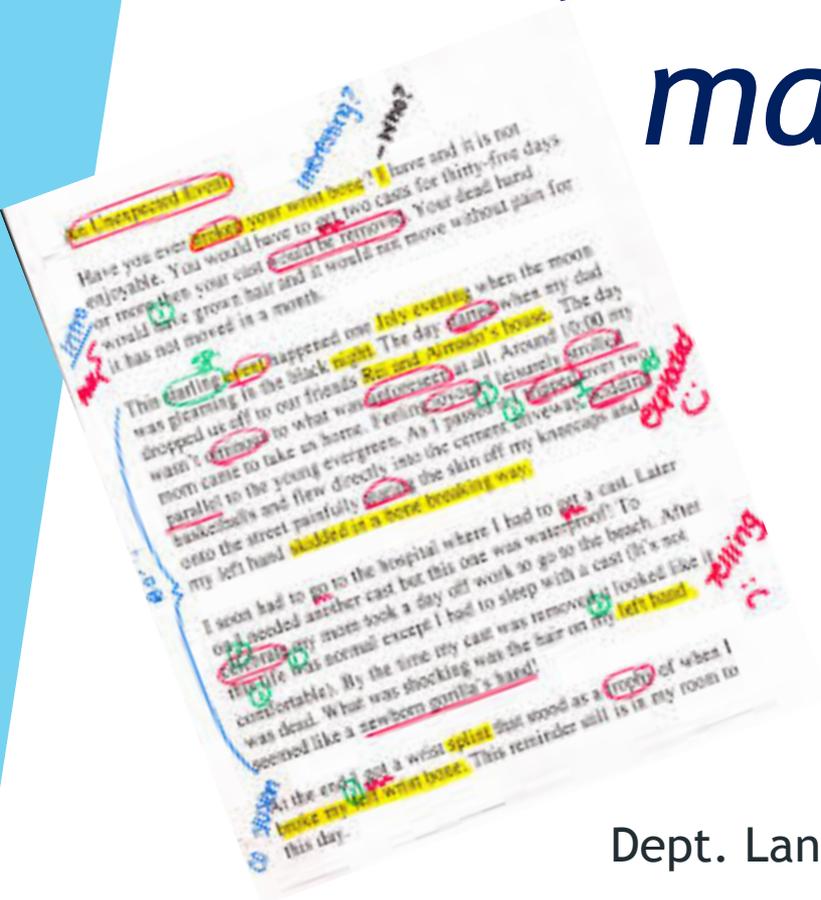


# Does feedback really matter?



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**selective**

**Don't!**

**Do!**

**Comprehensive  
fb**



**overt  
correction**

**formative**

**summative**

**Ask  
questions**

# Truscott (1996) - *feedback is harmful*

*teachers can't provide adequate and consistent feedback*

*learners don't know how to make use of feedback*

*corrective feedback overlooks interlanguage development*

*one form of corrective feedback is not effective*

Truscott (1996) in *The case against grammar correction in L2 writing classes*

# Ferris (1999) - *feedback is helpful*

Let us not rely on **inadequate evidence** to make important pedagogical decisions. Instead, let us keep our own **experiences and intuitions** in mind, **listen to our students**, and consider their **needs** in deciding **if, when, and how** to provide error feedback and correction to L2 student writers.

Today..?



*Feedback is useful but ...*

different types - different effects

longterm - shortterm



# Our problem..?

comprehensive fb

indirect, meta-linguistic fb

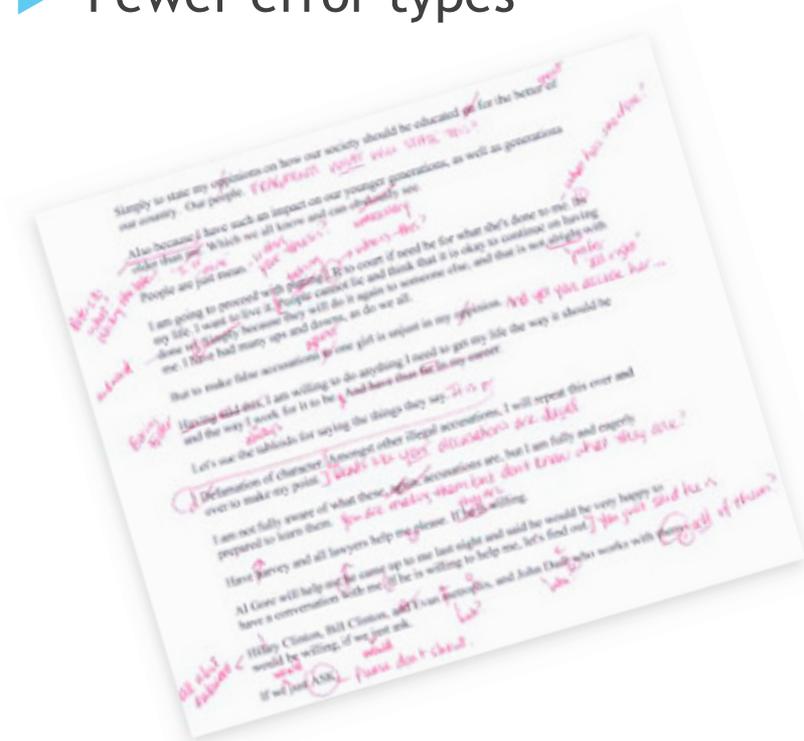
recurring errors



# What is ..?

## Selective WCF

- ▶ Focused feedback
- ▶ Fewer error types



## Comprehensive WCF

- ▶ Unfocused feedback
- ▶ All error types



# When I grown up I wants to be photografe I think.

	Direct WCF	Indirect WCF
Non-metalinguistic located	<p style="text-align: center;"><b>grow</b>      <b>want</b></p> <p>When I grown up I wants to be <b>a photographer</b>, photografe I think.</p>	<p>When I grown up I wants to be photografe I think.</p> <p><b>Marginal comment:</b> “There are several mistakes here - check”</p>
Meta-linguistic located	<p style="text-align: center;"><b>(1)</b>                      <b>(2)</b></p> <p><u>When I grown up</u> I wants to be</p> <p style="text-align: center;"><b>(3)</b>                      <b>(4)</b></p> <p>– photografe I think.</p> <p>(1) you should use the present tense verb form <i>grow</i> because this refers to the future in a temporal clause (underlined)</p> <p>(2) The subject <i>I</i> has to agree in form with the verb <i>want</i></p> <p>(3) You need the indefinite article ‘a’ before the noun referring to a job</p> <p>(4) This noun is <i>photographer</i> in English</p>	<p>When I grown up I wants to be photografe I think.</p> <p><b>Marginal comment:</b> “Check verb tense, concord, indefinite article usage and noun form”.</p> <p>Or <b>coded:</b></p> <p>”V tense, C, indef art, N errors”</p>

# What was the INTENT of the feedback?

- ▶ questions or suggestions on the content
- ▶ comments on *grammar/mechanics*
- ▶ providing encouragement

# What linguistic FORM was used?

- ▶ Statements *You need to use 3<sup>rd</sup> pers. singular here.*
- ▶ Questions *Which verb form is needed here?*
- ▶ Imperatives *Use 3<sup>rd</sup> pers. singular here!*
- ▶ Exclamations *Good use of verb form!*

# Research questions:

- ▶ Does writing improve after feedback?
- ▶ Does improvement apply to **all** feedback areas?
- ▶ Is there a relation between **type, form & intent** of feedback and improvement?



# The set up - teacher feedback

- ▶ comprehensive feedback
- ▶ positive & corrective fb
- ▶ online marginal comments = located
- ▶ indirect: metalinguistic
- ▶ direct: delete/insert OR colour codes

# The set up - peer response



# Procedure

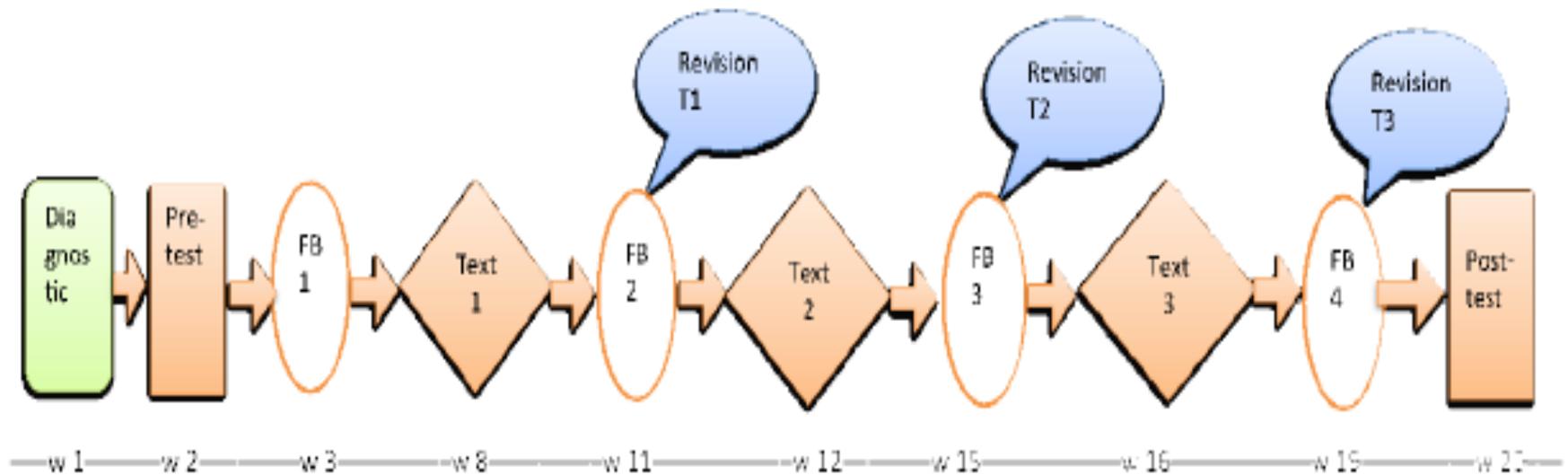


Figure 2. Procedure: collection of material during the autumn 2012

# Analysis of target areas

Category	Content
TEXT structure	paragraph structure, summary format and main content coverage
VERB mastery	subject–verb agreement, tense/aspect usage, verb form (regular vs. irregular form; verb + infinitive/gerund/bare infinitive)
SENTENCE structure	coordination/subordination, word order
OTHER areas	spelling, vocabulary, article usage, punctuation etc

# Improved areas?

## Most improvement

### Text structure:

- ▶ summary format
- ▶ content

### Sentence structure

- ▶ Coord/subord
- ▶ Word order

## Least improvement

### ▶ Verb mastery

- ▶ concord
- ▶ tense

### ‘Other’ area increased

- ▶ vocabulary choice
- ▶ spelling

Too much feedback to take in?

# Students who improved:

- ▶ more fb in practice texts
- ▶ even balance DIRECT - INDIRECT fb
- ▶ more comments on grammar/mechanics
- ▶ more positive comments (format, content)
- ▶ fewer questions - more statements

## Pedagogical suggestions:

- balance direct & indirect fb
- direct **with** metalinguistic comments
- use statements rather than questions
- selective fb with variation

### shortterm

- ▶ direct WCF for immediate revision and rule-based errors
- ▶ direct WCF better for low achievers

### longterm

- ▶ indirect WCF for lasting effect
- ▶ indirect WCF better for cognitive engagement

# RESULT?

- ▶ selective fb *verb mastery, sentence str, text str*
- ▶ don't avoid direct correction
- ▶ questions used carefully
- ▶ set shortterm and longterm goals
- ▶ new programme course on feedback

More research needed...



# **YOUR FEEDBACK MATTERS**

*Thank you!*

# Further reading (tips)

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