

## Writing Proficiency Development Negotiation-based Feedback vs. Non-Negotiation-Based Feedback

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### **Abstract**

Writing serves as a must in academic settings, hence its academic significance. Improving writing proficiency is of high importance in the mastery of academic objectives. It is believed that spending a fair amount of time and effort thinking about how to respond to students in return for their feedback could be a worthwhile time investment to improve writing proficiency. In addition, negotiation in feedback seems to provide learners with more time to attend to their errors and process their feedback effectively. The present study is an attempt to investigate the potential role on negotiation-based feedback versus non-negotiation based –feedback in response to learners' written errors among Iranian EFL learners. To achieve this end, 50 students at upper and lower intermediate levels were randomly chosen from the English population of KISH English Institute. A close examination of the results manifested that negotiation-based feedback is of positive effect on L2 learners' writing proficiency. It also indicated that the higher the proficiency level of the learners, the more they would benefit from negotiation-based feedback.