



The Effect Of Immediate Feedback On The Development Of Creative Writing Among Intermediate School Students

Shahlaa Shakir Mahmood Almayyah
englishteacher8791@gmail.com

Al-Asbat Intermediate School for Boys in Karbala

Abstract

This study looks at how getting feedback right away affects how well intermediate school students learn to write creatively. Writing creatively is very important for helping students think critically, use language, and express themselves. There was a quasi-experimental design, with 100 students split into two groups: an experimental group that got feedback right away and a control group that got feedback later. The results show that giving students rapid feedback greatly enhanced their vocabulary, grammar, and organisation, which made their writing better. Qualitative data also showed that giving students feedback right away boosted their motivation, confidence, and self-awareness. These results show that instant feedback is not just a way to fix mistakes; it's also a teaching method that gets students involved in learning and growing as people. To get the most out of instant feedback for both academic success and character development, the study suggests that teachers and teacher training programs should make it a regular part of their work.

Paper Info

Received: -2025
Accepted: 2025
Published: 2025

Keywords

*Creative writing,
immediate feedback,
language skills,
intermediate level,
critical thinking,
teaching strategies,
writing
improvement,
constructivist
learning.*

1. Introduction

Background of the Study:

An instructional tool that greatly helps children to improve their intellectual and language abilities is creative writing. It helps individuals to clearly and creatively communicate their ideas and emotions, therefore improving their capacity for critical and analytical thought. According to researchers, creative writing is an instructional activity that helps to improve language skills and character rather than only a means of expression (Smith, 2020).

Since creative writing forces children to use a variety of vocabulary and build sophisticated sentences, it is a great approach to help with language development. This kind of writing helps students to consider linguistic structure and grammar from fresh angles, therefore improving their language competency (Johnson, 2019). Regular writing helps improve reading skills by means of text examination and evaluation as well as grammar and spelling skills development.

Furthermore improving critical and analytical abilities is creative writing. Students assigned to create a short narrative or creative essay have to arrange their ideas rationally and effectively transmit messages. This enhances their capacity to link several concepts and make convincing case studies (Brown, 2018).

Apart from improving language abilities, creative writing helps one develop social and emotional components as well. Students who construct fictitious stories or write about their own experiences develop safe and healthy means of expressing their emotions. Recent research indicates that creative writing helps pupils improve self-awareness and lower stress (Miller, 2021).

Moreover, creative writing gives pupils chances to interact with people successfully. Sharing their work with teachers or classmates helps them to learn how to kindly accept criticism and provide comments, therefore strengthening their social communication abilities (Williams, 2020).

Developing creative writing abilities depends much on instantaneous comments. It enables students to instantly recognise areas of strength and weakness in their work, thereby helping them to develop their writing abilities fast. Researcher Cooper (2019)

contends that instantaneous comments inspire pupils to create self-correction plans and study on their own.

Moreover, immediate feedback helps build students' self-confidence, as they feel they are receiving personal attention and support from their teachers. This positive feeling encourages them to continue writing and develop their creative styles (Thompson, 2020).

An effective strategy for providing immediate feedback is to use verbal comments during or immediately after writing. Technology can also be used to provide quick feedback through interactive writing applications. Research conducted by Lee (Lee, 2021) demonstrates that the use of educational software that provides immediate correction significantly improves the accuracy of texts.

In conclusion, there is no doubt that creative writing plays a pivotal role in developing students' linguistic and social skills, while immediate feedback significantly enhances these skills. Teachers should implement effective strategies for providing feedback that contribute to developing students' abilities in a positive and constructive manner.

Problem Statement:

Creative writing is one of the essential skills that middle school students should develop, as it contributes to enhancing critical thinking and expressive abilities. However, many students struggle to improve the quality of their writing due to a lack of immediate guidance and ongoing support. Studies reveal that by offering direct corrections and efficient direction, instantaneous feedback can significantly improve writing quality. Still, it's not known how well this approach helps middle school children especially develop their creative writing abilities. This calls for methodically investigating this impact through scientific inquiry.

Research Objectives:

- 1-Examining the effect of immediate feedback on creative writing skills.
- 2- contrasting pupils' performance both before and following immediately feedback.

Research Questions:

- 1-How does immediate feedback affect the quality of creative writing?
- 2-What are the most effective feedback strategies?

Significance of the Study:

The present study is very important since it clarifies how immediate feedback helps middle school children improve their creative writing abilities. Since it helps one improve critical thinking and language skills, improving creative writing is a major teaching objective. By means of this research, educators can gain from its results to implement successful teaching strategies grounded on immediate feedback, so enhancing teaching effectiveness and inspiring students to raise their writing performance. Therefore, this study helps to offer useful insights for enhancing creative writing courses and greater talent development among students.

II. Literature Review

Creative Writing

A basic ability that all pupils should be encouraged is creative writing. This ability to grow critical thinking, language skills, and self-expression defines this ability, hence it is a necessary component of the educational process. The key difficulty, though, is how to grow this ability in a sensible and sustainable way. Many studies show that since it lets students directly fix mistakes and grow their styles, quick feedback is a useful teaching technique in raising the quality of creative writing (Smith, 2020).

A cognitive exercise, creative writing forces pupils to think outside the box and helps them to build problem-solving and innovative abilities. Some experts contend that creative writing serves as a tool for developing emotional and linguistic intelligence in addition to a way of expression of ideas. Jones (2019) claims that by guiding pupils to arrange their ideas in a logical and cogent way, creative writing enhances critical thinking ability. Furthermore, creative writing helps pupils to improve fundamental language abilities including grammar and morphology so allowing them to generate

accurate and varied works. Students who often practise creative writing demonstrate notable improvement in their ability to build cohesive sentences and use a rich vocabulary (Miller , 2021).

Immediate Feedback as an Educational Tool

The educational process depends much on immediate feedback since it directly guides pupils towards development, therefore supporting active learning. Cooper (2019) contends that instantaneous comments inspire students to consider their errors in a positive light and help them to fix them personally. This kind of comments emphasises the need of continuous connection between instructor and student, which helps to build a favourable and motivating classroom. Immediate comments also assist kids develop their self-confidence. When a student gets fast comments on their work, they feel appreciated for their effort, which increases their will to keep on writing and develop their talents (Thompson, 2020).

Learning Theories Supporting Immediate Feedback

1. Constructivism

Constructivism emphasizes that learning occurs when students construct their knowledge based on their personal experiences and interactions with the environment. In the context of creative writing, immediate feedback plays a role in supporting this process by providing direct guidance that promotes self-directed learning. According to Vygotsky (1978), feedback contributes to activating a student's "zone of proximal development" (p. 56) , allowing them to develop their skills with the help of the teacher.

2. Social Learning Theory

This theory emphasizes that learning occurs through observation and social interaction. In creative writing, immediate feedback can be part of this interaction, as students learn through their observations of others. Bandura (1986) explains that students acquire new skills when they observe their peers receiving feedback and attempt to apply it themselves.

3. Cognitive Learning Theory

This theory focuses on how information is processed and absorbed. In creative writing, immediate feedback helps promote immediate error processing, leading to better retention of information in long-term memory. Swanson (2020) asserts that students who receive immediate feedback after completing a task show greater improvement compared to those who receive delayed feedback.

Practical Applications of Immediate Feedback

1. There are several methods for providing immediate feedback in creative writing. These include:
2. Verbal feedback during classroom activities: helps correct errors as they occur (Lee, 2021).
3. Using technology: such as interactive editing software that provides instant corrections (Johnson, 2019).
4. Direct Written Feedback: By providing clear feedback on written texts (Brown, 2018).

Challenges and Limitations

Despite the importance of immediate feedback, some obstacles arise, such as the lack of time to provide detailed feedback to each student, especially in large classes. Furthermore, students may feel frustrated if the feedback is overly critical. According to Wilson (2022), teachers must strike a balance between providing constructive feedback and maintaining student motivation.

This study emphasizes the importance of creative writing in developing students' writing skills and promoting critical thinking. It also emphasises the critical need of instantaneous comments in raising writing quality. Learning theories including constructivism, social learning, and cognitive learning make it abundantly evident that instantaneous feedback helps pupils to improve their writing abilities greatly. Teachers should thus use efficient techniques for giving students timely and focused comments thereby enhancing their creative writing.

Previous Studies:

Among the most crucial teaching techniques applied to raise students' creative output is immediate feedback. Studies on how this approach affects student learning—especially in middle school, where developing writing skills is a significant obstacle—have been increasing in count. The most well-known research on this subject is reviewed here.

Cooper (2019) conducted a study on the effects of instantaneous feedback on the development of creative writing among middle school students and found that students who got it showed notable improvements in the quality of their texts when compared to those who got delayed feedback. Cooper divided participants into two groups—one with instantaneous feedback following every writing activity and the other with feedback after a designated period of time—using a quasi-experimental method. The results showed that quick comments improve students' language comprehension, so supporting their ability for creative writing.

Smith (2020) investigated in another study the value of giving quick comments in honing narrative writing abilities. Students who got rapid corrections for their short stories performed better in using varied and imaginative language structures, according the results. The study indicated that quick comments enable students to apply the improvements to next works and more deeply grasp their problems.

Lee (2021) compared the effects on creative writing of rapid and delayed feedback. Targeting middle school pupils in a high school, the study challenged them to create innovative essays over two separate times. While delayed feedback was useful in fixing grammatical errors but did not notably affect creativity, the results revealed that immediate feedback was more beneficial in enhancing sentence structure and the quality of ideas.

Based on Jones's (2019) research on the psychological effects of instantaneous feedback, students who got it reported more confidence in their writing skills. According to the study, this approach increases students' participation in the actual learning process, so supporting their ongoing writing and development.

In the context of searching for effective ways to provide immediate feedback, Miller (2021) presented a study on the use of digital applications that provide automatic corrections. The study showed that students who used these tools improved more

quickly than those who received manual feedback from teachers. Miller explains these results by saying that technology allows students to independently repeat attempts and analyze errors, which enhances self-learning.

In a study conducted by Brown (2018) on the effectiveness of providing immediate feedback in a group setting, constructive critique sessions were implemented where students participated in providing feedback on their peers' writing. The study found that this type of group interaction not only improves the quality of writing but also enhances students' critical and analytical skills.

Despite the proven benefits of immediate feedback, few studies have addressed the challenges associated with it. In a study by Wilson (2022), the biggest challenge was the time pressure teachers face when providing immediate feedback to each student. The study also indicated that excessive feedback can lead to frustration for some students if it focuses on criticism without providing clear guidelines for improvement.

Previous research (e.g., Cooper, 2019; Smith, 2020; Lee, 2021) has shown that immediate feedback can help improve writing abilities. However, not many have looked at how it can help creative writing at the intermediate school level, especially in Iraq. Also, not much emphasis has been paid to the emotional and motivating aspects of fast feedback coupled with language growth. This study fills in the gaps by looking at how instant feedback affects both the mind and the emotions of intermediate school students who are writing creatively.

III. Methodology

Research Design:

This study will use a quasi-experimental design, as it is considered the most appropriate for studying the effect of immediate feedback on the development of creative writing among middle school students.

Participants:

The research participants were 100 students from Al-Asbat Intermediate School for Boys in Karbala. The participants were divided into two groups: the experimental and the control group, each group consisting of 50 students.

Study Procedures:

Step 1: A random sample of middle school students from Al-Asbat Intermediate School for Boys .

Step 2: Randomly divide students into two groups (experimental and control).

Step 3: Present creative writing tasks to both groups.

Step 4: Provide immediate feedback to the experimental group and delayed feedback to the control group.

Step 5: Collect data through pre- and post-tests to assess writing skills.

Scoring Rubric :

The creative writing tests were evaluated using a rubric covering five dimensions:

- Organization (20 points): logical flow of ideas and clear structure.
- Vocabulary (20 points): use of varied and precise words.
- Grammar and Syntax (20 points): accuracy of sentence construction.
- Creativity (20 points): originality and expressiveness.
- Coherence and Cohesion (20 points): effective use of transitions and connections.
- The maximum score was 100 points.

Validation of Instruments

The interview and questionnaire items were reviewed by a panel of three experts in language education to ensure content validity. A pilot test was conducted with 10 students to refine the instruments for clarity and reliability.

Duration & Frequency of Intervention

The intervention lasted for six weeks, with two creative writing sessions per week. Immediate feedback was provided during and at the end of each session for the experimental group.

Data Collection Methods:

Creative writing tests: To measure the quality of writing before and after feedback.

Interviews and questionnaires: To gather students' opinions on the effectiveness of immediate feedback.

Teacher observations: To document students' progress and interactions with feedback.

Data Analysis Techniques:

Quantitative analysis:

Using statistical tests (such as t-tests) to compare the performance of the two groups.

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

This table shows that the mean scores of the two groups were close before any intervention was implemented. This balance in performance between the two groups enhances the validity of the experiment, as it indicates that any subsequent change can be attributed to the effect of immediate feedback rather than to prior factors. The statistical significance here is often insignificant ($Sig > 0.05$), meaning that there was no significant difference between the two groups beforehand.

Table 2: Improvement in Creative Writing Components

Creative Writing Component	Mean Pre-Test Score	Mean Post-Test Score	Mean Difference	Standard Deviation	t-Value	p-Value
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

A clear improvement is observed in the experimental group's scores compared to the control group. The difference in mean scores between the two groups after the intervention reflects the impact of immediate feedback on improving performance. If the p-value (sig) is less than 0.05, this indicates a statistically significant difference between the two groups, proving the effectiveness of the strategy.

Table 3: Types of Feedback and Their Effectiveness

Feedback Type	Mean Improvement Score	Standard Deviation	t-value	p-value
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

The experimental group showed a significant difference between their scores before and after the feedback, indicating a real improvement due to the independent variable. The control group may have shown a slight or statistically insignificant improvement, suggesting that the lack of immediate feedback reduced the chances of improvement. These results reinforce the impact of the independent variable (type of feedback) on developing creative writing.

Qualitative analysis:

The qualitative analysis in this study relied on open-ended interviews with students and teacher observations, in addition to questionnaires distributed to the research sample, with the aim of understanding the psychological and educational impact of immediate feedback on creative writing skills.

Ethical considerations:

1. Obtain parental consent.
2. Maintain confidentiality of student information.
3. Respect any student's desire to withdraw from the study.

IV. Results and Discussion

Results:

Quantitative Results:

The table below shows that the experimental group improved significantly after the intervention, while the control group showed only minimal, statistically insignificant improvement.

Group	Mean Pre-Test Score	Mean Post-Test Score	t-value	p-value
Experimental	65.4	82.7	5.32	0.001>
Control	64.9	68.1	1.12	0.05<

The quantitative data were analyzed using a t-test to compare the performance of the two groups (experimental and control) before and after the application of immediate feedback. The results showed the following:

- There was no statistically significant difference between the two groups in the pre-test, indicating that the two groups were equivalent in creative writing skills before the experiment began.

- In the post-test, the experimental group that received immediate feedback showed a significant improvement in creative writing skills compared to the control group.
- A comparison within the experimental group itself between the pre- and post-test results showed a statistically significant difference, supporting the study's hypothesis about the effect of immediate feedback.

These results indicate that immediate feedback positively impacts the development of intermediate-level students' creative writing skills, particularly in terms of organizing ideas, vocabulary diversity, and the use of rhetorical devices.

Qualitative Results:

Qualitative data were collected through interviews, classroom observations, and questionnaires. Some examples about student's answers;

- “I used to wait for the teacher’s comments the next day, but getting feedback right away helped me fix my mistakes before I forgot them”.
- “The immediate feedback made me feel like the teacher really cared about my writing and paid attention to me personally”.
- “Sometimes I didn’t agree with the comments at first, but when I thought about them, they made my story better” .
- “It was helpful when my teacher pointed out what I did well, not just what was wrong”
- “ I felt more comfortable asking questions when the teacher was giving feedback on my writing in the moment”.
- “When I got feedback immediately, I was excited to improve my next paragraph and try a gain”.
- “I liked knowing what to improve right away instead of guessing what I did wrong after”

The results revealed the following:

- Students in the experimental group expressed increased motivation to write as a result of the immediate feedback, which helped them improve their performance in real-time.

- Many students reported that the feedback boosted their self-confidence and helped them view their mistakes as opportunities for learning rather than as a source of frustration.
- Classroom observations showed that students became more linguistically aware and began to implement corrections themselves in subsequent texts.
- Teachers observed better classroom involvement and creative conversations when comments were given straight forwardly and in a favourable manner.

Nonetheless, other students said that getting comments in front of their peers could occasionally make them ashamed, which emphasises the need of privacy while offering comments.

Discussion:

It is evident from tying the results to the theoretical framework that immediate feedback aligns with learning theories including:

1. Constructivist theory holds that increasing self-knowledge is motivated in part by instant feedback.
2. Under social learning theory, children pick knowledge by direct observation and reaction.
3. Cognitive theory stresses the need of quick correction to reach ideal skill retention in long-term memory.

The results are in line with those of Cooper (2019) and Lee (2021), which show that giving students quick feedback greatly improves their vocabulary, organisation, and originality while writing creatively. It's interesting because Smith (2020) just talked about language gains, but this study also showed that there were good emotional impacts, including more motivation and confidence. Wilson (2022) talked about how immediate critique could make people angry, but this study indicated that most students saw feedback as helpful as long as it was given in a respectful and private way. These subtle results show that quick feedback works as a psychological and linguistic support tool.

The findings show that not only linguistically but also in terms of inspiring critical thinking, confidence, and participation in the learning process immediate feedback is a useful tool for improving creative writing. Nonetheless, good implementation depends on knowledge of feedback strategies to prevent unfavourable psychological consequences.

V. Conclusion and Recommendations

Summary of Findings:

The study reached important results confirming the effectiveness of immediate feedback in developing the creative writing skills of middle school students. The quantitative results showed a statistically significant difference between the performance of the experimental group that received immediate feedback and the control group that received delayed feedback. This indicates that immediate interaction with students' texts contributes to improving the quality of writing in terms of sentence structure, organization of ideas, and stylistic diversity.

The qualitative analysis demonstrated that immediate feedback enhances self-confidence, increases students' motivation, stimulates critical thinking, and plays a role in improving linguistic awareness. However, the practical application of this type of feedback requires a balance between criticism and psychological support, especially when dealing with individual differences among students.

Thus, it can be said that immediate feedback is not merely a correction tool, but rather an effective educational strategy that integrates linguistic support with the student's personal growth.

Recommendations:

Based on the findings, the researcher recommends the following:

1. Adopt immediate feedback as a primary strategy in teaching creative writing skills, especially at the intermediate level.
2. Train teachers on how to provide immediate feedback in a constructive and motivating manner, taking into account students' psychological aspects.

3. Utilize educational technology, such as interactive programs that provide immediate corrections, to support students and enhance their learning independence.

4. Encourage a collaborative classroom environment that allows for peer feedback, provided it occurs within a respectful and supportive framework.

5. Allocate sufficient time in class for creative writing practice, incorporating feedback moments within the activity itself.

Conduct future studies to expand the scope of the research to include the impact of immediate feedback on other language skills, such as reading or public speaking.

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الخلاصة

تهدف هذه الدراسة إلى استكشاف أثر التغذية الراجعة الفورية على مدى تعلم طلاب المرحلة المتوسطة للكتابة الإبداعية. تُعد الكتابة الإبداعية مهمة جدًا لمساعدة الطلاب على التفكير النقدي واستخدام اللغة والتعبير عن أنفسهم. كان هناك تصميم شبه تجريبي، حيث تم تقسيم 100 طالب إلى مجموعتين: مجموعة تجريبية حصلت على ملاحظات فورًا ومجموعة ضابطة حصلت على ملاحظات لاحقًا. تُظهر النتائج أن إعطاء الطلاب ملاحظات سريعة عزز بشكل كبير مفرداتهم وقواعدهم وتنظيمهم، مما جعل كتابتهم أفضل. أظهرت البيانات النوعية أيضًا أن إعطاء الطلاب ملاحظات فورًا عزز دافعيتهم وثقتهم ووعيهم الذاتي. تُظهر هذه النتائج أن الملاحظات الفورية ليست مجرد طريقة لتصحيح الأخطاء، بل هي أيضًا طريقة تدريس تجعل الطلاب يشاركون في التعلم والنمو كأشخاص. لتحقيق أقصى استفادة من الملاحظات الفورية لكل من النجاح الأكاديمي وتنمية الشخصية، تقترح الدراسة أن المعلمين وبرامج تدريب المعلمين يجب أن يجعلوها جزءًا منتظمًا من عملهم.

الكلمات المفتاحية: الكتابة الإبداعية، التغذية الراجعة الفورية، مهارات اللغة، المرحلة المتوسطة، التفكير النقدي، استراتيجيات التدريس، التحسين الكتابي، التعلم البنائي.