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Teacher's Feedback and Its Influence on Writing Accuracy Among Kurdish EFL University Students

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Abstract

Teacher feedback is a critical component of language learning, particularly in fostering writing accuracy among English as a Foreign Language (EFL) learners. This study investigates the influence of teacher feedback on the writing accuracy of Kurdish EFL university students, with a focus on the specific types of feedback—content-focused, form-focused (grammar and mechanics), and metalinguistic—provided during writing instruction. Employing a mixed-methods research design, the study analyzes writing samples from 100 undergraduate EFL students enrolled in English language programs at Kurdish universities. Pre- and post-writing tasks, combined with qualitative data from student interviews and classroom observations, were used to evaluate the efficacy of feedback practices.

The findings reveal that targeted and explicit form-focused feedback significantly enhances grammatical accuracy and reduces error frequency, while content-focused feedback improves coherence and idea development in students' writing. The study also highlights the importance of feedback delivery methods, with a combination of written and oral feedback proving most effective in fostering long-term improvement. Student perceptions indicate that timely, detailed, and constructive feedback is highly valued, though the efficacy of feedback is mediated by individual learner variables, such as motivation and prior proficiency levels. This research provides empirical insights into the role of teacher feedback in developing writing accuracy among Kurdish EFL learners, addressing a gap in the literature on feedback practices in under-researched educational contexts. Practical implications are offered for EFL instructors, emphasizing the need for strategic feedback approaches that balance form and content and adapt to students' individual learning needs.

Keywords: Teacher Feedback, Writing Accuracy, EFL Learners, Kurdish University Students, Form-Focused Feedback, Content-Focused Feedback, Metalinguistic Feedback, Feedback Delivery Methods, Learner Perceptions, Language Proficiency Development