



Enhancing Writing Skills of ESL Learners through Teacher's Feedback

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Abstract

Effective feedback from teachers may assist students in understanding their level of competence and shortcomings. This study investigates the impact of teacher feedback on the writing skills of ESL (English as a Second Language) learners. The study employed experimental design and selected 40 APEX college students via systematic sampling. Data was collected using pre-tests and post-tests. The ANOVA test was applied to infer the significance of the groups. The result is that the targeted feedback strategies in ESL writing instruction to facilitate improvements in writing proficiency among ESL learners proved to be significant. The teachers' feedback in enhancing ESL learners' writing proficiency showed a positive result and trend. The study recommends to incorporate teachers' feedback in ESL instruction for enhancement of writing skill.

Keywords: ESL learners; English as a second language; teacher's feedback; writing skills; experimental study.

Introduction

Teachers' feedback is crucial for improving ESL learners' writing proficiency. Teacher feedback has become an essential element to improve students' writing. Extensive research has been done to study the impact of teachers' feedback in ESL writing instruction on ESL learners' writing skills. The research findings identified teachers' feedback as a key element for linguistic development and overall language proficiency. There is a critical role of teacher feedback in refining ESL learners' writing skills.

Yang et al. (2023) found that targeted and timely feedback played a crucial role in helping ESL learners identify areas of improvement and modify their writing strategies. Link et al. (2022) put that effective feedback plays a vital role in addressing specific language errors and enhancing grammatical accuracy in ESL writing. Nguyen and Barrot (2023) observe that effective feedback includes specific errors correction, explanations of mistakes, and a prioritization of grammatical accuracy. Schillings et al. (2023) and Nazeer et al. (2024) substantiated the argument that complete feedback on English language capabilities drastically contributed to the improvement of ESL learners' grammatical accuracy and writing potential.

Teachers' feedback has improved the organization and coherence of ESL learners' writing. Mahboob (2015) highlighted that inadequate and ineffective feedback provided in class hinders teaching and learning. Hyland and Hyland (2006) highlight that feedback should be timely, easily accessible and should enable learners to apply their learnings to future work. Shen and Chong (2023) stress upon the importance of individualized feedback by assessing each learner's strengths and weaknesses. They promote engagement, motivation, and language development. Xu et al. (2023) noted that personalized feedback that considers learners' cultural and linguistic backgrounds enhances their sense of ownership and investment in the writing process. Drajeti et al. (2023) explored the use of computer-assisted feedback in ESL writing instruction and highlighted its potential in providing immediate and targeted feedback. (Kamran et al. (2022) technological advancements have provided new avenues for delivering effective feedback to ESL learners. Alharbi (2022) used audiovisual feedback and found it effective in improving English writing skillst.

Research Objectives

This study examines have following studies targets:

1. To compare the pre-test and post-test writing performance of ESL learners who receive teacher feedback with those who do not.
2. To measure the effect of teacher feedback on specific sub-components of ESL learners' writing capabilities (e.g., grammatical accuracy, vocabulary, and organization).
3. **Null Hypothesis:** The Game-Based Learning intervention does not enhance students' writing skills. This is statistically stated as there being no mean difference between the post-test and pre-test scores, or:
4. **Alternative Hypothesis:** The Game-Based Learning intervention enhances students' writing skills. This predicts a positive mean difference, indicating that post-test scores are significantly higher than pre-test scores:

The primary null hypothesis, which suggests no mean difference in writing skills scores following the GBL approach, was tested against the alternative hypothesis, which predicted a directional improvement (Talikan et al., 2024).

Literature Review

Literary research is extensive, and people have looked into many aspects of the effects of teacher feedback on improving the writing skills Of English as a second language learners. They consider it to be one step above other forms in helping promote linguistic development and raising general levels of language fluency. This section offers a comprehensive survey of studies focused on relevant topics such as how students 'writing is affected by the thoughtful feedback they receive from teachers, with particular emphasis given to Gujranwala, Pakistan.

Lewis (2004) stresses that ESL learners must be given feedback, for it is a valuable instrument in improving their writing. Good feedback directs students in the right direction by pointing out weaknesses and offering encouraging criticism. Moses and Mohamad (2019) discuss feedback for ESL students, emphasizing the importance of both explicit and meaningful feedback. They say that feedback should focus on the aspects of writing--organization, grammar and vocabulary. In this way it will aid in language development and improve standards.

As far as second language acquisition and writing are concerned, on the other hand, Bitchener and Ferris (2012) offer a comprehensive investigation of written corrective feedback (WCF). They consider the different forms of WCF (feedback) direct correction, indirect correction and metalinguistic explanation. In this book, the authors scrutinize these strategies and their impact on ESL learners 'written abilities. Furthermore, Lee (2008) undertakes a study of the written forms of feedback used by teachers for secondary classrooms in Hong Kong. This study examines the nature of feedback given and discusses some problems that arise for ESL learners. But Lee's research also helps shed light on the discrepancies between types of feedback and teachers 'various methods for meeting ESL students' writing needs (Nazeer et al. 2023).

In the case of ESL learners, Cho and MacArthur (2010) explore the effectiveness of peer feedback in developing writing skills. The authors believe that peer feedback leads to active learning, because it requires students not only actively participate in the complete writing process but also forces them to develop their critical thinking skills. Guo et al., (2023) analyse the time schedule for providing feedback on ESL learners 'writing. Their comparison of immediate feedback and delayed feedback reveals that providing rapid guidance, along with the chance to revise one's own work does indeed help develop writing skills.

Differences in how ESL learners react to feedback are analyzed by Ferris and Hedgcock (2023). In their research, they note that when giving feedback to learners 'motivation should also be considered and so too self-regulation abilities and language level. If tailored to the needs of each individual, feedback becomes more effective, and can have a greater effect on improving writing skills. Deng et al. (2023) also looks at whether multimodal feedback, which uses verbal and written as well as visual elements can be applied in ESL writing instruction. Perhaps multimodal feedback enhances a broad-based understanding of writing, and allows ESL learners to participate in their own progress (Nazeer et al. 2023). This finding suggests that through the use of technology to provide feedback, student interest and involvement in writing activities can be increased. Loncar et al. (2023) explore the cultural issues of feedback in ESL. In their studies, they find that when learners come from a variety of cultural backgrounds and discipline-based values are implied in what we expect as feedback strategies should also be sensitive to culture.

The literature reviewed shows that teacher's feedback is very important to helping the writing skills of ESL learners in Gujranwala, Pakistan. Teachers who offer personalized feedback, combined with technical guidance and teacher talk, have received positive results in both the fluency of individual writing as well as overall language development (Kubota & Lehner, 2004). The purpose of this study, therefore, is to do something useful for the current body of scholarship and provide practical suggestions meaningful things leading educators and policymakers can put into practice in designing writing instruction programs by looking at how teacher feedback strategies influence students under real-world classroom conditions.

Methodology

This experimental study design sought to measure the effects of feedback from teachers on ESL learner writing skills. The quantitative aspect of the research evaluated how ESL learners had done in their writing with and without teachers' feedback. The study used both experimental (1 group) and control (1 group) groups, selecting 40 participants through systematic sampling of two APEX Colleges in Gujranwala among a variety of age groups with varying levels of English proficiency. Writing skills were tested through pre-test and post-test writing prompts, which assessed grammar; vocabulary; organization of ideas; coherence. The experimental group got daily feedback from their teachers, including identifying strong points and weak spots as well as pointers on improving one's grammar, enlarging vocabulary. The control group went through the writing assignments without feedback. To give both groups enough time to complete assignments and get feedback, the study ran for six weeks.

Data Analysis

Once the data was collected, it went through an in-depth analysis process to obtain useful information. Coded data from the writing tests, in particular pre-test and post- test scores were analysed with respect to descriptive statistics (histograms) as well as inferential analysis methods including correlation coefficients. To examine the results of both experimental and control groups, means and standard deviations were used as descriptive statistics. In particular, the ANOVA test was used in inferential analysis to confirm whether differences between groups were significant.

The study also used a control group and an experimental group, with the latter first given a pre-test to assess their ground level of knowledge. During the six-week experiment, while one group received instructions from teachers and was given feedback during their learning process; a control group engaged in independent study Afterwards, the same test was readministered to both groups and their scores were compared. They are presented in three tables, Tables 1-3. In addition, an ANOVA was used to test the significance of differences between control and experimental groups. ANOVA provides statistical explanations for the differences observed.

Results and Discussion

Table 1

Results of Pre-Test Taken from the Experimental Group

Sr. No.	Grammar Out of 25	Vocabulary Out of 25	Organization Out of 25	Coherence Out of 25	Percentage
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1	15	12	10	5	42
2	12	11	6	4	33
3	17	10	7	7	41
4	11	14	9	9	43
5	9	11	5	2	27
6	19	17	6	12	54
7	14	10	7	6	37
8	7	9	5	6	27
9	9	8	2	2	21
10	7	6	4	1	18
11	15	15	12	10	52
12	20	18	14	15	67
13	14	12	10	10	46
14	13	13	12	9	47
15	17	12	15	7	51
16	14	10	12	5	41
17	10	8	9	4	31
18	5	6	5	3	19
19	2	5	0	3	10
20	3	6	5	1	15

Of the experimental group of 20 participants, Table 1 presents results from pre-test. The table includes several columns: “Sr. No. Also appearing are the participant’s serial number, Grammar (not all participants paid attention to these details), Vocabulary, Organization and Coherence; then there is a score out of 10 for each section as well as one that gives both percentages and overall marks The “%” column shows the percentage score for each participant. This table provides an in-depth assessment of individual and cumulative performance, which can be compared across various parts of the pre-test. For example, participant 1 obtained a score of 15 in grammar and vocabulary each; 10 for organization, and only five points were given here as these entries are highly subjective. His overall percentage was thus found to be no more than 42.

Table 2

Results of Post-Test Taken from the Experimental Group

Sr. No.	Grammar Out of 25	Vocabulary Out of 25	Organization Out of 25	Coherence Out of 25	Percentage
1	20	21	14	10	65
2	14	14	10	7	45
3	19	21	11	9	60
4	15	17	14	14	60
5	17	18	15	8	58
6	23	17	14	15	69
7	22	19	14	11	66

8	9	11	7	9	36
9	15	14	5	8	42
10	18	15	9	5	47
11	19	21	13	16	69
12	25	25	16	14	80
13	12	16	14	10	52
14	15	18	16	12	61
15	22	20	15	9	66
16	15	22	15	8	60
17	19	20	12	5	56
18	12	13	7	7	39
19	6	12	5	2	25
20	5	10	4	3	22

In the experimental group, after they received feedback from the teacher, post-test results are shown in Table 2.

Also there are columns headed ‘Sr.’. It’s “no.”, “grammar”, “vocabulary”, “organization”, coherence and percent.”); Each row is a participant, with each value being his score in the corresponding section. The table shows individual performance and general results. It also displays improvements made after the teacher’s feedback. For instance, participant 1s grammar score is 20; one for cohesion etc. His math mark comes out to be a total of %65. Using the table, we can compare and evaluate performance. And post-feedback analysis shows just how much progress has been made by the experimental group.

Table 3

Difference between the Pre and Post Test Results

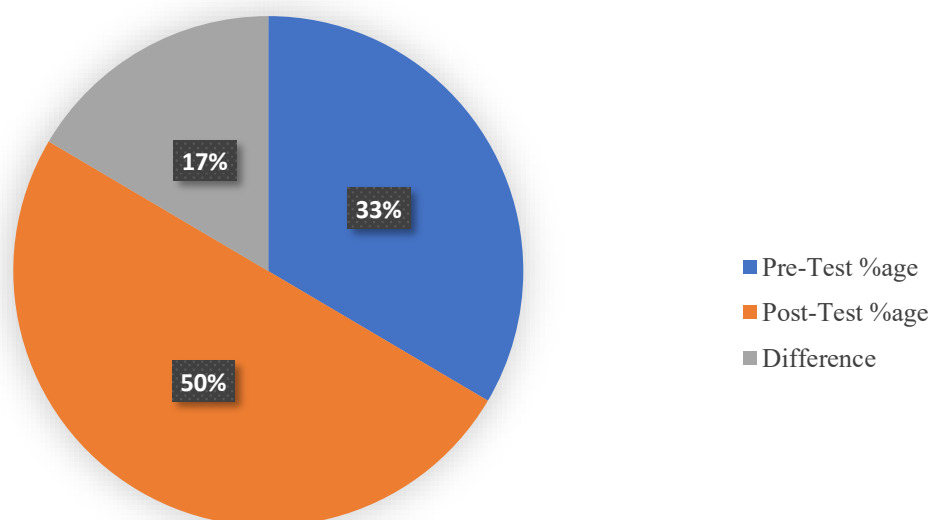
Sr. No.	Pre-Test Percentage	Post-Test Percentage	Difference
1	42	65	23
2	33	45	12
3	41	60	19
4	43	60	17
5	27	58	31
6	54	69	15
7	37	66	29
8	27	36	9
9	21	42	21
10	18	47	29
11	52	69	17
12	67	80	13
13	46	52	6
14	47	61	14
15	51	66	15

16	41	60	19
17	31	56	25
18	19	39	20
19	10	25	15
20	15	22	7
Overall Difference			17.8

The individual progress and overall improvement of the experimental group are outlined in detail within Table 3 below. It contains several columns: Sr. No. Pre-Test Percentage Post-Test Percentage Difference Each row in the table represents a different participant, with values representing their respective pretest and posttest percentages as well as the numerical difference between them (i.e., knowledge gain). This format provides a thorough review of how everyone has grown since the intervention. Take participant 1, whose pre-test percentage was 42 and posttest percentage was also 65. This difference represents a gain of 23 %. The following example demonstrates participant one's improved knowledge and understanding between the pre-test and post-test assessments. In addition, there is a row entitled "Overall Difference," which gives an average difference for the whole experimental group. In this case the average difference was 17.8, or an average increase in percentage across all participants. If we look at the data in Table 3, then it becomes possible to evaluate how effective has been intervention or feedback that was given to members of the experimental group. The table provides a detailed look at the progress made by each participant, and cumulatively by all participants. This is very useful in assessing the effect of the intervention and evaluating exactly how effective are these teaching methods, this feedback. By examining this table it appears that the research results were favorable for the experimental group. The results of the pre-test and post-test percentages reveal how much each participant has improved. Collectively they indicate that this instructional strategy is effective in knowledge construction, if feedback can be given at a timely juncture to facilitate learning.

Chart 1

Difference between the Pre and Post Test Results



The experimental group's pre-test and post-test results are thoroughly compared in Chart 1. The data shows what is known as the initial pre-test score, which represents the level of knowledge possessed by participants before this intervention was implemented. This pre-test score is like a measuring stick that shows where the experimental group entered its learning process. The experimental group received six weeks of concentrated instruction from their teachers. They were interventions designed to improve their understanding and increase the efficacy of learning. After the instructional period, a post-test was given to see how much progress had been made by the trainees.

The post-test results show a marked improvement in the scores of the experimental group, with final performance at 50 %. The improved score by 17 % from the pre-test result demonstrates quite clearly that these teaching methods and feedback proved their worth. The intervention resulted in a significant increase in the participants 'knowledge and understanding of subject matter. The above findings thus demonstrate the value of this particular approach to instruction, which requires teaching and feedback as a means of improving learning results. That 17 % improvement provides convincing evidence that well-conceived instruction and continuous feedback can do much to stimulate their acquisition of knowledge. These results have important implications for educational practice. They reveal that individualized teaching and continuous feedback play key roles in both making learning positive experiences for students, and yielding desirable outcomes from it as well.

Table 4

ANOVA Results of Pre and Post Tests of Control and Experimental Groups

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4426.9375	3	1475.65	6.40	0.00	2.72
Within Groups	17521.75	76	230.55			
Total	21948.6875	79				

As shown in Table 4, a comprehensive analysis of the results indicates that all three factors showed highly significant differences with respect to each other. The following table lists detailed information about the different sources of variation. These include: sums of squares (SS), degrees of freedom (df); mean square (MS) and F-value; P-values, as well as critical values for an F value distribution at a selected level confidence interval (α). The Between Groups row in particular shows changes between the control group and experimental cases, so that one can analyze whether differences found are statistically significant. Meanwhile, the "Within Groups" line expresses variations within each individual group. Also, the "Total" row is the sum of squares and degrees of freedom for all observations over entire dataset.

To determine the statistical significance of results, researchers compare calculated values with critical F-values. In this case, the P-value is extremely low at 0.00 (which means that there's a very significant difference between control and experimental groups). This underscores the significance of these observed differences. The ANOVA results serve as an important measure of how effective the intervention or treatment in question is. What's more, they yield valuable information about the diversity of pre-test and post- test scores among different groups. This

analysis helps researchers gauge the success of interventions and make inferences about what worked.

Table 5

Summary of ANOVA Results

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Control Group (Pre-Test)	20	729	36.45	229.31
Control Group (Post-Test)	20	756	37.8	236.17
Experimental Group (Pre-Test)	20	722	36.1	224.94
Experimental Group (Post-Test)	20	1078	53.9	231.7789474

Table 5 is a complete synopsis of the ANOVA results for control and experimental groups. Each column contains volumes for ‘Groups’, ‘Count’, ‘Sum’, and ‘Average’ (And ‘Variance’). The table shows the pre-test score vs. post-test scores of both control groups, each with a total of 20 participants. The “Sum” column indicates the total sum of scores for each group, and the “Average” column shows average score or mean. The “Variance” column shows the spread or dispersion of the scores within each group. To illustrate the idea: The pre-test sum for the control group was 729, average =36.45; variance = 229.31.; Likewise, the sum of post-test scores for those in the control group was 756. Average score: 37.8. Variance: 236.17 Pre-test sum for the experimental group was 722, average was 36.1 and variance was 249.94. Finally, the post-test score for the experimental group sums to 1078 (average=53.9; variance = 231.778947). As seen in Table 5, which provides a summary of major statistical indicators for comparison and analysis between groups scores, this enables readers to understand the ANOVA findings more thoroughly.

Discussion of Pre and Post Tests Results of Control and Experimental Groups

Comparing the pre-test with post- test results for both groups—control and experimental--shows marked improvements in language skills. According to the scores in Table 1, pre-test proficiency levels were only moderate. However, the post test scores of Tables 2 and show significant improvements across all areas. The difference between the pre-test and post- test scores in Table 3 still further confirms that this intervention was effective. Table 4 presents the results of an ANOVA that showed a clear difference between control and experimental groups, confirming the effectiveness of this intervention. As shown in the summary table (Table 5), distribution and variability of scores within each group. Collectively, these results highlight the importance and efficacy of this intervention in teaching students more language. This is particularly true for tailored instructional strategies to better address student learning needs.

Examination of the data from the pre and post tests given to subjects in experimental groups provided valuable results. For the quantitative data, techniques such as descriptive statistics and inferential analysis (including means, standard deviations and an ANOVA test) were employed to examine numerical information. Secondly, qualitative data from teacher feedback and participant comments were thematically coded. The comparison of pre-test and post-test evaluating results showed marked progress having been made by the experimental group following receipt of teacher feedback. The differences between the pre-test and post- test scores

showed an average improvement of 17.8 %. The ANOVA results confirmed even more clearly the existence of a statistically significant difference between control and experimental groups. These results support the effectiveness of teacher feedback at improving writing ability in ESL learners in Gujranwala. The study also underlines the need to develop and integrate highly specific feedback strategies into ESL writing instruction if improvements in students' writing capabilities are going to be more than cosmetic.

Looking at Table 6, it is obvious that in general the students regarded the feedback given them by their teachers as helpful for upgrading writing skills. But when asked about the quality of feedback, they said that it was very important to them in growing as writers. According to the findings, the students valued personalized and specific suggestions for improvement. Variation in their perceptions notwithstanding, the trend as a whole suggested that teacher feedback can improve student writing skills. These results thus point up the great value of constructive feedback and its importance in ESL writing instruction.

The analysis of the data produced some interesting results concerning how teacher feedback affects ESL learners' writing abilities. The results found that the experimental group, offered teacher feedback during instruction, had higher scores in their writing ability relative to previous test levels. Improvement in performance of the experimental group averaged 17.8 %. The ANOVA results provided additional justification for the fact that a statistically significant difference existed between control and experimental groups, which proved teacher feedback effective in improving writers' skills. These results further support the need for ESL writing instruction in Gujranwala to include specific feedback mechanisms as a way to help students achieve significant improvements in their own English-language writing skills. According to the research, feedback provided by teachers improved students' writing abilities in the experimental group. These results show how teacher feedback can help to improve the students' writing skills, and underscore the importance for ESL writing instruction of personalized and constructive feedback.

Conclusions

In sum, the results of analysis for data acquired through pre and post tests on ESL learners in Gujranwala with and without teacher feedback showed clear improvements in writing skills among members of experimental group. The analysis of the quantitative data showed an average improvement in only 17.8 % for the experimental group, while test results using ANOVA agreed completely with a statistically significant distinction between control and experimental groups. The qualitative analysis emphasized that ESL writing instruction requires a more focused approach to feedback. These results support that teacher feedback is effective in helping ESL learners to improve their writing skills. Teaching strategies which incorporates such approaches are needed for noticeable progress in students' abilities to write more effectively and naturally.

Therefore, in summing up the study of the potential role and effectiveness in improving ESL learners' writing skills through teacher feedback:

Recommendations

Given the results of this study, it is suggested that ESL writing instruction in Gujranwala should use targeted and constructive feedback strategies for teachers to reinforce students' writing skills. These findings also point up the importance of effective feedback practices aimed at real

improvements in writing ability and underline how valuable is teacher feedback, especially given Japan's ESL context.

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