



Publisher homepage: www.universepg.com, ISSN: 2663-7782 (Online) & 2663-7774 (Print)

<https://doi.org/10.34104/bjah.02101280139>

British Journal of Arts and Humanities

Journal homepage: www.universepg.com/journal/bjah

British Journal of
**Arts and
Humanities**



Impact of Teachers' Feedback in Improving Students' Writing Skills: A Study of Tertiary Level Students in Dhaka

Nafisa Sultana^{1*} and Nafisa Tabassum Yoko²

^{1&2}Department of English, Notre Dame University Bangladesh, Arambag, Dhaka-1000, Bangladesh.

*Correspondence: sultananafisa@ndub.edu.bd (Nafisa Sultana, Assistant Professor, Department of English, Notre Dame University Bangladesh, Arambag, Dhaka-1000, Bangladesh).

ABSTRACT

This study sought to investigate the impact of teachers' feedback in improving students' writing skills. Feedback is perhaps the most widely used method for responding to students' writing. While various studies have investigated the effectiveness of providing error correction, there has been relatively little research in Bangladesh incorporating the impact of teachers' feedback in improving students' writing skills. Supporting Vygotsky's concept of 'Zone of Proximal Development' a mixed method approach was used to collect data. The data was analyzed in both numerical and descriptive manner. 90 undergraduate students were chosen for this research using convenience sampling. The major findings indicate that students find multiple benefits of feedback and have positive attitude towards receiving feedback but the feedback they receive is not clear, specific, well explained and immediate. This study finds that a teacher-student conferencing is the feedback that students prefer the most. Finally, some suggestions are given to improve feedback quality for enhancing writing skills of tertiary level students in Bangladesh. This study will help teachers have better understanding in giving feedback to improve the writing skills of EFL students. It will also facilitate educational administrators and policymakers.

Keywords: Impact, Feedback, Writing skills, Tertiary level, Vygotsky's concept of ZPD, EFL, and Improvement.

INTRODUCTION:

Feedback is considered an essential part of assessment and error correction in students' learning. Giving feedback to learners in the form of written comments, error corrections, teacher-student conferences or peer discussions is a key aspect of EFL writing programs around the world (Ellis, 2009). Writing is a skill that has an effect on second language learning because it is a medium for communication and a mode of learning, thinking, and organizing information or ideas (Kurt & Atay, 2007). Providing feedback is the most appropriate way to help second language learners develop their writing skills effectively (Chen, 2009). Shute, (2008) depicts that feedback plays a significant role in

acquiring knowledge and skills in writing. Thus, giving effective feedback is an important characteristic of quality teaching (Leng, 2014).

For teachers, it represents the largest allocation of time they spend as a writing instructor; and for students, positive feedback may be the most important component that will contribute to their success as writers (Ferris, 2004). If negative feedback is not conveyed appropriately by the teachers and if criticism is not positive it may make a student lose interest in writing once and for all (Karim & Ivy, 2011). According to Khan, (2003) teachers help students to become proficient writers by building up their self-confidence and

providing effective strategies to develop writing skills through feedback. In Bangladesh feedback is not given much importance. Students struggle to develop their writing skills as they seldom receive feedback in classrooms. The impact of feedback is a necessity for the students to develop their writing skills (Cada, 2021).

There are many studies which were conducted on how error corrections are provided, the type of feedback and teachers'- students' beliefs about feedback practices, but a very few studies cover the effectiveness of teachers' feedback in improving students' EFL writing skills in Bangladesh. Karim & Ivy, (2011) mention teachers in Bangladesh do not provide feedback frequently in classrooms, for that reason students do not understand the problems in their writing. This study focuses on tertiary level students' struggle in Bangladesh to identify their writing difficulties as they rarely receive enough feedback that are needed to develop their writing skills. Consequently, they are less motivated and feel nervous about their writing skills. It is assumed from these facts that it is necessary to have specific feedback in improving students' written skills which will help them gain optimum proficiency in their written compositions. This study therefore began with the following objectives:

- 1) To understand students' perceptions of teachers' feedback in improving their writing skills.
- 2) To ascertain the frequency of feedback received by the students.
- 3) To determine the impact of teachers' feedback in improving students' writing skills.

Literature Review

“Vygotsky’s concept of the Zone of Proximal Development (ZPD) has been used extensively as the theoretical basis for numerous studies investigating the role of feedback in second language classrooms” (Altstaedter & Doolittle, 2014; Fithriani, 2017; Yu & Lee, 2014; Fithriani, 2019). Vygotsky, (1978) comprehensively defines his concept of Zone of Proximal Development. It is mostly cited as “The distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (Fithriani, 2019). Lightbown and Spada, (1999) examined that feedback provides “an

indication that the use of their target language is incorrect” (172). Truscott, (1996) speculates that students who learn English as a second language have negative attitudes towards error correction. However, Semke, (1984) mentions that most students prefer to receive feedback and consider it very beneficial to inspire them and it decreases their grammatical errors and boosts their quality of writing rather than being harmful or offensive. Radecki and Swale, (1988) examined students' attitudes toward feedback along with the role as learners in the development of writing. Their survey on fifty-nine EFL students of various back-grounds showed positive and appreciative reactions to error corrections. These students also preferred direct correction from teachers. Long *et al.* (1998) defines corrective feedback as ‘positive evidence’ and ‘negative evidence’. ‘Positive evidence’ provides knowledge about what is grammatical and acceptable in target language, whereas ‘negative evidence’ gives knowledge about what is grammatically incorrect.

Ferris and Roberts, (2001) studied the effects of feedback between feedback and no feedback groups and established that the group who received feedback significantly outperformed the no-feedback group (Ferris and Roberts, 2001; Karim, 2013). Their findings have similarity to the findings of Chandler, (2003) which looked into the effect of different kind of error corrections in students' writing. His results discovered that the group which received corrective feedback showed substantial improvement in the accuracy and the fluency in their writings, whereas the control group which did not receive any feedback consequently did not improve the accuracy. Wu, (2003) finds teachers' feedback is useful and acceptable to students. His study shows that nearly 60% students expressed that they would correct mistakes and read teacher's comments when their journals were returned. Similar findings also confirm students are prone to accept teachers' feedback because it helps to revise errors in their writing skills. Feedback facilitates students' error corrections and increases their writing fluency. Feedback also makes them feel anxious while writing journals (Cohen & Cavalcanti, 1990). According to Wulf *et al.* (2010) the timely feedback has a significant influence on the effectiveness of feedback.

His study on Australian learners reveal that students wanted early feedback because it gave them greater opportunity to improve their writing performance. There is an inconclusive debate on which features of students' writing should receive teacher feedback and which areas should be left alone and cannot be upgraded. Zaman *et al.* (2012) finds that in Bangladesh, students mainly receive feedback on grammar rather than general comments regarding their written tasks. Students also prefer feedback on the use of their language, as they find them more beneficial, than feedback on the content. Sameera *et al.* (2016) explored the effect of corrective feedback on student's writing, specifically in subject-verb agreement. The major finding of their quantitative study reveals that providing correct forms of feedback can help improve grammatical errors in the revised versions. Karim & Ivy, (2011) also examined the nature of teachers' feedback in second language writing classrooms of some private universities in Bangladesh. Their study reveals that feedback provides a transparent idea on students' achievements and help them review their mistakes. Zamel, (1985) observe that teachers focus mostly on sentence-level grammatical errors, and their comments are mostly vague and prescriptive. Keh, (1990) comments that grammar instruction cannot improve language. Therefore, teachers should emphasis on 'higher order concerns' (Karim & Ivy, 2011).

METHODOLOGY:

This is a mixed method descriptive research study. "Descriptive research includes surveys and fact-finding inquiries of different kinds" (Creswell, 2002). The mixed method study collects and analyzes both quantitative and qualitative data. The respondents of this study are selected using convenience sampling technique. "Convenience sampling is a nonprobability or nonrandom sampling where members of the target population meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (Dornyei, 2007 and Etikan *et al.*, 2016). Since this research has been conducted during the COVID-19 pandemic, convenience sampling method was implemented to maintain physical distancing to stop corona virus from spreading. 90 undergraduate level students were selected as

respondents among who 58 were female and rest of the 32 respondents were male. All of them are the students of English language and their age range between 19 and 25.

Respondents are students of four private universities (Notre Dame University Bangladesh, East-West University, North-south University, BRAC University) and two public universities (Jahangirnagar University and Jagannath University). To accomplish the objectives of the research a semi-structured questionnaire was prepared using Google form. Questionnaires consisted of 20 questions. Both close and open-ended questions were designed. The questionnaire was first given to a faculty member of Notre Dame University Bangladesh for validation. After the approval, the questionnaires were sent for pilot testing. The students who had similar characteristics as the respondents took part in the pilot test. Minor corrections were integrated after the pilot study. Questionnaires were then distributed among the respondents to understand the actual scenario of feedback in Bangladesh. The online survey link was shared across different online platforms (Facebook, WhatsApp, Gmail, and Messenger). The survey link was also posted on Facebook walls and Facebook friends who were studying in English department were requested to fill in the survey questionnaires. 90 respondents participated in this study. Respondents were asked to give their opinions where necessary. While analyzing the qualitative data collected from the open-ended questions, eight respondents was called over telephones to clarify their opinions. Phone calls were recorded and transcribed to be analyzed which have been included in the analysis and interpretation section. Data were analyzed in numerical and descriptive manner. The numerical data has been analyzed in a quantitative manner using Microsoft Excel and they are presented in pie chart, graph, and table to give a clear idea of the responses to the questions. Qualitative data have been described to understand the opinions of the students.

Limitations of the study

The COVID-19 pandemic situation made it difficult to meet the respondents face to face. It was very challenging for the researchers to convince the respondents to take part in the study. Some questions remained unclear as the respondents did not care to clarify

because of the physical distance. There were some difficulties while interpreting qualitative data as some respondents did not answer properly or completely which could have affected the validity of the research. However, the researchers tried to make the responses clear through phone calls. The responses could be different if the study was carried out another time. In the future this study can be carried for better validity, reliability and more comprehensive explanation of the situation.

Data Analysis and Interpretation

The following data explain students' perception of teachers' feedback in improving their writing skills which was no. 1 objective of this study.

Preference of different types of feedback from teachers

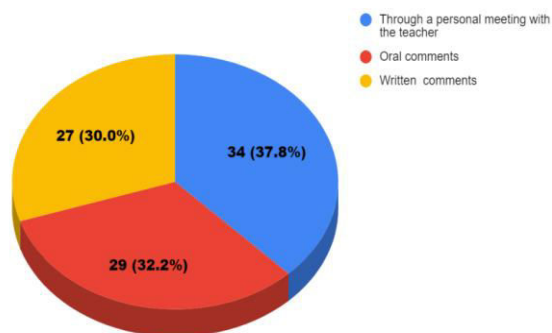


Fig 1: Preference of different types of feedback from teachers.

Fig 1 explains, the highest number of respondents i.e. 34 (37.8%) out of 90 prefer “a personal meeting with the teacher”, while 27 (30.0%) preferred written comments and 29 (32.2%) opted for oral comments. The responses to the open-ended question express why students prefer a personal meeting with teachers:

- It is inevitable for upgrading writing skills.
- It is beneficial because problems are shared directly and feedback is received immediately. Also, questions can be asked for more clarification at the same time.
- Sometimes feedback may either be too concise or less detailed if written or delivered orally especially during online classes. In that case, a personal meeting is comparatively preferable to the students.

- A personal meeting helps understand the weaknesses and also assists with possible solutions immediately.

A respondent explains why he prefers a teacher-student meeting:

“Sometimes I may not understand the feedback properly but still, I don't ask the teacher because I feel shy and uncomfortable in front of so many students. So that's why I think personal meeting is more constructive as it helps to create a strong communication between the teacher & the student.”

Another respondent expresses her opinion why she prefers a personal meeting. She states the following:

“I prefer a personal meeting because sometimes I received feedback but it was not clear to me, I needed to know my flaws but after thinking that people will laugh at me, if I asked some silly questions then I restrained myself to ask questions in the classroom, so it would be better if I talked personally with my teacher.”

Whereas, 32.2% report that “oral comments” are beneficial. Respondents describe why they prefer oral comments. The comments are as follow:

- An oral comment is beneficial as the teacher may not write detailed feedback but s/he can orally explain in detail where students can easily find their mistakes in the writing compositions.
- The oral comment is better than the written comment. It's more specific and more effective for students.

Another respondent expresses why she prefers oral comments. Her comments are as following:

“As the written comments are usually found in exam script and when I return the script the written comments go with the scripts, it is hard for me to remember all those comments, therefore, it has less impact on me and if the comments are oral then it hits my mind and that's why my opinion is for oral comment.”

Another respondent gives his opinion about why he prefers oral comments:

“Oral comments are beneficial because we can record them and can hear whenever we feel the necessity of it. While personal meetings with teachers also create a big impact on students but often we don't get enough

time as teachers are busy because of their busy schedule so I feel Oral comments are better.”

30.0% of respondents prefer “written comments” and explain that written comments are beneficial for them; they stated their views regarding their preference for “written comments”. The opinions are as follows:

- a) Written comments are helpful because when we see our errors in our scripts that remain in our mind for a long time.
- b) It is usually short and specific which always helps students get the message from the teachers without miscommunication.
- c) Written comments are beneficial since they specifically indicate the mistakes we make in our papers; thus, it is also easier for the students to understand their errors and resolve them.

From **Fig 1**, it is understood that among all other feedbacks the majority prefer a teacher- student personal meeting and combination of both oral and written comments, because they find the scope to share their problems and can easily receive effective guideline. Moreover, majority of the respondents do not like to receive grades only without any kind of feedback.

Students’ attitude towards feedback

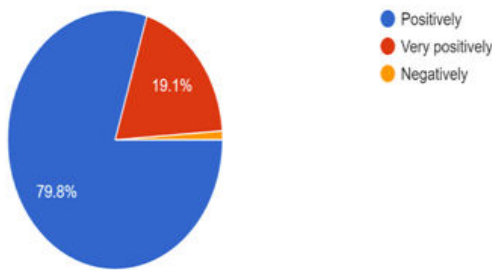


Fig 2: Students’ attitude towards feedback.

Fig 2 illustrates 79.8% of respondents receive feedback “positively”, 19.1% reveal that they have a “very positive” attitude towards it whereas, only 1.1% expressed that they do not like to receive feedback. Findings from **Fig 1** tell that majority show a positive to a very positive attitude towards receiving feedback in the EFL classroom.

Feedback facilitates students’ writing ability

Fig 3 shows that 86 respondents out of 90 (95.6%) agree with this statement that feedback facilitates their writing ability because when they receive feedback, UniversePG | www.universepg.com

they can upgrade their written work. Whereas, only a few i.e. 4.4% report that teachers’ feedback does not assist them in developing their writing skills. From this figure it is clear that most of the respondents believe feedback facilitates writing ability which helps to develop their writing skills.

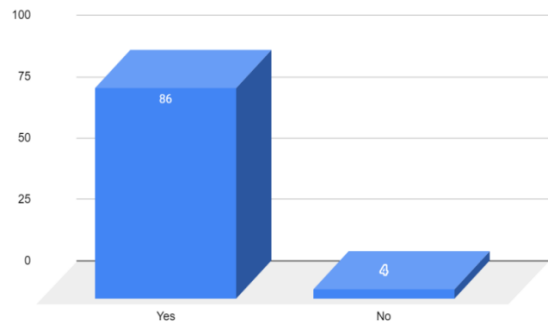


Fig 3: Feedback facilitates students’ writing ability.

Feedback reduces mistakes in written assignments

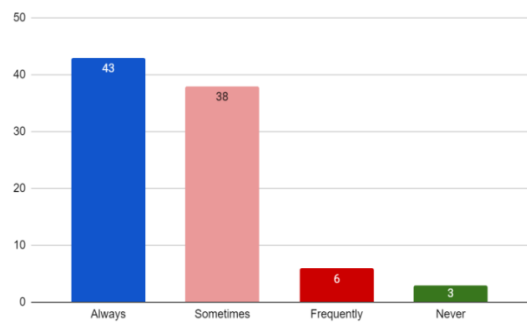


Fig 4: Feedback reduces mistakes in written assignments.

Fig 4 shows that, 43 respondents out of 90 (47.8%) feel that feedback “always” reduces their mistakes. 38 respondents out of 90 (42.2%) report that feedback “sometimes” reduces their errors. However, 6 respondents (6.7%) reveal that feedback “frequently” reduces errors in their written assignments whereas a few (3.3%) deny the argument saying “never”. **Fig 4** indicates that the majority of the respondents feel feedback helps them reduce their errors in developing writing skills.

Learners' observation after receiving written comments

Fig 5 demonstrates that 65.6% of respondents reveal they read the given comments carefully. 18.9% of respondents express that they mainly take note of the teachers' comments about their ideas that they expressed in the written composition; whereas, only 15.

6% state that they look at marks more carefully than comments. **Fig 5** therefore explains that respondents prefer comments more than grades which reveal the necessity of receiving feedback in the classroom.

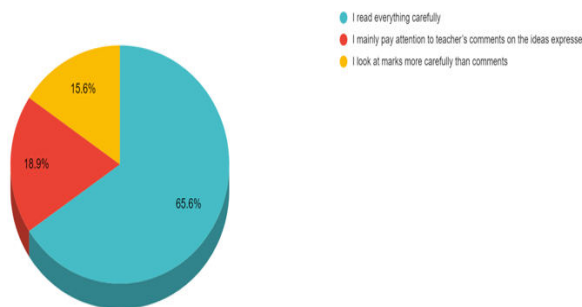


Fig 5: Learners' observation after receiving written scripts.

The importance of feedback in improving writing skills

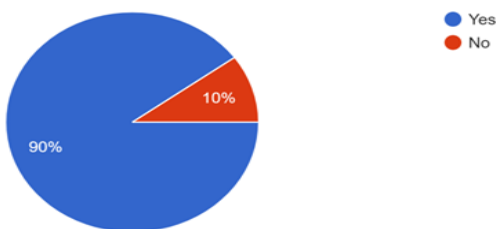


Fig 6: The importance of feedback in improving writing skill.

The data in **Fig 6** indicate that 90% of respondents express that they think teachers' feedback is important in improving their writing skills. However, only 10% explain that they think teachers' feedback is not important for them to write better. However, majority of the respondents realize that there is a need for feedback to improve their writing skills. The data to open-ended questions explain in details the reasons for students' belief that feedback is important for them. Comments are given below:

- Feedback is important because it includes corrections, advices, inspirations, and more importantly gives guidelines to acquire better writing skills.
- It is indispensable because we come to know about the good and bad sides of our writing skills.
- It also creates better communication between teachers and students.

- Feedback is important because it provides information on our writing progress which is difficult to learn only through grades.

One of the respondents expresses her viewpoint regarding why feedback is important:

‘For me, feedback is like the other side of the coin that we cannot see easily, but specific feedback rectifies our mistakes also enables us to create better work for the future.’

The following data demonstrate the frequency of feedback received by the students which is objective no. 2 of this study.

The frequency of receiving written tasks in a trimester

Table 1: The frequency of receiving written tasks in a trimester

Frequency	Frequency	Percentage
Daily	4	4.5%
Weekly	54	60.7%
Monthly	23	25.8%
Once a term	8	9%

From **Table 1**, it is understood that 60.7% of teachers give writing tasks weekly, 25.8% give tasks monthly while 9% give writing tasks once a term. **Table 1** reveals that weekly written task is more frequent than daily, monthly, and once a term.

The frequency of receiving feedback on written assignments

Table 2: The frequency of receiving feedback on written assignments

Frequency	Frequency	Percentage
Daily	7	7.8%
Weekly	45	50%
Monthly	31	34.4%
Never	7	7.8%

Table 2 shows that 50% of respondents receive feedback ‘weekly’, 34.4% receive feedback on a ‘monthly’

basis, 7.8% of respondents receive feedback on their written assignments ‘daily’; whereas 7.8% express that they never receive any feedback for their written works in classroom. **Table 2** therefore shows that weekly feedback is more frequent than daily, monthly, and never.

Students ask for feedback in classroom

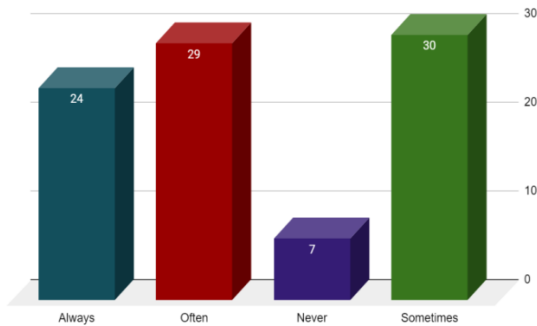


Fig 7: Students ask for feedback in classroom.

Fig 7 demonstrates 30 respondents (33.7%) “sometimes” ask for feedback, 29 respondents (32.6%) state they “often” ask for feedback, 24 respondents (25.8%) “always” ask for feedback to correct errors while a few (7.9%) describe that they “never” ask for feedback in classroom. Students ask for feedback to understand their concepts more clearly that is why the most of the respondents prefer to ask questions to correct errors in classroom.

Teachers give extra time for error correction after the class hours

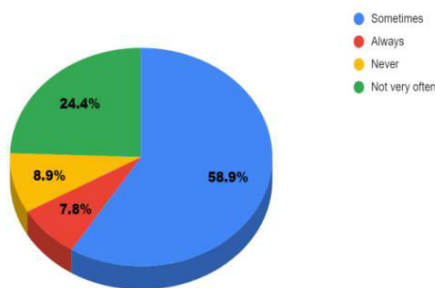


Fig 8: Teachers give extra time for error correction after the class hours.

Fig 8 shows that 58.9% of respondents describe that teacher “sometimes” give their time after the class hours, 24.4% of respondents express “not very often”, only a few, i.e.7.8% of respondents explain that teachers “always” give their time after the class hours; whereas, 8.9% reveal that teachers do not give their

extra time after the class hours to explain what their problems are. The third objective of this study sought to establish the impact of teachers’ feedback on students’ written skills.

The impact of teachers’ comments in developing writing skills

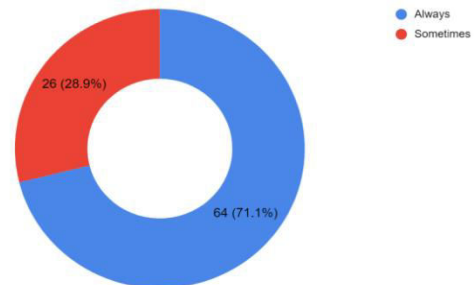


Fig 9: The Impact of teachers’ comments in developing writing skills.

Fig 9 reveals that 64 respondents (71.1%) out of 90 strongly believe that teachers' feedback “always” have positive impact in developing writing skills. In contrast, 26 respondents (28.9%) out of 90 feel that it “sometimes” creates an impact. From **Fig 9** it can be stated that most of the respondents feel that teachers' feedback have positive impact in developing writing skills.

Feedback helps students in improving writing skills

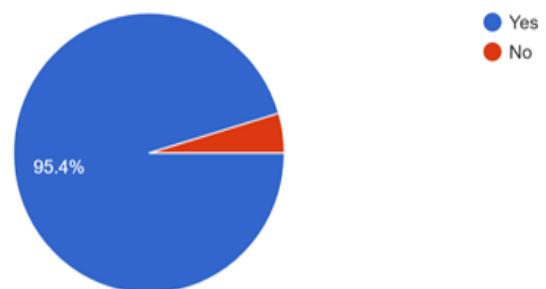


Fig 10: Feedback helps students in improving their writing skill.

According to **Fig 10**, 95.4% believe that teachers’ feedback helps them correct their errors, whereas a few 5.6% express that they feel feedback does not help much. From **Fig 10**, it is understood that the majority of the respondents feel that feedback helps them in developing writing skills. The responses to the open-ended questions regarding students’ beliefs “how feedback helps them develop their writing skills” are given below:

- a) Feedback increases confidence, self-knowledge, and learning excitement.
- b) Both positive and negative feedback helps us in developing our writing skills. If it's negative then we come to know about our incompetence and if we receive positive feedback then it will inspire us to enhance our writing skills.
- c) Feedback helps to fix our shortcomings, shapes our ideas, and improves writing styles to organize our written works more explicitly.
- d) Feedback helps to improve students' writing ability, after receiving feedback students can easily identify their grammatical mistakes which help to improve that particular area and also enriches their vocabulary knowledge.

One respondent gives his opinion on 'How feedback helps them develop their writing skills'. His opinion is as follows:

"For me, teachers' words influence me like medicine; they have positive effect on me as their little appreciation of my writing ability inspires me a lot. Also, as a student, we can't be good at all skills. Feedback also helps me correct my structural errors, and boost my writing ability."

Another respondent explains his point of view in expressing how feedback helps him develop his writing skills:

"Feedback helps me enrich my knowledge. Before receiving feedback, I was only concerned about grammatical errors. Now, I became aware of how to organize ideas, learnt to write thesis statements, and brainstorm before writing essays which allows me to write accurately and express my views on the topic that I am writing."

Feedback enables students' overcome writing challenges

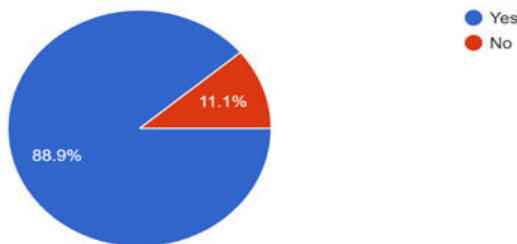


Fig 11: Feedback enables students' overcome writing challenges.

Fig 11 reveals that 80 respondents out of 90 (88.9%) explain feedback enables them to overcome writing challenges in their academic life, whereas only a few (11.1%) disagree with this argument and claim that they think feedback does not help overcome the challenges. **Fig 11** therefore shows that majority of students realize that feedback enables them to over-come writing challenges. In the open-ended question respondents share their opinion regarding "how feedback enables overcome writing challenges." They explain that they face several challenges during the preliminary stage of the writing process, for example, 'shortage of vocabulary', 'inconsistency in writing styles', 'structural errors', 'grammatical errors or punctuation problem', 'problems in composing thesis statements', 'problems in paraphrasing'. Respondents believe all of these challenges create barriers for a writer.

Feedback enables revision of composition

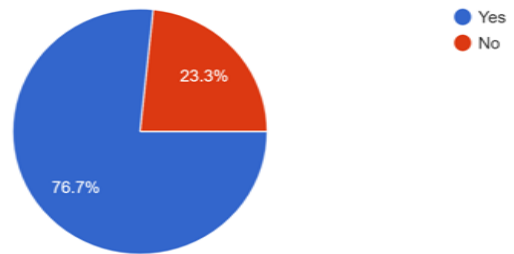


Fig 12: Feedback enables revision of composition.

Fig 12 shows that respondents agree with the statement that teachers' feedback enables them to revise composition. 69 respondents (76.7%) out of 90 agree by saying "Yes" while only 23.3% say "No". Higher number of respondents express that feedback enables them to revise composition which helps develop their writing skills.

Feedback has positive impact on academic results

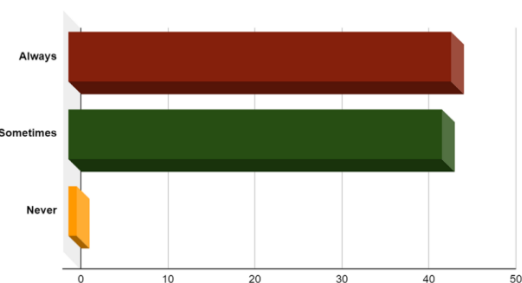


Fig 13: Feedback has positive impact on academic results.

According to **Fig 13**, 50% of respondents claim that feedback ‘‘always’’ have positive impact on their academic results; on the other hand, 48.9% reveal that teachers’ feedback ‘‘sometimes’’ assists them to amend their flaws and achieve a good score, whereas only a few (1.1%) respond negatively. **Fig 13** therefore indicates that a significant number of respondents believe feedback has positive impact on their academic results.

The level of competence after receiving feedback

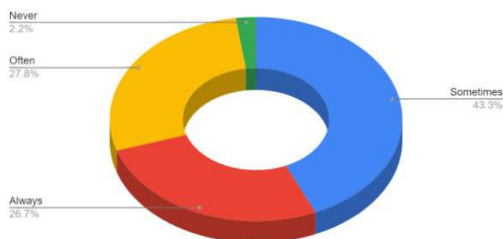


Fig 14: The level of competence after receiving feedback.

According to **Fig 14**, after receiving feedback in classroom, 43.3% of respondents ‘‘sometimes’’ understand their flaws, 27.8% of respondents describe that they ‘‘often’’ understand the feedback and 26.7% state that they ‘‘always’’ understand the feedback. However, only (2.2%) explain that they cannot understand their flaws even after receiving feedback from teachers. From **Fig 14**, it is understood that a majority of the respondents ‘‘sometimes’’ realizes what their problems are in writing while going through teacher’s feedback.

RESULTS AND DISCUSSION:

The purpose of this study was to investigate the students’ perceptions about teachers’ feedback on their writing skills in EFL classroom, the frequency of feedback on students’ written assignments, and the impact of teachers’ feedback on students’ written skills. It is evident from the findings that there is an enormous need for feedback in writing classes as 71.1% feel that the teachers’ feedback has positive impact on their academic life. However, this view is contradicted in some prior studies as they state feedback from the teacher is ineffective and students don’t even care about them (Ferris, 1997; Zamel, 1985). 65.6% of students express that they read teachers’ comments carefully which also indicates that they really value receiving feedback in classroom. This result has similarity to

Chiang’s, (2004) study which reveals 13.3% of students ‘‘often’’ read teacher’s feedback regarding their composition and 10% of students generally read it after their teachers give them their written works back (Kahraman & Yalvac, 2015). Nevertheless, this result doesn’t fit Radecki & Swales’s, (1988) research as they find students take grades in their written assignments more seriously than teachers’ remarks. The findings of this study also explain that feedback from teachers is central to developing writing skills. Feedback from teachers is beneficial to students because it makes students understand in which area they need to work for improvement (Chaudron, 1984; Ferris, 1997; Zacharias, 2007). This result contradicts Zamel’s, (1985) as it says, students consider teacher’s feedback as ambiguous, and often misleads them in the wrong direction. Secondly, this study explored that receiving feedback weekly is more frequent than daily and monthly. The learners become more inspired when feedback is given immediately as immediate feedback has positive impact on their academic life. It would be more beneficial if students are given tasks more frequently which will provide more scopes for feedback in classroom. Providing frequent feedback encourages students’ to be actively involved in writing process and develop their writing skills. This study sheds light on an interesting fact that students often find the given feedback unclear, less specific, and less detailed. Students explain their opinions such as ‘‘not clearly explained’’ as teachers do not explain clearly the particular aspect they need to deal with. This is in agreement with Sommers, (1982), who argues that feedback from teachers is not always comprehensive and also comments on a particular piece of writing are not precise. It is teachers’ responsibility to understand students’ demands and give some time to explain in detail what their problems are so that they have clear concepts of their problems. Vygotsky’s ‘‘scaffolding’’ advocates ‘‘assisted performance’’ which is when someone with more knowledge than learners help to progress in learning. The ‘‘scaffolding’’ continues until the learners reach their successfully (Harmer, 2007). This is also supported by Ziv, (1982) who agrees that students prefer to receive clear feedback from the instructors, and they need to get further advice or suggestions to fix the mistakes. The findings revealed that students prefer student-teacher conferencing most.

Lastly, correcting errors helps students modify their written works which influences their academic results. Students appreciate teachers' supervision that provides constructive and effective criticism on their written work. Feedback helps students overcome their writing challenges, which encourage them to develop a positive attitude towards feedback. This result contradicts with the fact that students have negative attitude towards teachers' feedback as found in Semke's, (1984) study which argues students may feel discouraged and disappointed when they receive too much feedback marked with a red-colored pen. Truscott, (1996) also believe that teachers' feedback is not helpful for the students to increase their writing ability as he claims learning is better when students enjoy it; whereas feedback causes opposite feelings to them. However, this study reveals students consider that feedback enables them to reread their compositions. A good number of researchers claim that students revise their papers after receiving feedback resulting in the improvement of their writing accuracy (Chandler, 2000; Ferris, 1997; Lalande, 1982).

CONCLUSION AND RECOMMENDATIONS:

"Feedback on students' probably has more effect on achievement than any other single factor" (Black & William, 1998; Harmer, 2007). This study concludes on students' positive attitude towards receiving teachers' feedback in EFL classrooms which asserts that students' value teachers' feedback because it does not only help them enhance their writing skills but also motivates them to write better. Students believe that feedback has multiple benefits as it does not only help error correction but also provides additional information. Students can overcome their writing challenges after receiving feedback from teachers. They consider feedback has more impact in improving their writing skills if it is received early and frequently in classroom and it significantly helps in their academic results. Students also presented their viewpoints about facing difficulties while receiving feedback as it is not always clear and detailed. Some students claim that teachers use difficult vocabularies and phrases which they cannot make sense of; so, they repeat their mistakes even after receiving feedback. It is teachers' responsibility to understand the needs of the students and provide a detailed explanation so that students can

understand their problems properly. Students value student-teacher conference meetings more than oral or written feedback as they find it more useful while sharing their problems personally. It is expected that the outcomes of this study may provide EFL writing teachers with pedagogical implications to help enrich EFL students' writing skills. In the future a comparative study may be carried out to understand the effectiveness of oral versus written feedback in enhancing students' writing skills.

The following recommendations are made for enhancing the quality of feedback to improve Bangladeshi tertiary level students' writing skills:

- 1) Proving feedback at the end of a trimester/semester needs to be avoided as early/continuous feedback have positive impact on students' academic results.
- 2) Teachers need to encourage students to talk to them more frequently regarding their writing problems so that immediate feedback can be delivered.
- 3) Feedback needs to be clear, specific and detailed.
- 4) Teachers may make arrangements for frequent teacher-student conferencing for more personal interaction which may motivate students to discuss their problems without hesitation.
- 5) Use of rubrics may be more effective for giving feedback.

ACKNOWLEDGEMENT:

Authors are thankful to Notre Dame University Bangladesh for allowing their students to be the respondents of this study. They are also thankful to all those students who took time to fill in the questionnaires and give their opinions.

CONFLICTS OF INTEREST:

Authors declare that they have no conflicts of interest.

REFERENCES:

- 1) Altstaedter, L. L., & Doolittle, P. (2014). Students' perceptions of peer feedback. *Argentinian Journal of Applied Linguistics*, 2(2), 60-76. <https://www.researchgate.net/profile/Peter-Doolittle-2/publication/268388479>
- 2) Cada BA. (2021). Learning styles and academic performance of teacher education students, *Br. J. Arts Humanit.*, 3(4), 86-96.

- <https://doi.org/10.34104/bjah.021086096>
- 3) Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *J. of second language writing*, **12**(3), 267-296.
[https://doi.org/10.1016/S1060-3743\(03\)00038-9](https://doi.org/10.1016/S1060-3743(03)00038-9)
 - 4) Chaudron, C. (1984). The effects of feedback on students' composition revisions. *RELC journal*, **15**(2), 1-14.
<https://doi.org/10.1177%2F003368828401500201>
 - 5) Chen, L. (2009). A Study of Policy for Providing Feedback to Students on College English. *English Language Teaching*, **2**(4), 162-166.
<https://files.eric.ed.gov/fulltext/EJ1083704.pdf>
 - 6) Cohen, A. D., & Cavalcanti, M. C. (1990). Feedback on compositions: Teacher and student verbal reports. In B. Kroll (Ed.), *Second Language Writing* (pp. 155-177). Cambridge, UK: *Cambridge University Press*.
 - 7) Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: *Prentice Hall*.
 - 8) Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: *Oxford University Press*.
 - 9) Ellis, R. (2009). A typology of written corrective feedback types. *ELT journal*, **63**(2), 97-107.
<https://doi.org/10.1093/elt/ccn023>
 - 10) Etikan *et al.* (2016). Comparison of convenience sampling and purposive sampling. *American j. of theoretical and applied statistics*, **5**(1), 1-4.
<http://www.sciencepublishinggroup.com/j/ajtas>
 - 11) Ferris, D. R. (1995). Student reactions to teacher response in multipledraft composition classrooms. *TESOL quarterly*, **29**(1), 33-53.
<https://doi.org/10.2307/3587804>
 - 12) Ferris, D. R. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, **31**, 315-339.
<https://doi.org/10.2307/3588049>
 - 13) Ferris, D. R. (2004). The “grammar correction” debate in L2 writing: Where are we, and where do we go from here? (And what do we do in the meantime...?). *J. of second language writing*, **13**(1), 49-62.
<https://doi.org/10.1016/j.jslw.2004.04.005>
 - 14) Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing*, **10**, 161–184.
[https://doi.org/10.1016/S1060-3743\(01\)00039-X](https://doi.org/10.1016/S1060-3743(01)00039-X)
 - 15) Fithriani, R. (2017). Indonesian students' perceptions of written feedback in second language writing (Doctoral Dissertation). Retrieved from http://digitalrepository.unm.edu/educ_llss_etds/87/
 - 16) Fithriani, R. (2019). ZPD and the benefits of written feedback in L2 writing: Focusing on students' perceptions. *The Reading Matrix: An International Online Journal*, **19**(1), 63-73.
<https://www.readingmatrix.com/files/20-c6t93b93.pdf>
 - 17) Harmer, J. (2007). *The practice of English language teaching*. *Pearson Longman*.
 - 18) Kahraman, A., & Yalvac, F. (2015). EFL Turkish university students' preferences about teacher feedback and its importance. *Procedia-Social and Behavioral Sciences*, **199**, 73-80.
<https://doi.org/10.1016/j.sbspro.2015.07.489>
 - 19) Karim, K. M. R. (2013). The effects of direct and indirect written corrective feedback (CF) on English-as-a-second-language (ESL) students' revision accuracy and writing skills (*Doctoral dissertation*).
<http://hdl.handle.net/1828/5157>
 - 20) Karim, M. Z., & Ivy, T. I. (2011). The nature of teacher feedback in second language (L2) writing classrooms: A study on some private universities in Bangladesh. *J. of the Bangladesh Association of Young Researchers*, **1**(1), 31-48.
<https://doi.org/10.3329/jbayr.v1i1.6837>
 - 21) Khan, R. (2003). Responding to student writing in the TESOL environment: Some feedback options. *The Dhaka University Studies*, June 2002, 1-16.
 - 22) Kurt, G., & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Online Submission*, **3**(1), 12-23. <https://eric.ed.gov/?id=ED502015>
 - 23) Lalande, J. F. (1982). Reducing composition errors: An experiment. *The Modern Language Journal*, **66**(2), 140-149.
<https://doi.org/10.2307/326382>

- 24) Lightbown, P. M., & Spada, N. (1999). How languages are learned: *Oxford University Press New York*.
- 25) Long *et al.* (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *The modern language journal*, **82**(3), 357-371.
<https://doi.org/10.1111/j.1540-4781.1998.tb01213.x>
- 26) Leng, K. T. P. (2014). An analysis of written feedback on ESL students' writing. *Procedia-Social and Behavioral Sciences*, **123**, 389-397.
<https://doi.org/10.1016/j.sbspro.2014.01.1437>
- 27) Radecki, P. M., & Swales, J. M. (1988). ESL student reaction to written comments on their written work. *System*, **16**(3), 355-365.
[https://doi.org/10.1016/0346-251X\(88\)90078-4](https://doi.org/10.1016/0346-251X(88)90078-4)
- 28) Sameera, S., Amin, L., & Siddiqui, T. (2016). Effects of written corrective feedback on students of independent university, Bangladesh. *Journal of Education and Social Sciences*, **4**, 181-191.
<http://jesoc.com/wp-content/uploads/2016/08/LAN-92.pdf>
- 29) Semke, H. D. (1984). Effects of the red pen. *Foreign language annals*, **17**(3), 195-202.
<https://doi.org/10.1111/j.1944-9720.1984.tb01727.x>
- 30) Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, **78**(1), 153-189.
<https://doi.org/10.3102%2F0034654307313795>
- 31) Sommers, N. (1982). Responding to student writing. *College composition and communication*, **33**(2), 148-156.
<https://doi.org/10.2307/357622>
- 32) Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language learning*, **46**(2), 327-369.
<https://doi.org/10.1111/j.1467-1770.1996.tb01238.x>
- 33) Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in society*, **6**, 52-58.
<http://etec.ctlt.ubc.ca/510wiki/Sociocultural-Constructivist>
- 34) Wulf, G., Shea, C., & Lewthwaite, R. (2010). Motor skill learning and performance: a review of influential factors. *Medical education*, **44**(1), 75-84.
<https://doi.org/10.1111/j.1365-2923.2009.03421.x>
- 35) Yu, S., & Lee, I. (2014). An analysis of Chinese EFL students' use of first and second language in peer feedback of L2 writing. *System*, **47**, 28-38. <https://doi.org/10.1016/j.system.2014.08.007>
- 36) Zacharias, N. T. (2007). Teacher and student attitudes toward teacher feedback. *RELC journal*, **38**(1), 38-52.
<https://doi.org/10.1177%2F0033688206076157>
- 37) Zaman *et al.* (2012). Feedback in EFL Writing at Tertiary Level: Teachers' and Learners' Perceptions. *ASA University Review*, **6**(1).
- 38) Zamel, V. (1985). Responding to student writing. *TESOL quarterly*, **19**(1), 79-101.
<https://doi.org/10.2307/3586773>
- 39) Ziv, N. D. (1982). What She Thought I Said: How Students Misperceive Teachers' Written Comments. <https://eric.ed.gov/?id=ED215361>

Citation: Sultana N., and Yoko NT. (2021). Impact of teachers' feedback in improving students' writing skills: a study of tertiary level students in Dhaka, *Br. J. Arts Humanit.*, **3**(5), 128-139.

<https://doi.org/10.34104/bjah.02101280139>

