

Received : 20 May 2024, Accepted: 15 June 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.18>

## The Role of Feedback in Enhancing Creative Writing Skills in ELT Contexts

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### ABSTRACT

This study examines the impact of feedback on improving creative writing abilities in the setting of English Language Teaching (ELT). The study employed a combination of qualitative and quantitative approaches, and included a sample of 100 English Language Teaching (ELT) students from three different language institutes. Quantitative data were collected via pre- and post-tests, while qualitative data were acquired through semi-structured interviews, focus group discussions, and classroom observations. The statistical study demonstrated notable enhancements in students' writing abilities, namely in areas such as grammar, vocabulary, story structure, and creativity. It was found that teacher-written comments were the most impactful kind of feedback. The qualitative research revealed that students had favorable impressions of feedback and recognized its significant influence on their learning. The research emphasizes the significance of organized feedback systems in promoting creative writing abilities and offers suggestions for incorporating teacher, peer, and self-assessment feedback to optimize student advantages. Potential future investigations could delve into the enduring consequences of feedback and its implementation in various educational environments.

**Keywords:** Impact, feedback, improving, creative, writing abilities, English Language Teaching (ELT).

## INTRODUCTION

Feedback is an essential element of successful learning and teaching, especially in the field of English Language Teaching (ELT). It is of utmost importance in improving the proficiency of creative writing, a skill that is vital for students to effectively and imaginatively communicate their ideas, thoughts, and feelings. Extensive research has continuously demonstrated that feedback is an influential instrument for enhancing student performance and promoting the development of skills. Recent studies emphasize the complex and diverse characteristics of feedback. Tang and Harrison (2020) contend that for feedback to be efficacious, it must possess clarity, specificity, and constructive qualities. Their research underscores the importance of providing students with precise feedback, since it enables them to comprehend their errors and offers a distinct pathway for enhancing their performance. This conclusion is corroborated by the research conducted by Jones and Wisker (2020), which demonstrates that students who are provided with precise and practical feedback exhibit noteworthy enhancements in their writing proficiency. Teacher feedback is especially helpful in English Language Teaching (ELT) circumstances. Chong (2021) asserts that instructor feedback is commonly regarded as more reliable and authoritative compared to other types. This view has the potential to bolster student motivation and confidence. Chong's study emphasizes the significance of prompt feedback, stating that rapid input is more prone to being acted upon by students.

Peer feedback is crucial for improving creative writing skills. The research conducted by Liu and Wu (2021) has demonstrated that peer feedback has the ability to enhance collaborative learning and foster critical thinking. Their study revealed that students who participate in peer feedback sessions tend to cultivate a more profound comprehension of the writing process and enhance their evaluation abilities. Furthermore, peer feedback can enhance students' autonomy as learners by enabling them to recognize and rectify their own errors. Self-assessment is an essential element of the feedback process. Brown and Harris (2020) highlight the significance of self-assessment in fostering metacognitive skills, which are essential for promoting independent learning among students. Their research revealed that pupils who consistently participate in self-assessment are more proficient at recognizing their aptitudes and limitations, enabling them to make specific

enhancements in their writing. The incorporation of digital tools in the feedback process has also become more prominent. Van der Kleij and Adie (2020) argue that digital feedback technologies have the potential to improve the quality and accessibility of feedback. Their study revealed that digital tools facilitate the provision of personalized and prompt feedback, hence enhancing student engagement. Additionally, these tools can enhance the feedback process by allowing students to engage in real-time questioning and seek further explanation.

Within the realm of English Language Teaching (ELT), feedback should encompass multiple facets of language acquisition, such as grammar, vocabulary, coherence, and creativity. Alharbi's (2021) research highlights the significance of thorough feedback that encompasses all of these factors. According to Alharbi's research, students who are provided with comprehensive feedback on several elements of their writing demonstrate significant overall growth. The significance of formative feedback in enhancing writing skills is extensively documented. Continuous formative feedback is essential for aiding students in comprehending their development and identifying areas in need of improvement. According to Carless (2021), providing formative feedback to pupils aids in the development of their self-assurance and fosters a mindset that embraces progress. His research revealed that students who consistently receive formative criticism are more inclined to engage in risk-taking and experimentation in their writing, resulting in enhanced levels of creativity and originality. The usefulness of feedback is also heavily influenced by students' views of it. According to a study conducted by Evans and Waring (2021), students are more inclined to actively participate with feedback when they consider it to be equitable, informative, and pertinent. Their research highlights the importance of delivering feedback in a manner that is helpful and respectful in order to maximize its effectiveness.

The timing of feedback is a critical determinant. Shute et al. (2020) found that quick feedback is generally more efficacious than delayed input. Their research revealed that students who are promptly provided with feedback upon finishing a task demonstrate enhanced comprehension and application of the feedback, resulting in more substantial enhancements in their writing skills.

Engaging students in the feedback process can augment its efficacy. A study conducted by Henderson and Phillips (2021) indicates that engaging students in discussions regarding their feedback enhances their comprehension and appreciation of the feedback. By adopting a collaborative approach, the feedback process can be enhanced to become more engaging and relevant for students. Utilizing rubrics and scoring guides can enhance the precision and uniformity of comments. Panadero and Jonsson (2020) assert that rubrics offer a distinct framework that delineates the requirements for various levels of achievement, benefiting both teachers and students. According to their research, rubrics are effective in ensuring that feedback is in line with learning objectives and provide precise, practical insights for growth. Nevertheless, delivering efficient feedback is not without of its difficulties. Teachers must strike a balance between offering thorough, constructive feedback and maintaining brevity and clarity. Professional development programs play a crucial role in assisting teachers in cultivating proficient feedback strategies, as stated by Mahmud and Topno (2021). Their research revealed that educators who get training in feedback methodologies demonstrate enhanced proficiency in delivering feedback that is constructive, precise, and encouraging.

An additional crucial factor to consider is the affective influence of comments on students. The study conducted by Wisniewski, Zierer, and Hattie (2021) revealed that feedback has a substantial impact on students' motivation and self-esteem. Their research highlights the need of delivering feedback in a manner that recognizes students' endeavors and accomplishments, while also offering recommendations for enhancement. Recent studies have also investigated the enduring impacts of feedback on student writing. Lopez and Bernal (2022) found that providing continuous and excellent feedback for a prolonged duration results in long-lasting enhancements in writing abilities. Their research revealed that students who get consistent and constructive feedback demonstrate significant and lasting enhancement in their writing skills. Feedback is a crucial element in the learning process within English Language Teaching (ELT) situations, especially when it comes to enhancing creative writing abilities. Recent research emphasizes the significance of unambiguous, precise, and positive criticism from educators, classmates, and self-evaluation. Utilizing digital tools and incorporating rubrics can improve the feedback process, while taking

into account students' perceptions and emotional reactions is essential for its efficacy. Further investigation and ongoing professional growth are necessary to tackle the difficulties and optimize the advantages of feedback in language instruction.

### **Research Objectives**

1. To evaluate the impact of different feedback types on the creative writing skills of ELT students.
2. To understand ELT students' perceptions of the feedback they receive.
3. To identify the most effective feedback strategies for enhancing creative writing skills in ELT contexts.

### **Research Questions**

1. What is the impact of teacher-written comments, peer feedback, and self-assessment on the creative writing skills of ELT students?
2. How do ELT students perceive the feedback they receive on their creative writing?
3. Which feedback strategies are most effective in improving creative writing skills in ELT contexts?

### **Significance of the Study**

This study is important because it focusses on a critical part of language education: improving creative writing skills through feedback. Comprehending the impact of various forms of feedback on student learning enables educators to customize their teaching methods in order to enhance student growth. This research offers useful insights for enhancing instructional practices in ELT environments by identifying effective feedback mechanisms. Ultimately, it contributes to better educational results and promotes the development of more confident and skilled writers.

## LITERATURE REVIEW

The importance of feedback in the learning process, especially in language education, has been widely acknowledged. Recent research has consistently highlighted the significance of its role in English Language Teaching (ELT) scenarios. Carless and Boud (2020) argue that feedback is most impactful when it is provided promptly, has precise information, and offers actionable suggestions, enabling students to make significant enhancements to their work. This is consistent with previous research conducted by Hattie and Timperley (2007), who identified feedback as one of the most influential factors affecting student progress. Teacher-generated comments are widely recognized as a beneficial kind of feedback because of the knowledge and precision they provide. A study conducted by Henderson et al. (2021) shown that providing comprehensive instructor feedback can have a major positive impact on students' writing skills. This is achieved by offering explicit guidance on specific areas that require work. Winstone and Carless (2020) contend that instructor feedback serves to narrow the disparity between students' present performance and their anticipated achievements, thereby augmenting their comprehension and abilities. Peer feedback, a frequently used feedback technique, has been demonstrated to enhance collaborative learning and foster critical thinking. According to Topping (2020), peer feedback helps students to actively participate in their writing and enhance their ability to assess their own work. Providing this type of criticism not only assists the recipient, but also enhances the provider's own learning and comprehension of writing principles.

Self-assessment is an essential feedback mechanism that enhances students' capacity to critically analyse their own work. Andrade and Brookhart (2020) state that self-assessment facilitates the cultivation of self-regulation skills and fosters a sense of responsibility for one's own learning in pupils. Through introspection of their performance, students can discern their areas of proficiency and areas for progress, a crucial aspect for ongoing enhancement in the realm of creative writing. In recent years, the use of technology to provide feedback has become increasingly popular. Shute and Rahimi (2020) emphasized the capacity of digital tools to improve the quality and delivery of feedback. Online systems offer instantaneous, tailored feedback, facilitating students' comprehension and prompt response. Additionally, these tools facilitate a dynamic and captivating feedback process, thereby fostering students' motivation to enhance their writing proficiency.

Feedback in English Language Teaching (ELT) situations must encompass multiple facets of language acquisition, such as grammar, vocabulary, coherence, and creativity. A study conducted by Hyland and Hyland (2021) highlighted the significance of providing complete feedback that encompasses all three components in order to facilitate the development of students' well-rounded writing abilities. Efficient feedback should encompass not only the identification and rectification of errors, but also the promotion and stimulation of creative expression and uniqueness.

The significance of formative feedback in enhancing writing skills cannot be overstated. Nicol and Macfarlane-Dick (2020) defined formative feedback as crucial in aiding students' comprehension of their progress and identifying areas in need of improvement. This form of feedback offers uninterrupted coaching throughout the learning process, allowing students to make gradual enhancements and develop their writing confidence. The effectiveness of feedback is heavily influenced by students' perspectives. A study conducted by Dawson et al. (2021) revealed that students demonstrate a higher propensity to actively participate in and implement feedback when they believe it to be equitable, instructive, and pertinent to their own requirements. Hence, educators must guarantee that their feedback is unambiguous, courteous, and customized to each student in order to optimize its influence. The timing of feedback is a crucial element that significantly impacts its effectiveness. Hattie and Clarke (2020) contended that rapid feedback is typically more efficacious than delayed feedback due to its capacity to enable students to rectify errors and implement the feedback while the learning encounter remains vivid. Nevertheless, the timing should also take into account the intricacy of the assignment and the student's preparedness to receive and comprehend the feedback.

Integrating the input of students in the feedback process can improve its efficacy. Boud and Molloy (2021) proposed that engaging students in dialogues regarding their feedback enhances their comprehension and appreciation of the input. This cooperative approach cultivates a feeling of alliance between educators and learners, enhancing the feedback process to be more captivating and significant. Utilizing rubrics and grading guides can enhance the uniformity and lucidity of feedback. Brookhart (2021) asserts that rubrics offer a distinct framework that delineates the requirements for various levels of achievement, benefiting both teachers and students. This aids in

guaranteeing that feedback is in accordance with learning objectives and offers precise, practical insights for students to enhance their writing skills.

The challenges associated with delivering good feedback encompass the need to maintain consistency, prevent information overload, and ensure that students comprehend and take appropriate action based on the feedback provided. Carless (2020) emphasized the necessity of providing educators with professional development opportunities in order to improve their feedback methods. Training programs can provide teachers with the necessary skills to offer feedback that is constructive, precise, and supportive, eventually enhancing student results. The significance of the emotional influence of feedback on pupils should not be disregarded. According to Winstone et al. (2020), feedback has a significant impact on students' motivation and self-esteem. Providing constructive feedback that recognizes students' efforts and accomplishments, while also offering direction for growth, can enhance their confidence and foster a positive approach to learning. Recent research has also investigated the enduring impacts of feedback on student writing. According to a study conducted by Hyland and Lo (2021), providing regular and high-quality feedback for a long length of time results in long-lasting enhancements in writing abilities. This highlights the significance of regular feedback that facilitates continued learning and growth. Feedback is an essential element in the learning process in ELT environments, specifically for enhancing creative writing abilities. Recent study emphasizes the significance of prompt, precise, and practical feedback from educators, classmates, and self-evaluation. Integrating technology and utilizing rubrics can improve the feedback process, but taking into account students' perceptions and emotional reactions is essential for its efficacy. Further investigation and ongoing professional growth are necessary to tackle the difficulties and optimize the advantages of feedback in language instruction.

## **RESEARCH METHODOLOGY**

The research methodology used to investigate "The Role of Feedback in Enhancing Creative Writing Skills in ELT Contexts" was a mixed-methods approach, utilizing both quantitative and qualitative data collection instruments. The study conducted a sampling of 100 ELT (English Language Teaching) students from three distinct language institutes, guaranteeing a varied



representation of skill levels and backgrounds. The collection of quantitative data involved administering pre- and post-tests specifically designed to assess enhancements in creative writing abilities. On the other hand, qualitative data were acquired through semi-structured interviews and focus group discussions, aiming to gain a deeper understanding of students' perspectives and experiences regarding feedback. In addition, classroom observations were carried out to investigate the implementation of feedback methods. The feedback mechanisms employed consisted of written comments from teachers, peer feedback sessions, and self-assessment checklists. The test scores underwent statistical analysis to detect significant variations, while the qualitative data underwent thematic analysis to reveal repeating patterns and themes. The amalgamated results yielded a complete comprehension of how different types of feedback impacted the creative writing progress of English Language Teaching (ELT) students.

## DATA ANALYSIS

### Qualitative Data Analysis

In order to analyze the quantitative data, a set of pre- and post-tests were given to the 100 English Language Teaching (ELT) students. These tests were used to evaluate their creative writing abilities both before and after the introduction of feedback mechanisms. The results were subjected to statistical analysis to ascertain the efficacy of feedback in augmenting these skills. Paired t-tests were used to compare the pre-test and post-test scores in order to determine any significant improvements.

**Table 1: Pre-Test and Post-Test Scores Comparison**

Institute	Number of Students	Mean Pre-Test Score	Mean Post-Test Score	Mean Difference	Standard Deviation	t-Value	p-Value
Institute A	34	62.5	75.5	12.8	8.2	7.12	0.0001
Institute B	33	61.2	74.8	13.6	7.9	7.85	0.0001
Institute C	33	63.1	76.5	13.4	8.5	7.42	0.0001
Total	100	62.3	75.5	13.2	8.2	7.46	0.0001

The table displayed above provides the average results obtained by students from each of the three institutes on both the pre-test and post-test. The average disparity demonstrates a noteworthy enhancement in the pupils' creative writing abilities subsequent to obtaining comments. Both the standard deviation and t-values indicate that the results are statistically significant, as seen by p-values below 0.05 for all institutes.

**Table 2: Improvement in Creative Writing Components**

<b>Creative Writing Component</b>	<b>Mean Pre-Test Score</b>	<b>Mean Post-Test Score</b>	<b>Mean Difference</b>	<b>Standard Deviation</b>	<b>t-Value</b>	<b>p-Value</b>
Grammar and Syntax	15.2	18.7	3.5	2.1	6.50	0.0001
Vocabulary	14.1	17.6	3.5	2.4	5.83	0.0001
Story Structure	16.4	19.5	3.1	1.9	6.32	0.0001
Creative and Originality	16.6	19.7	3.1	2.2	5.90	0.0001

This table provides a detailed analysis of the enhancement in distinct aspects of creative writing abilities. Every individual element experienced a statistically significant rise in scores, indicating that feedback had a favorable effect on every aspect of creative writing.

**Table 3: Types of Feedback and Their Effectiveness**

<b>Feedback Type</b>	<b>Mean Improvement Score</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
Teacher Written Comments	4.5	1.8	8.12	0.0001
Peer Feedback	3.9	2.0	6.42	0.0001
Self-Assessment	3.5	1.9	6.01	0.0001

This table presents a comparison of the efficacy of various forms of feedback. The mean improvement score was highest for teacher written remarks, followed by peer feedback and self-assessment. All three methods showed statistically significant results.

### **Qualitative Data Analysis**

The qualitative data were analyzed using thematic analysis, focusing on the responses from semi-structured interviews and focus group discussions. The qualitative analysis offered a more profound understanding of the students' experiences and perceptions regarding the feedback methods. Through a comprehensive analysis of these replies, we have found numerous prominent themes that provide insight into various parts of the feedback process in improving creative writing skills in English Language Teaching (ELT) contexts.

### **Identified Themes:**

#### **Feedback Perception**

Students commonly recognize feedback as an essential component for enhancing their creative writing abilities. This issue continuously surfaced throughout the data, as many students emphasized that feedback, whether from teachers, peers, or self-assessment, had a substantial impact on their learning process. Feedback was perceived as a guiding instrument that assisted students in discerning their areas of proficiency and areas for progress, so offering a distinct path towards enhancement.

Students valued comments for many reasons. Firstly, it provided customized insights that were specifically matched to their individual writing requirements. A significant number of students expressed that general comments were less beneficial in comparison to specific, personalized feedback that directly addressed their distinct difficulties. Furthermore, feedback was regarded as a source of inspiration. Positive comments enhanced students' self-assurance, while constructive criticism incentivized them to pursue improved outcomes. Finally, the promptness of feedback

was emphasized as a crucial component. Students appreciated timely feedback as it enabled them to promptly incorporate the changes into future writing assignments, so strengthening their understanding.

A student expressed, "Feedback serves as a navigational guide for me." It provides me with my current location and the direction I should proceed in. Devoid of it, I experience a sense of disorientation and confusion. Many others expressed the same emotion, demonstrating that feedback is essential for the learning and development process in creative writing.

### **Effects of Teacher Written Comments**

Among students, teacher written remarks were identified as the most highly regarded kind of feedback. The effectiveness of this feedback kind was attributed to the teachers' precision and skill. According to students, teacher comments were frequently comprehensive, emphasizing specific aspects of their writing that required enhancement and providing explicit recommendations on how to tackle these problems.

The proficiency of educators was another crucial factor. Students had faith in their professors' discernment and felt assured that the comments given was both precise and advantageous. The establishment of trust was crucial in creating an effective feedback loop, wherein students felt at ease implementing the provided advice.

As an illustration, a student expressed, "The teacher's remarks were highly elaborate and aided my comprehension of my mistakes." The impact of each feedback on my progress was evident to me. The pupils greatly appreciated the high degree of specificity and lucidity, as it greatly aided them in their endeavor to enhance their creative writing abilities.

In addition, the comments provided by teachers frequently contained examples or references to class materials, which assisted students in placing the feedback within the context of their learning

framework. The process of providing context made the criticism easier to understand and implement, enabling students to make precise modifications to their writing techniques.

### **Peer Feedback**

Peer feedback was a prominent theme that arose from the data. Students expressed divergent opinions regarding peer input, as some perceived it as less impactful due to the disparate degrees of proficiency among their classmates, while others valued the collaborative learning opportunities it allowed.

Students who perceived peer feedback as less beneficial frequently cited the lack of consistency in the feedback's quality. Due to the fact that peers were at comparable levels of learning, their input occasionally lacked the profoundness and precision that teacher feedback offered. A student expressed that peer input was beneficial as it provided a different viewpoint on their writing. However, they found it challenging to determine the accuracy of the advice at times. Nevertheless, in spite of these difficulties, numerous students valued the cooperative nature of peer criticism. They relished the chance to participate in dialogues regarding their work, share ideas, and gain knowledge from their peers. The collaborative environment was regarded as a useful learning opportunity that supplemented the more formal feedback provided by teachers. Peer feedback sessions facilitated the development of students' critical thinking and analytical abilities. Through the process of evaluating their classmates' work, students acquired the ability to discern the positive aspects and drawbacks, so enhancing their capacity to analyze their own writing more effectively. The iterative exchange of comments fostered a more profound comprehension of the fundamental principles of creative writing.

### **Self-Assessment**

Self-assessment was determined to promote students' critical evaluation of their work, however it was deemed less efficacious in the absence of assistance. This topic emphasized the significance of self-reflection in the learning process, as students who participated in self-assessment reported gaining a greater understanding of their writing habits and identifying areas that required

refinement.

Students valued self-assessment for the independence it offered. It enabled them to assume responsibility for their learning and cultivate a more autonomous attitude to enhancing their writing abilities. A student expressed, "Engaging in self-assessment prompted me to analyze my work in a discerning manner, yet I occasionally experienced uncertainty regarding the accuracy of my evaluations in the absence of the teacher's guidance." Nevertheless, the efficacy of self-assessment was frequently constrained by the students' capacity to appropriately appraise their own work. In the absence of adequate supervision or clear standards, certain students encountered difficulty in recognizing their own errors and identifying areas in need of development. This constraint emphasized the necessity of employing organized self-evaluation instruments and teacher assistance to enhance the efficacy of this feedback process. In response to this difficulty, certain educators implemented self-assessment checklists or rubrics that students could utilize to evaluate their own work. These tools facilitated the standardization of the self-assessment process and offered students a precise structure to adhere to. Self-assessment, when used alongside teacher feedback, is a highly effective strategy for promoting self-directed learning and ongoing growth.

### **Excerpts from Interviews and Focus Groups**

To further elucidate the themes discovered, extracts from the interviews and focus groups are shown below:

**Student A:** "The teacher's comments were highly informative and provided me with a clear understanding of my mistakes." The impact of each feedback became evident to me as I observed my progress.

**Student B:** "Peer feedback was beneficial as it allowed me to gain a fresh perspective on my

writing from another individual's point of view. However, at times, it was challenging to ascertain the accuracy of the advice provided."

**Student C:** Student C expressed that engaging in self-assessment prompted them to engage in critical thinking about their work. However, they occasionally experienced uncertainty over the accuracy of their evaluations in the absence of the teacher's guidance.

These excerpts showcase the varied experiences and perspectives of students in relation to the various forms of feedback they were given. They emphasize the significance of thorough, precise, and prompt feedback in improving creative writing abilities.

### **Observations in the classroom**

The results from interviews and focus groups were corroborated by classroom observations. It was observed that students demonstrated greater participation in writing tasks when they received feedback that was organized and uniform. The findings also indicated that feedback sessions, in which students engaged in discussions about their work with both peers and teachers, were highly efficacious in augmenting their aptitude for creative writing.

Through the process of observing classrooms, a number of significant trends were apparent. Initially, the students exhibited higher levels of motivation and enthusiasm for their writing assignments when they were aware that they would be provided with feedback. The expectation of receiving feedback generated a feeling of intention and guidance in their writing endeavors. Furthermore, there was a discernible enhancement in the caliber of student writing as they implemented the feedback they were given.

During a specific observation session, students engaged in a peer feedback exercise in which they

exchanged drafts and offered comments on each other's work. The cooperative ambiance was apparent, as students actively participated in discussions and provided helpful feedback. The teacher oversaw the session, offering direction and ensuring that the feedback stayed concentrated and effective.

During a subsequent session, the teacher carried out a comprehensive feedback session in which the work of each student was thoroughly examined, and precise comments were given. The students were observed diligently jotting down notes and posing enquiries for further elucidation, demonstrating their enthusiasm to comprehend and implement the criticism. The prompt utilization of comments in future writing assignments revealed the tangible influence of these sessions on students' aptitude for creative writing.

Classroom observations conclusively verified that feedback, whether provided by teachers, peers, or through self-assessment, played a pivotal role in augmenting students' creative writing skills. The methodical and uniform approach to providing feedback fostered an atmosphere that was favorable for acquiring knowledge and making ongoing enhancements.

## **CONCLUSION**

The study unveiled that feedback has a substantial impact in augmenting creative writing proficiency in English Language Teaching (ELT) settings. The quantitative analysis revealed significant enhancements in students' writing abilities across multiple aspects, including grammar, vocabulary, story structure, and inventiveness. Teacher-written remarks were shown to be the most efficacious kind of feedback, followed by peer feedback and self-assessment. The qualitative data offered further insights, emphasizing the favorable attitudes of students towards feedback and the distinct advantages they associated with various sorts. The theme analysis highlighted the need of providing comprehensive and precise feedback to assist pupils in comprehending their errors and making substantial enhancements. Classroom observations validated these results, demonstrating heightened involvement and proficiency growth when feedback was successfully included into writing exercises. In summary, the study highlights the crucial importance of feedback in developing creative writing abilities in English Language Teaching (ELT) students. It suggests



that a holistic strategy to improving these skills can be achieved through a combination of feedback from teachers, peers, and self-assessment.

## RECOMMENDATIONS

The study suggests implementing a structured feedback method that incorporates teacher remarks, peer feedback, and self-assessment to optimize the advantages for students. Teachers ought to undergo training in delivering comprehensive and insightful feedback, while students should be motivated to actively participate in peer feedback sessions and self-assessment exercises. Subsequent studies could evaluate the enduring consequences of feedback on creative writing proficiency and examine the influence of various feedback styles and procedures in different educational settings. By cultivating an environment that encourages frequent and constructive feedback, educators can greatly improve the creative writing skills of English Language Teaching (ELT) students, hence enhancing their overall language proficiency and academic achievements.

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