

# МЕТОДИКА ПРЕПОДАВАНИЯ ВОСТОЧНОСЛАВЯНСКИХ И ЗАПАДНОЕВРОПЕЙСКИХ ЯЗЫКОВ КАК ИНОСТРАННЫХ

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## THE EFFICIENCY OF FEEDBACK ON IMPROVING EFL LEARNERS' WRITING SKILL

*This paper attempts to investigate students' perceptions about efficiency of written assignment feedback and preferred correcting approaches. Effective feedback has often been identified as a compass in learning and teaching performance. Twenty-three English as Foreign Language (EFL) learners have participated in the study. Result showed that most of the students do read teacher's feedback and correct mistakes accordingly. Majority of participants stated that feedback motivated them to improve their writing while few students could not correct their mistakes due to indirect feedback correction approach.*

**Keywords:** direct, indirect feedback correction, student perception.

*В статье предпринимается попытка исследовать представления студентов об эффективности письменной обратной связи по заданию и предпочитаемых подходах к исправлению. Эффективная обратная связь часто определяется как компас в обучении и преподавании. В исследовании приняли участие 23 человека, изучающих английский язык как иностранный (EFL). Результат показал, что большинство обучаемых читают отзывы преподавателей и исправляют ошибки. Большинство участников заявили, что обратная связь побудила их улучшить свое письмо, в то время как несколько студентов не смогли исправить свои ошибки из-за косвенного использования обратной связи.*

**Ключевые слова:** прямая, косвенная коррекция обратной связи, восприятие ученика.

**Introduction and Literature review.** Previous studies have shown that providing EFL learners who have lower level of language proficiency with cor-

rective feedback has an increased efficiency in learning performance [1]. Writing has been identified one of the most essential and challenging skill to acquire for non-native learners [2]. According to [3] writing entails language skills such as planning, organizing, spelling, vocabulary, and mechanics of writing. [4] suggested to investigate various types of feedback and their effects on student's writing and error correction. Teaching students to write with coherence, an appropriate grammar, structure and an acceptable spelling are very important for students to write efficiently. A writing is a skill that could acquire by continuous practice, thus teachers should always motivate students to write through adapting new techniques and approaches in teaching of writing skill. This study aimed to find out effectiveness of feedback and students' perception regarding to their English course.

According to the previous studies, the written feedback is the quite favourable method that students benefit the most. Feedback can be defined as giving comments on students' writing assignments in terms of language complexity in spelling, vocabulary and grammatical structure. More often reader responses the comments about the writing and the writer enhance her or his writing accuracy [5]. Moreover, students need to be provided with effective feedback that is focused, clear, applicable and encouraging [6]. There have been numerous studies about error feedback, error correction, effectiveness of feedback for the last two decades. However not all studies were positive about providing feedback for students' writing. [7] came up with issue about grammatical feedback that he stated it should be removed as there is no convincing evidence that feedback improves the accuracy of learners' writing skill.

On the other hand, most of the researchers and reviewers reveal that there is a positive effect on writing feedback. [8] found that feedback improves the students' accuracy in writing. [9] suggested that learners need to get additional and distinctive feedback from their teachers in order to make up their deficits and develop their writing skill. Following [10] clarified that teachers use direct and indirect feedback. In direct feedback teacher corrects students' every mistake and provides correct answers, conversely in indirect feedback instructor asks learner to correct mistakes by themselves as the indications such as underlines the mistakes, takes note in student's paper or provides codes.

**Research question.** Whilst the concept about giving feedback for students' writing has been highly controversial among researchers and experts in linguistic acquisition in terms of its positive role in improving learners' writing accuracy. Under those circumstances, this study attempts to answer the following questions: Do students often read written feedback and correct their mistakes? To what extent does the written feedback help to improve learners' writing skill?

**Methodology.** The study attempts to investigate efficiency of writing feedback on improving students' writing accuracy. The questionnaire consists of three parts: personal data such as gender, age, education background, language skill, entrance exam score in English; open-ended questions about current English subject and open-ended questions about subject satisfaction. The questionnaire was distributed to the participants during the class. As a data analysis tool, IBM SPSS 24 program was utilized to examine the quantitative research data, visualize it and draw insights.

The present study carried out with 23 sophomore engineering students in Mongolian University of Science and Technology (MUST). The participants were majoring in architecture in a Duo Program (2 years in MUST, 2 years in Japanese University) as they were learning English and Japanese languages at the same time. The course was a compulsory subject that met three times a week with each class having 90 minutes.

**Results.** Twenty-three sophomore students (15female, 8male) were administered a questionnaire. The ages of participants ranged between 18 to 20 years old. Students were taking English course in the second semester in a university. They all have an experience of learning English more than five years most of them starting from elementary school.

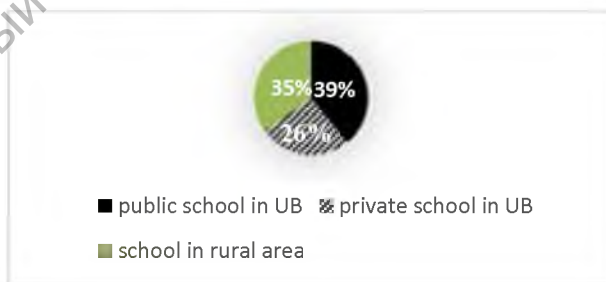
### Demographics

**Table 1. Gender Distribution of Participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	34.8	34.8	34.8
	Female	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

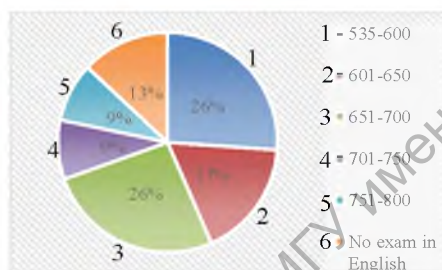
Table 1 shows participants' gender that majority of participants (65%) were female while eight were (35%) male students.

**Graph 1. Participants' finished high school**



Graph 1 represents that most of students (9) finished public school, fewer (8) students were from rural area and the least students finished private school in the city. Regarding to the university English entrance exam score, participants' mean score ranges from 637 to 773. The top score that exam takers can get is 800 points for all higher education institutions so that participants' score for English language was comparatively high.

**Graph 2. Participants' score in English for the university entrance exam**

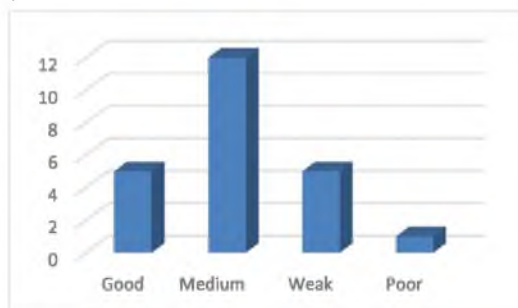


Note: 3 participants didn't take an entrance exam in English due to participants' exam selection.

The finding of the graph 2 indicates that even many participants 8 (35%) finished their high school in rural area, their language proficiency was relatively high as it ranges from 540 to 652.

In graph 3, participants determined their English language proficiency by themselves. Out of 23 students only 5 responded their English is "Good", 12 responded "Medium", while 5 students responded "Weak" even 1 student responded as "Poor".

**Graph 3. Participants' self-evaluation of English language proficiency**



**Table 2. Did students' writing skill improve due to writing feedback?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	73.9	73.9	26.1
	No	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

In table 2, most respondents 17 (74%) answered that their writing skill improved, though 6 (26%) responded that their skill didn't improve.

**Table 3. Responses on written feedback**

Questions about written feedback	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Does teacher's feedback generally help to improve students' writing skill?</b>				
Yes	19	17.4	17.4	17.4
No	4	82.6	82.6	100.0
Total	23	100.0	100.0	
<b>Do you often read teacher's written feedback?</b>				
Always read	17	26.1	26.1	26.1
Sometimes read	6	73.9	73.9	100.0
Total	23	100.0	100.0	
<b>Do you make the same mistake after being provided with feedback?</b>				
Yes	6	26.1	26.1	69.6
Sometimes	16	69.6	69.6	73.9
Almost not	1	4.3	4.3	100.0
Total				

Table 3 shows that most participants responded positively about feedback and agreed that feedback helps students to improve writing skill. However most of the students responded that they make the same mistakes after being provided with feedback. They explained it because they can not correct mistakes by themselves, careless and sometimes they forget to correct.

**Table 4. English course satisfaction**

Responses	Frequency	Percent	Reasons
Satisfied	14	60.9	<ul style="list-style-type: none"> <li>• My writing improved when teacher first introduced writing process, did exercises then started writing, which were helpful and easy.</li> <li>• Teacher applies different teaching approaches.</li> <li>• Teacher motivates students well and push students to work hard.</li> <li>• Teacher teaches lesson well and treat lesson from her heart.</li> </ul>

Responses	Frequency	Percent	Reasons
Moderately satisfied	7	30.4	<ul style="list-style-type: none"> <li>• Classes are taught for many hours but not efficient.</li> </ul>
Not satisfied	2	8.7	<ul style="list-style-type: none"> <li>• If I do not try, I cannot improve my English.</li> <li>• Not enough textbook supply.</li> <li>• Have lower level of English language so left behind of classmates.</li> <li>• I could not focus on English 100% because I should focus on more in other subjects.</li> <li>• Teacher needs to focus on describing grammar more.</li> <li>• Teacher ought to work close with each student and correct every single mistake.</li> </ul>

Table 4 revealed both positive and negative comments about teacher's writing feedback. The responses of the participants indicated that most participants 14 (61%) are satisfied with feedback due to teaching methods and approaches while other students feel moderately or even not satisfied as they encountered a problem correcting teacher's feedback, textbook supply and low fundamental knowledge of the target language.

**Conclusion and Discussion.** This study has shown that students seem positive about receiving writing feedback for the assignments. Results showed that students utilized direct feedback more consistently and effectively than indirect type. When teacher corrected every mistakes and provided all the correct answers, students felt satisfied on the contrary when indirect feedback was given some students didn't correct mistakes. However, providing the direct feedback for students' work teacher might misinterpret student's meaning and idea of his or her content of the writing. Most of the students found the feedback is effective for their writing accuracy and their writing has improved significantly.

According to the result of current study, providing writing feedback for learners' assignment is often advisable that is consistent with studies of [9] and [11]. On the other hand, there are efficiencies of correcting learners' writing as students often read teachers' corrections and follow the guidance that is converses studies of [7] and [12]. Since students are expected to receiving feedback about their writing assignments from their teachers, they need to provide them with effective feedback promptly as students are still remind their work clear and precisely. Teachers should be aware of the importance of providing effective feedback for EFL learners and good feedback is the clue to improve students' writing skill. Also learners' pre and post writing

ability must be considered to investigate students' learning progress. Indirect corrections are more preferable as encourages learners' independent learning ability. Moreover, teachers writing feedback needs to consider about learners' improvement not grading.

Furthermore, in order to improve the quality of feedback teachers ought to learn more about various approaches of providing feedback that could access students' writing skill from different perspectives.

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