

Improving students' writing skills using different ways of giving feedback



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Different types of feedback on writing

Self-assessment

Positive effect on students' **autonomy** and **self-regulation** (Andrade, Du & Mycek, 2010; Fahimi & Rahimi, 2015)

Peer-feedback

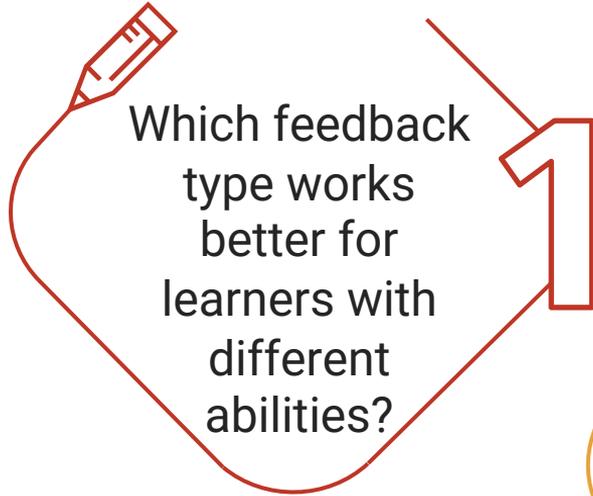
Involvement in their own learning and students' **interaction** (Fathi & Khodabakhsh, 2019; Li, Xiong, Hunter, Guo & Tywoniw, 2020)

Teacher feedback

- Most useful as teachers are **more competent** than students
- Not only corrects mistakes but also shows **how well students have done** (Nafisah, 2008)

Research Questions

RQ



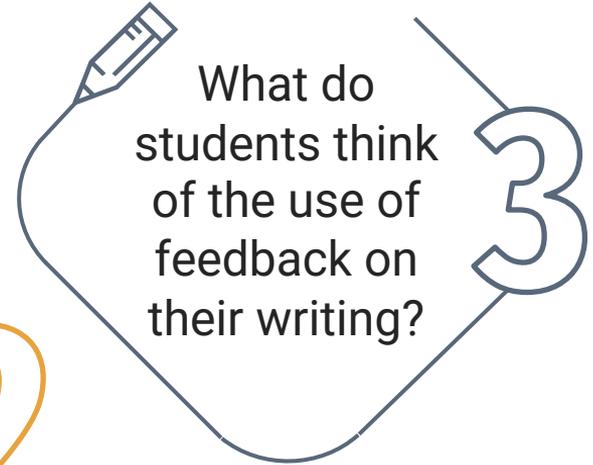
How do different types of feedback affect different aspects of writing?

2

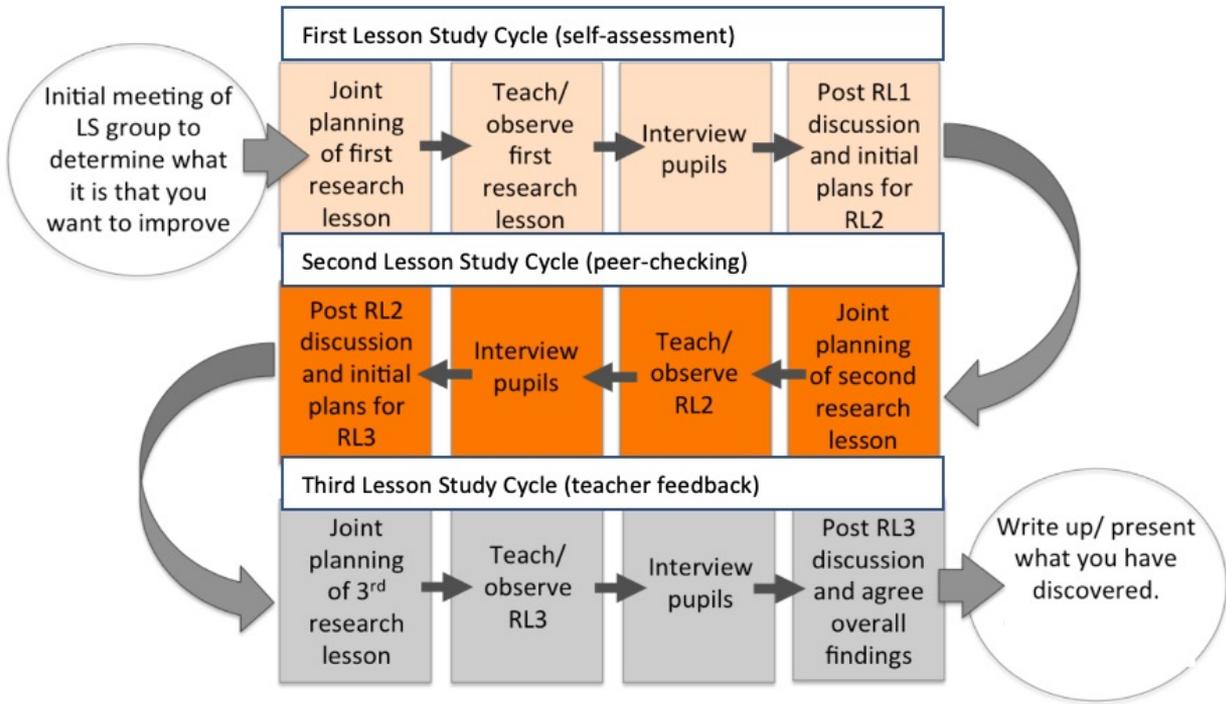
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RQ

RQ



Methodology



Lesson study structure according to Dudley P.

Methodology

'Case pupils' groups

Bilych Yu.	9G	Group A	Most able students
Khegay Yu.	9E	Group B	Less able students
Urazbekova D.	9H	Group C	Least able students

SAU/SAT results

Survey

Observation

Different types of writing tasks and assessment used in the cycles of lessons

Self-assessment

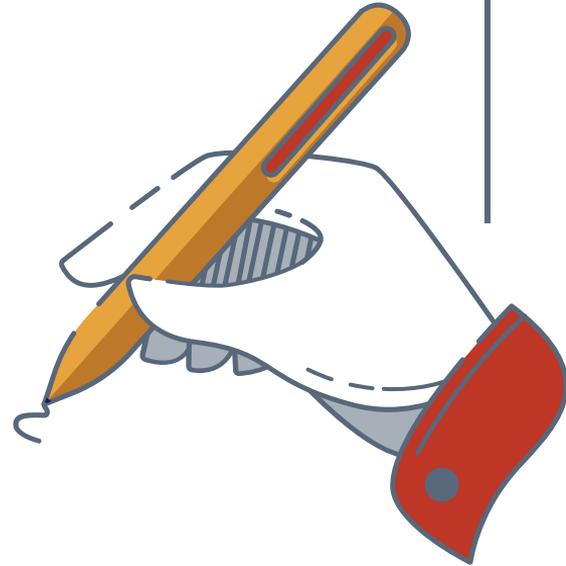
Writing a paragraph

Peer-feedback

Writing a place description

Teacher feedback

Writing a holiday postcard



A paragraph – Task checklist for self-assessment

Use the task checklist to review your paragraph for content and structure.

TASK CHECKLIST	
Have you written a paragraph about traditional music of your country?	Yes
Have you written at least 4 sentences?	Yes
Is there a topic sentence, supporting sentences and a concluding sentence in your paragraph?	Yes
Have you used linkers to connect your ideas?	Yes , but'
Have you eliminated any irrelevant information?	

Figure 2. The task checklist to reflect on content and structure used for self-assessment

WRITING

Write a paragraph (4-5 sentences) about traditional music of your country. Use the vocabulary you learnt.

Kazakhstan has been famous for its great culture since ancient times. One of the most important components of nationality is a folk music. Kazakh music is mainly performed of the dombra instrument. Dombra is a two-stringed instrument, but with a certain skill, a variety of compositions can be played on dombra. The rhythm and structure of the compositions were laid down a very long time ago during the Turkic culture.

It can be concluded that music in the culture of Kazakhstan is very important.

Figure 1. The sample of student's writing from group B

A description – Language checklist for peer-assessment

Choose a place you know quite well and write a similar description, using the 'Language for writing' box to help you.

Check-list

- Use at least 5 new adjectives
- Use a mixture of nouns and reference words
- Use 2 imperatives addressing the reader
- Use at least 1 of the grammar structures 'used to', 'would', 'was/were going to'

goin

LANGUAGE FOR WRITING writing a description of a place

Make your descriptive writing more interesting by:

- referring to the same thing with different phrases and words ... surrounded by mountains and green fields. In spring the meadows are full of brightly coloured wild flowers.
- using a mixture of nouns and reference words ... walking around the top of the medieval city walls. Still in excellent condition, they provide a calm walkway, shaded by trees.
- addressing the reader directly, using imperatives and questions ... enjoy the sunshine ... Fancy a picnic?
- using a variety of adjectives narrow ancient tasty fascinating

There is uncountable number of sights in the capital of Great Britain and it seems that you can't even see them all. If you think of London, two main sights come to mind immediately - Tower bridge and Big Ben. Indeed, that's how everyone knows it's London when you see one of these sight in a movie.

There are hundreds of different museums that you can visit there, but the main ones are the British museum, the National Gallery, Madame Tussauds wax museum, the Sherlock Holmes museum, the Tate Gallery.

Don't miss it and don't waste your time. Despite the cloudy weather at any time of the year in London, you can walk along the famous streets like Oxford Street, Piccadilly Street, Abbey Road. You know that the Beatles took a photo for their worldwide known album that has the same name exactly there.

London is one of the most diverse and interesting cities on our planet. You will definitely find something entertaining to do there.

Use the language checklist to provide feedback on your peer's description.

LANGUAGE CHECKLIST		
	✓✗	Comments
Has he/she used at least 5 new adjectives?	X	You used 5 adj but they are not new.
Has he / she used a mixture of nouns and reference words?	✓	sights → there museums → ones
Has he / she used 2 imperatives addressing the reader?	✓	Don't miss it! Don't waste your time!
Has he/she used at least 1 of the grammar structures 'used to', 'would', 'was/were going to'?	X	But you used Past Simple to tell about Beatles

Figure 2. The example of student's writing from group A and the language checklist for peer-checking

A description – Language checklist for peer-assessment

Choose a place you know quite well and write a similar description, using the 'Language for writing' box to help you.

Check-list

- Use at least 5 new adjectives
- Use a mixture of nouns and reference words
- Use 2 imperatives addressing the reader
- Use at least 1 of the grammar structures 'used to', 'would', 'was/were going to'

LANGUAGE FOR WRITING writing a description of a place

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... walking around the top of the medieval city walls. Still in excellent condition, they provide a calm walkway, shaded by trees.
- addressing the reader directly, using imperatives and questions
... enjoy the sunshine ...
Fancy a picnic?
- using a variety of adjectives
narrow ancient tasty fascinating

Wandering through Batumi is like stepping in city contains jungle, see-sights and the see in one time narrow streets with buildings, which look to the sky surrounded by hills, waterfalls, mountain range. In night lights of installations, different type buildings glow bright and colorful.

There you can find natural places, buildings of all kinds: tacky, run-down, modern. Don't miss the chance to enjoy the architecture of ancient and new parts of this bustling city. In Georgia you should visit Prometheus cave, Martvili canyon, Makhuntse waterfall, botanical garden. There are few places in the world where bamboo forests can be found – even in Thailand and Vietnam they must be searched for a long time and carefully like in botanical garden of Batumi. If you're lucky enough to visit tourist cable car to the green peak of Mount Anzhi with panoramic views of the city and the Black Sea.

A gourmet national food? Step at the city and look around. All of the cafes look delicious. You can also find restaurants, which located on 20-30 floors with the view of whole city, sea and mountains.

Use the language checklist to provide feedback on your peer's description.

LANGUAGE CHECKLIST		
	✓ ✗	Comments
Has he/she used at least 5 new adjectives?	✓	
Has he / she used a mixture of nouns and reference words?	✓	
Has he / she used 2 imperatives addressing the reader?	✓	
Has he/she used at least 1 of the grammar structures 'used to', 'would', 'was/were going to'?	✗	

Figure 3. The sample of student's writing from group B and the language checklist for peer-checking

A holiday postcard – Teacher feedback (two types of feedback for different language competence groups)

Think of a city you would like to visit (or use a picture you have on your postcard). Imagine that you are on a holiday in that city and write a postcard to your friend. You can decide if you are having a good time or a bad time and whether there are any problems. Write about 120-150 words.

Criteria for writing

Present ideas clearly	
Use appropriate layout	
Use subject-specific vocabulary (at least 6 words)	
Spell words correctly	
Accurately use grammar structures	
Write legibly	

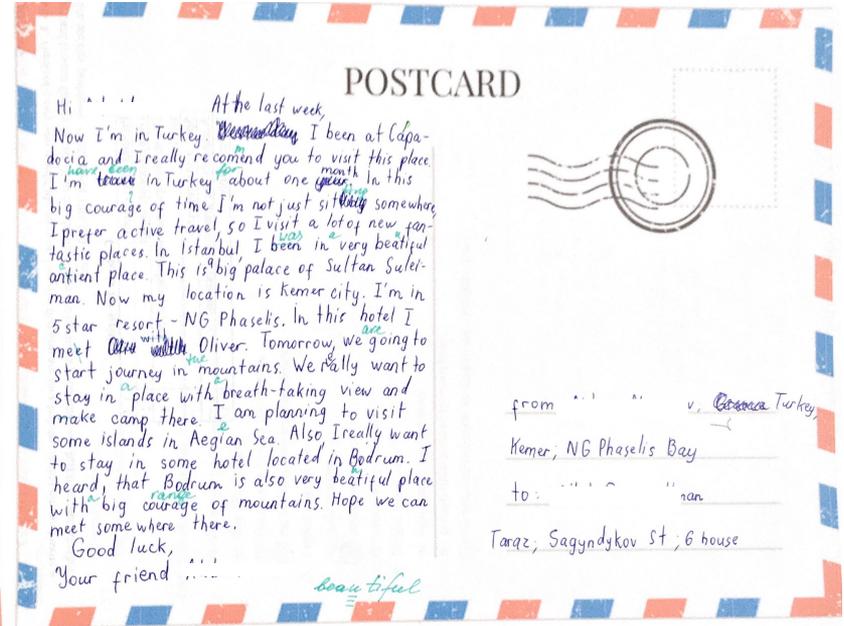
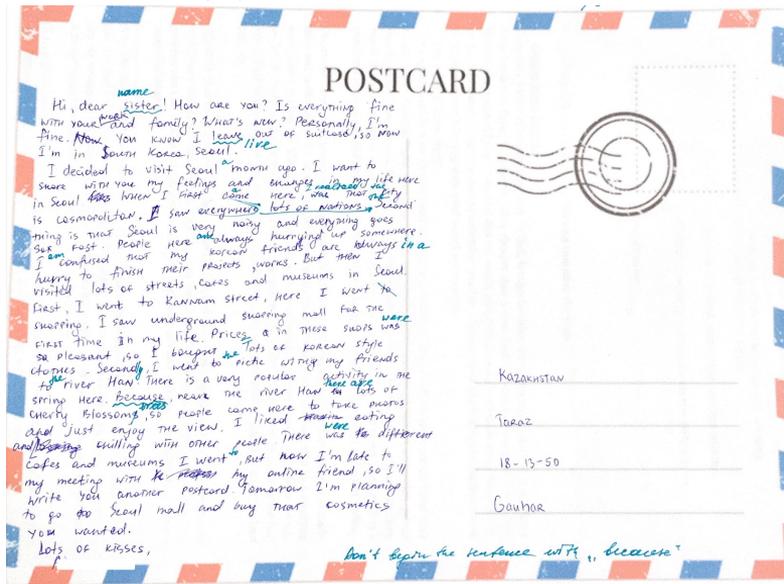


Figure 4. The samples of SS' writing from group B

A holiday postcard –Teacher feedback (two types of feedback for different language competence groups)

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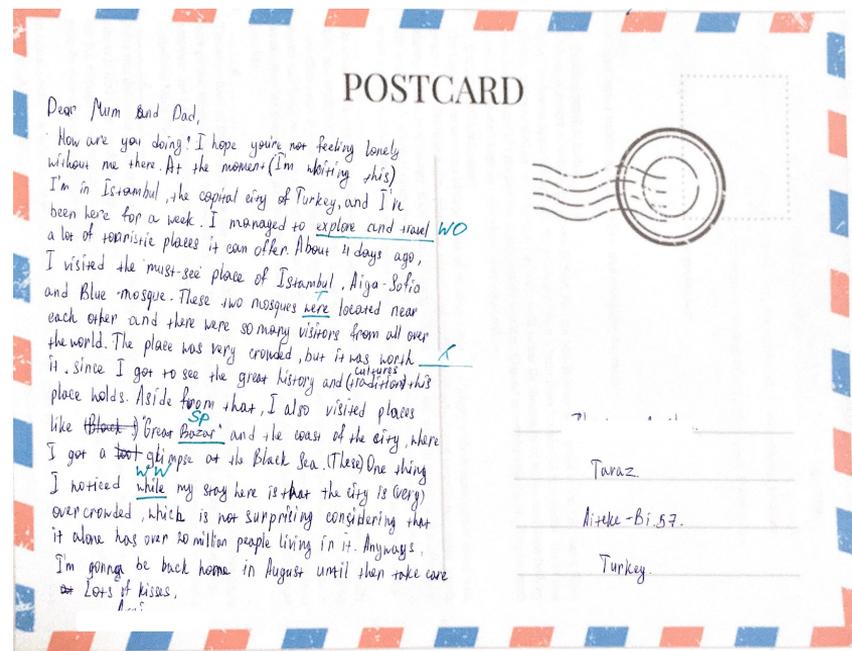
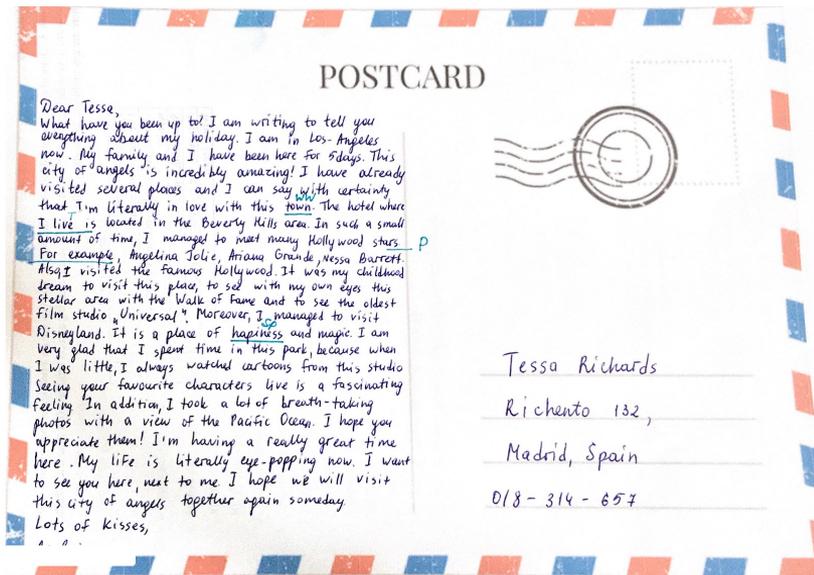
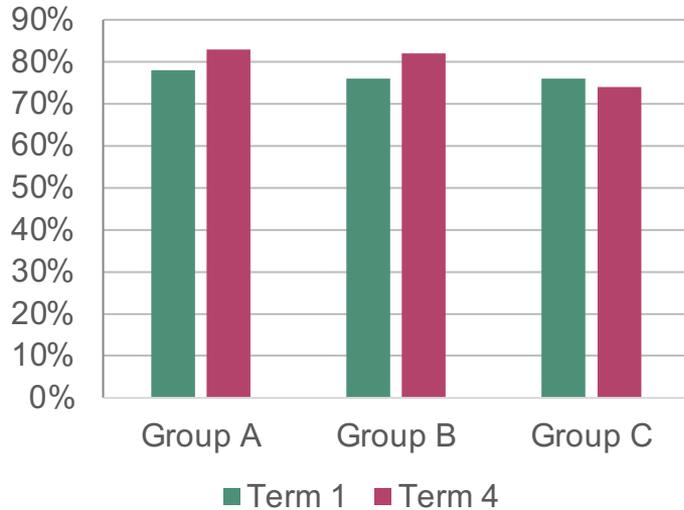


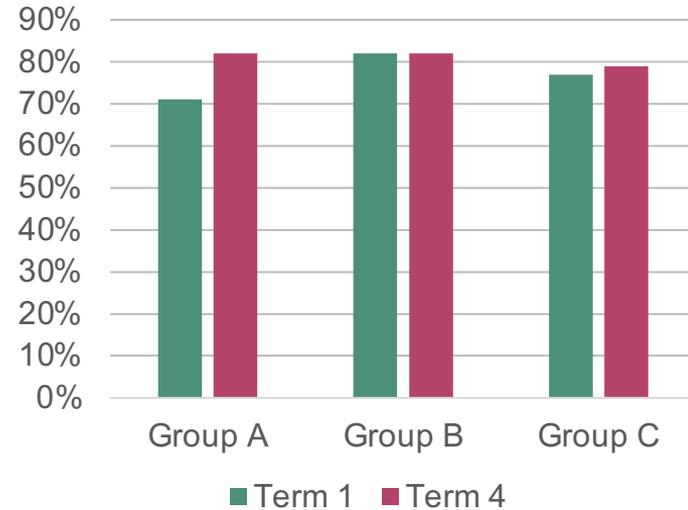
Figure 5. The samples of SS' writing from group A

Comparative analysis of the results of SAU and SAT (skill “Writing”)

SAU



SAT



The lesson study survey

A

Survey

- Choose the type of feedback you found most useful to get?
 - Self-assessment using a check-list
 - Peer-feedback using rubrics
 - Teacher feedback
- Please, explain your choice in 1-2 sentences.

using rubrics with clear criteria was useful but only when strong classmates give feedback. In teachers feedback I liked when my teacher used coding I could correct the mistakes myself.
- Did you feel comfortable to give feedback to your partner? Why/not?

It was difficult sometimes to find grammar mistakes I had doubts but it was easy to give feedback on content and structure.
- What aspect of writing do you think you have improved with the help of self-assessment?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of peer-feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of teacher feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register

Figure 6. Student's A response

B

Survey

- Choose the type of feedback you found most useful to get?
 - Self-assessment using a check-list
 - Peer-feedback using rubrics
 - Teacher feedback
- Please, explain your choice in 1-2 sentences.

teacher corrected my mistakes
- Did you feel comfortable to give feedback to your partner? Why/not?

Yes, but I don't know some rules to correct mistakes
- What aspect of writing do you think you have improved with the help of self-assessment?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of peer-feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of teacher feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register

Figure 7. Student's B response

Survey

- Choose the type of feedback you found most useful to get?
 - Self-assessment using a check-list
 - Peer-feedback using rubrics
 - Teacher feedback
- Please, explain your choice in 1-2 sentences.
- Did you feel comfortable to give feedback to your partner? Why/not?

No, I don't know grammar good
- What aspect of writing do you think you have improved with the help of self-assessment?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of peer-feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register
- What aspect of writing do you think you have improved with the help of teacher feedback?
 - Content
 - Structure of the paragraph/essay/postcard
 - Grammar
 - Style and register

Figure 8. Student's C response

Observation



How much assistance was needed and by which focus group?



Which types of assessment caused more problems?



How often did the teacher need to provide training on how to give feedback?

Results



1

Self-assessment tends to be neglected

This is especially obvious with weaker students who struggle both in terms of self-regulation and language proficiency

2

Peer – and teacher feedback worked successfully for all focus groups

Peer-feedback worked better for content and organization

Teacher feedback helped more in grammar and style.

3

Peer-checking caused strain among group C

The learners of this group didn't feel competent enough to provide **any** feedback.

Conclusions



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All three feedback types play an important role in developing writing skills.

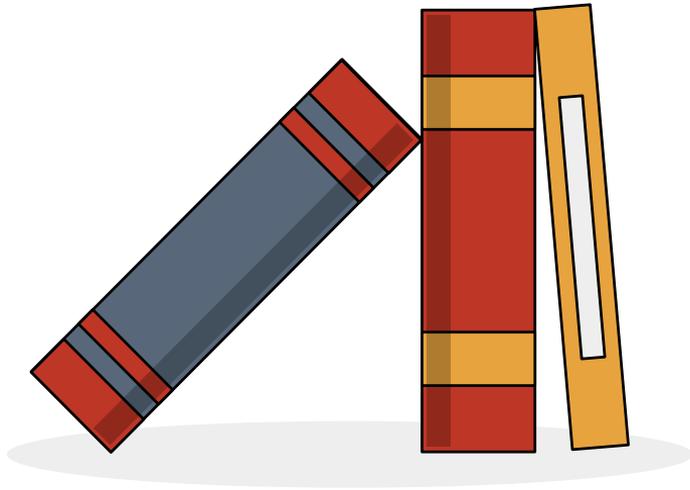


Students' abilities and task types should be considered when choosing the type of feedback.



Teacher support or even training on how to give feedback should be provided to less able students.

Plans for further work



Focus on self-assessment

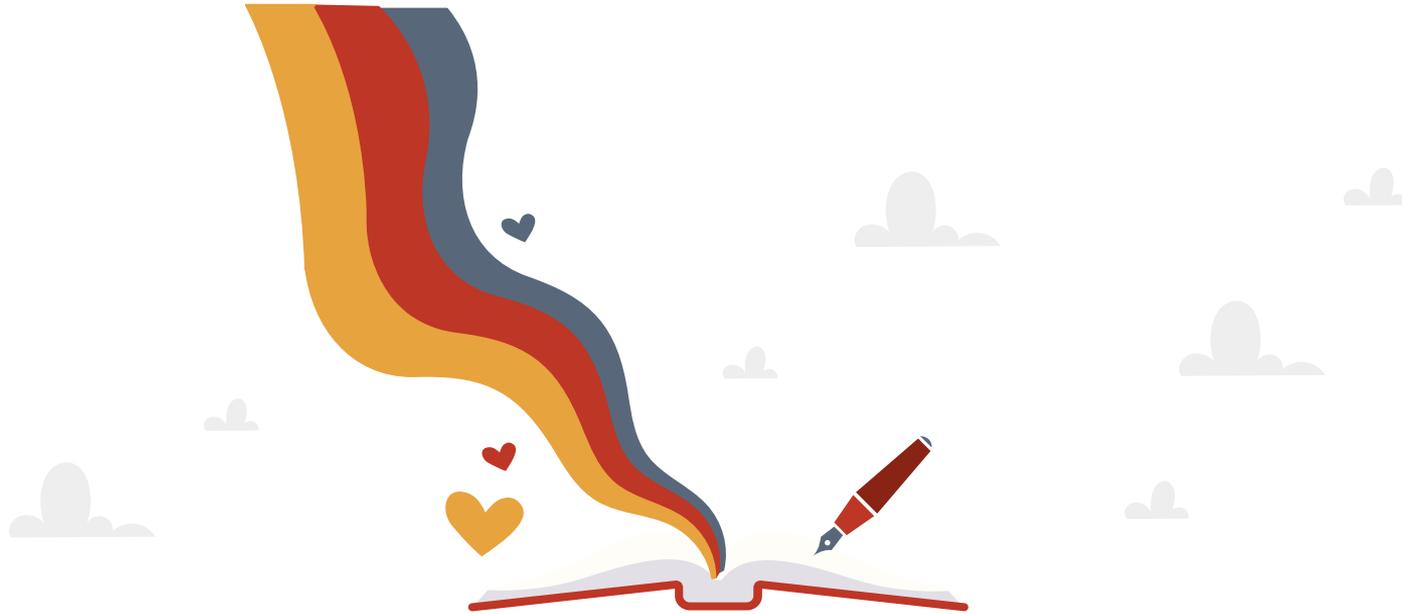
Students need this skill to better reflect on their own writing while preparing for external exams and IELTS

Using a chart for recording student mistakes

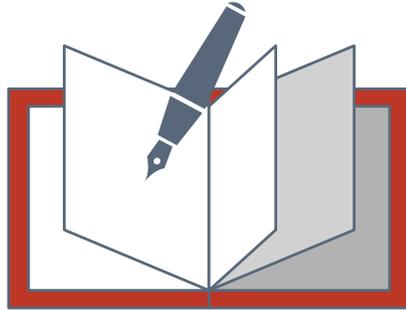
Students can be asked to recognise the problem with grammar, vocabulary, appropriacy

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Thank you for your attention!



Do you have any questions?