Impact of Feedback Types on Improving ESL Learners Writing Skills

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Abstract

The paper explores how different kinds of feedback—such as corrective, peer, teacher, and automated feedback—can help English as a Second Language (ESL) students improve their work. There are many things that can go wrong when you try to write in a second language, including differences in grammar and style. As a result, learners need accurate feedback in order to find and fix specific mistakes and generally improve their skills. This study looks at how different types of feedback help English language learners improve their writing by using a variety of informal studies and expert analyses. For example, corrective feedback helps students find and fix spelling and grammar mistakes, and peer feedback motivates students to work together and think about themselves. People often respect teacher feedback for its depth and expertise when it comes to personalised help. On the other hand, automated feedback tools offer immediate, scalable support, which makes them especially useful in online or large classrooms. The results show that each type of input is useful for different kinds of learning. However, the study reveals that the most effective outcomes stem from a combined approach that integrates various forms of feedback in a way that complements each other. By combining all these types of feedback, teachers can enhance their support for ESL students, leading to significant improvements in their writing and general language skills.

Keywords: Impact, Feedback Types, Improving, ESL Learners, Writing Skills

Introduction

Improving writing skills for English as a Second Language (ESL) students has become more important in the last few decades, especially in the area of language education. As the need for people to speak and write English well grows around the world, especially in academic and business settings, learning how to write has become more visible.

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