisfied" at 40%. This means that the greatest percentage of respondents (40%) feel very comfortable seeking clarification or additional feedback from their readers.
- Satisfied (34.3%) The second-largest slice, labeled "Satisfied" is 34.3%. This indicates that a sizeable portion of respondents (34.3%) feel comfortable seeking clarification or additional feedback, but not to the same extent as those who are "Very Satisfied."
- Neutral (8.6%) The pie chart also has a slice labeled "Neutral" at 8.6%. This means that a smaller percentage of respondents (8.6%) have no strong feelings about whether or not to seek clarification or feedback.
- Dissatisfied (14.3%) & Very Dissatisfied (14.3%) The two smallest slices of the pie chart are labeled "Dissatisfied" (14.3%) and "Very Dissatisfied"



(14.3%). This means that a combined total of 28.6% of respondents said they are uncomfortable seeking clarification or feedback from their readers.

Overall, the survey results seem to show that a majority of respondents (74.3%) feel comfortable seeking clarification or additional feedback from their readers, with 40% indicating they are very comfortable doing so. However, there is also a significant minority (28.6%) who are uncomfortable with this practice.

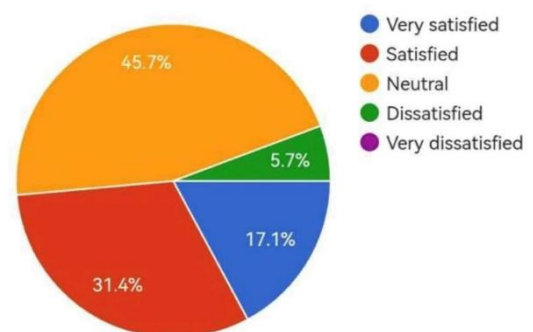
4. The pie chart shows that

- Positive Feedback on Timeliness (74.3%) The majority of respondents (74.3%) were satisfied with the timeliness of instructor feedback. The two largest slices of the pie chart, totaling 74.3%, are labeled "Very Satisfied" (40%) and "Satisfied" (34.3%).
- Neutral and Negative Feedback (25.7%) A smaller portion of respondents (25.7%) were dissatisfied with the timeliness of instructor feedback. The two smallest slices of the pie chart, totaling 25.7%, are labeled "Dissatisfied" (14.3%) and "Very Dissatisfied" (11.4%).

Overall, it seems a significant number of students appreciate how quickly their instructors provide feedback (74.3%). However, there is also a minority (25.7%) who feel instructors are slow to give feedback.

5. The pie chart shows how satisfied students are with the clarity and understandability of instructor feedback in an ESL class. Here's what we can glean from the information you provided:

- Very Satisfied (45.7%) The largest slice of the pie chart, labeled "Very Satisfied" at 45.7%, represents the greatest percentage of respondents. This means nearly half of the students find the instructor's feedback very clear and understandable.
- Satisfied (17.1%) The slice labeled "Satisfied" is 17.1%. This indicates that an additional portion of students find the feedback satisfactory, but not to the same extent as those who are "Very Satisfied."
- Neutral (31.4%) The pie chart also has a slice labeled "Neutral" at 31.4%. This is a significant portion of respondents who have no strong feelings about whether the feedback is clear or not.

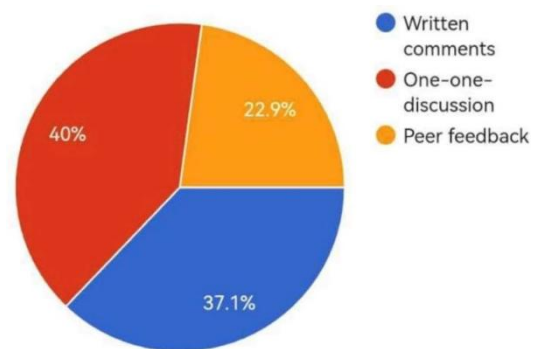


- Dissatisfied (5.7%) The two smallest slices of the pie chart are labeled "Dissatisfied" (5.7%). This means that a small percentage of respondents find the feedback somewhat unclear.
- Very Dissatisfied (0%) The smallest slice, labeled "Very Dissatisfied" is 0%. This means no respondents found the feedback very unclear.

Overall, the survey results seem to show that a majority of respondents (62.8%) find the instructor's feedback clear and understandable (45.7% very satisfied, 17.1% satisfied). There is also a neutral segment (31.4%) and a small minority (5.7%) who find the feedback somewhat unclear.

6. which shows what forms of feedback ESL students find most helpful. Here's a breakdown of the findings:

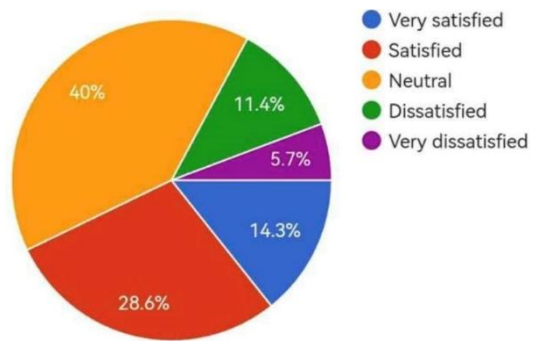
- Written comments are most preferred (37.1%). The largest slice of the pie chart, labelled "Written comments", indicates that this is the most preferred form of feedback, with 37.1% of students finding it most helpful. Written comments allow for detailed and specific feedback that students can refer back to later.



- Instructor feedback is valued (35%). The second-largest slice, labelled "Instructor feedback", shows that 35% of students find instructor feedback most helpful. This could include face-to-face discussions or in-class explanations alongside written comments.
- Peer feedback is moderately helpful (22.9%). The slice labelled "Peer feedback" accounts for 22.9% of student preferences. This suggests that some students find value in getting feedback from classmates, though it is not the most preferred method.
- One-on-one discussions are the least preferred (4%). The smallest slice, labelled "One-on-one discussions", represents only 4% of student preferences. This may indicate that some students find individual discussions less helpful than other forms of feedback.

Overall, the pie chart suggests that ESL students value written comments the most, followed closely by instructor feedback. While some students appreciate peer feedback, one-on-one discussions seem to be the least preferred method.

7. The results show that 40% of respondents are very satisfied with their writing, while 34.3% are satisfied. Only 8.6% of respondents are dissatisfied and a very small percentage (14.3%) is very dissatisfied.

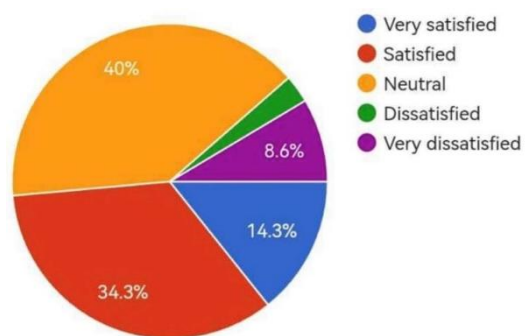


It is important to consider the limitations of this data, since it is not clear who was polled or how many

people participated. This could be a small, unscientific sample, and the results may not be generalizable to a wider population.

Overall, the data suggests that a majority of the people who responded to this poll are confident in their writing abilities.

8. The image you sent appears to be a screenshot of a pie chart showing the percentage of people who are satisfied with their writing. The text at the top of the pie chart says "Exploring the role of feedback in improving writing."



Here's a breakdown of the data presented in the pie chart:

- Very Satisfied (40%) This is the largest slice of the pie chart. It indicates that the highest percentage of respondents (40%) are very satisfied with their writing.
- Satisfied (34.3%) This slice represents the second biggest group (34.3%) who are satisfied with their writing skills.
- Neutral (14.3%) This slice includes those who are neither satisfied nor dissatisfied with their writing (14.3%).
- Dissatisfied (8.6%) A smaller slice (8.6%) represents the respondents who are dissatisfied with their writing.
- Very Dissatisfied (2.8%) The smallest slice (2.8%) shows the least number of respondents who are very dissatisfied with their writing

9. The image shows a pie chart titled: "Exploring the role of feedback in improving writing fluency" and displays the results of a survey question regarding student comfort seeking clarification or additional feedback from instructors.

The pie chart is divided into three sections labeled "Yes", "Sometimes", and "No". The slices are colored blue, green, and orange respectively.

The largest slice of the pie chart, colored blue and labeled "Yes", accounts for 62.9% of the responses. This indicates that a majority of the students surveyed (over 60%) feel comfortable seeking clarification or additional feedback from their instructors.

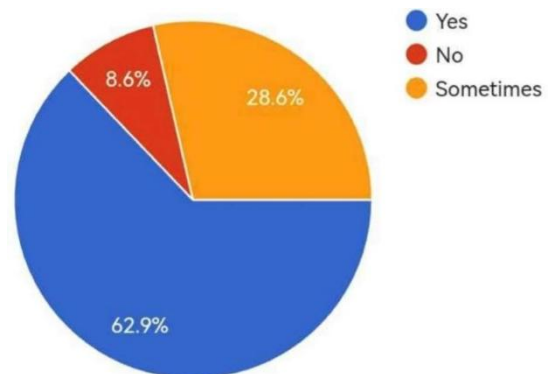
The green slice, labeled "Sometimes" accounts for 28.6% of the responses. This suggests that nearly a third of the students surveyed are only occasionally comfortable seeking clarification or additional feedback from their instructors.

The smallest slice, colored orange and labeled "No", accounts for 8.6% of the total responses. This indicates that a small minority of the students surveyed do not feel comfortable seeking clarification or additional feedback from their instructors.

It is important to note that the data does not reveal why some students feel uncomfortable seeking clarification or additional feedback.

10. The largest slice, colored blue and labeled "Yes" accounts for 62.9% of the responses. This indicates that a majority of the students surveyed believe the feedback they received has improved their writing fluency.

The green slice, labeled "Sometimes" accounts for 28.6% of the responses. This suggests that nearly a third of the students surveyed believe the feedback they received has only sometimes improved their writing fluency.



The smallest slice, colored orange and labeled "No", accounts for 8.6% of the total responses. This indicates that a small minority of the students surveyed don't believe the feedback they received has improved their writing fluency.

Section four

Conclusion:

In conclusion, we have to know that feedback plays a significant role in improving writing fluency for ESL learners.

Feedback can help identify their strengths and weaknesses, help them learn new vocabulary and grammar structures, and help them develop a more sophisticated writing style. The interplay between feedback and writing fluency is intricate and indispensable for the language development of ESL learners.

Through the judicious use of corrective, evaluative, and formative feedback, educators can foster an environment that not only corrects errors but also encourages continuous improvement. For example, effectiveness: Studies have shown that feedback, particularly corrective feedback, leads to greater writing accuracy and fluency.

And Types of Feedback: Both teacher and peer feedback can be beneficial. Teacher feedback provides expert guidance, while peer feedback allows learners to see their writing from another student's perspective and develop critical thinking skills. So on. Overall, feedback is a powerful tool for ESL learners to enhance their writing fluency. By incorporating different feedback strategies and tailoring them to individual needs, educators can create a dynamic learning environment that fosters writing development.

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Abstract in Kurdish:

لیکۆلینهوه له رۆلی فیدباک له باشترکردنی روانگهی نووسین له ناو زمانی دووهم (ESL) فیرخووانی
زمانی ئینگلیزی

ئهم توێژینهوهیه به ناویشانی دۆزینهوهی رۆلی فیدباک له باشترکردنی ریکوپیکی نووسین له نیوان فیرخووانی زمانی ئینگلیزی (ESL) دا. بۆ فیرخووانی ESL ، به دهستهینانی ریکوپیکی له ئینگلیزی نووسراودا دهتوانیت ههولێکی سهخت بهلام خهلاتکهه بیت. فیدباک رۆلیکی گرنکی ههیه له م پرۆسهیهدا، زیاتر له راستکردنهوهی ههله کار دهکات. ئهم ئههستراکته لیکۆلینهوه له وه دهکات که چۆن فیدباک دهتوانیت بهکاربهێنیت بۆ پریدی که نیوان توانای ئیستای فیرخووانیک و تواناکانی بۆ دهبرینی رهوان. نووسین قورسترین شارهزایی بووه له نیوان خویندکارانی ئیف ئیف بۆ چهندین دهیه. به دلناییهوه هاندانی نووسینی فیدباک و ریکاکان دهکات له پۆلی نویسی ئینگلیزی بۆ کهمکردنهوهی ههلهکانی قوتابیان له پیدچوونهوهی پرۆژهی نووسینان. بهم شیوهیه، لیکۆلینهوهکهی ئیستا ئامانجی لیکۆلینهوه بوو له تیگهیهستن بهرامبهه سێ تاییهتیهندی نووسین: وشه و ریزمان و ناوهپۆک و لیکۆلینهوه له جیاوازی نیوان سێ ههسهنگاندنهکه. لهوانه فیدباکی مامۆستا، فیدباکی هاوپی، و خۆ راستکردنهوه. لهگهله ئهوهشدا، پهسهندکردنی فیدباکی مامۆستا وهک کاردانهوهی نادیار و ئاشکرا دیاریکرا. ئههجامهکان ئاماژه بهوه دهکهن که خویندکارهکان به زۆری چاوهپوانی ئهوهیان دهکرد که مامۆستا وشه خراپهکانیان، ههله ریزمانیهکانیان و بیرۆکهکانیان لهسهه رهشنووسهکانیان دهستکاری بکات. سهبارهت به سێ جۆری فیدباکهکه، زۆربهی نووسههه سهههتاییهکان به تاییهتی باوهریان وابوو که فیدباکی مامۆستا، که بهدوای خۆیدا راستکردنهوه و فیدباکی هاوپیکانیان هات، زۆر زیاتر پیویسته بۆ باشترکردنی نووسین و پیویسته مامۆستاکان به ئاشکرا رهشنووسهکانیان له پۆلیکی نویسی ئیف ئیف دهستکاری بکن. بۆیه فیدباک بیرکردنهوهی گهشهکردن بههیز دهکات و قوتابیان بههیز دهکات بۆ وهگرتنی خاوهنداریتی نووسینهکانیان.

وشه سهههکیهکان :

فیدباک ، فیدباکی قوتابی ، فیدباکی مامۆستا ، فیرخووانی زمانی ئینگلیزی وهکوو زمانی دووهم