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Developing students' argument-building skills in essay writing through oral and written feedback.

Astana, 2022

Statement of the problem

- going off-topic
- irrelevant information
- claims are not supported
- representing opinions as facts
- insufficient evidence
- unclear argument/reasoning

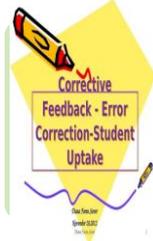
- insufficient depth
- arguments not extended/developed
- superficial coverage of the subject
- poor organisation
- opinion not clear
- message was difficult to follow



Research purpose

To investigate ESL students' perceptions and attitudes towards oral and written feedback they receive for their essays aimed at developing argumentation skills.

Research questions



What is the relationship between feedback and learners' uptake in writing?



How effective is written and oral feedback in encouraging students to develop their argument-building skills in essay writing?



What are the most effective ways of feedback that support students to develop their argument-building skills?

Research design

Action Research

Mixed-methods design:
quantitative and qualitative

Methodology

- Surveys
- Document analysis
- Focus group discussion



Literature review

(Lee & Deakin, 2016)	Argumentative writing is prominent in academic contexts.
(Christie & Derewianka, 2010)	When students reach university, they are expected to be able to write arguments using evidence from source texts.
(Miller & Pessoa, 2016)	Many students at secondary and post-secondary levels, particularly L2 writers, struggle with writing arguments.
(Maton, & Matruglio, 2010)	In writing arguments, students must follow certain genre stages as they select, interpret, and evaluate facts, transforming knowledge to create meaning.
(Schleppegrell, 2006, p. 136).	“the construction of a well-organized text” is particularly important to argumentative writing.
Schleppegrell (2006)	It is necessary to “identify the language resources that teachers and students can focus on as they work on abstract and complex texts and tasks” (p. 144) such as arguments.
(Hirvela, 2017)	Being effectively engaged in arguing will lead to thinking, searching and learning.

Literature review

(Hyland & Hyland, 2006).

Providing feedback to students, whether in the form of written commentary, error correction, teacher-student conferencing, or peer discussion is recognized as one of the ESL writing teacher's important tool.

(Bitchener, Young & Cameron, 2005)

L2 students who receive written corrective feedback on their errors are able to improve the accuracy of their writing compared with those who do not receive error feedback.

Truscott (1996)

Any types of corrective feedback can help L2 students improve the accuracy of their writing.

Ellis (2008)

Uncoded feedback (teacher underlines an error, circles an error, or places an error tally in the margin) leaves the student to diagnose and correct the error himself.

(Ferris & Roberts, 2001)

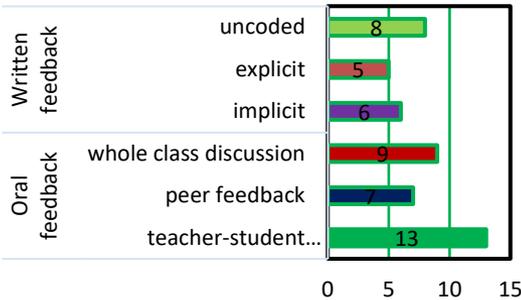
In most cases both students and teachers have a preference for direct, explicit feedback rather than indirect feedback.

(Ahmadi, Maftoon & Mehrdad, 2012)

In EFL writing classes it is advised to incorporate both feedback types, keeping in mind that there is no single feedback strategy which works for all students, in all situations and with all the variety of errors.

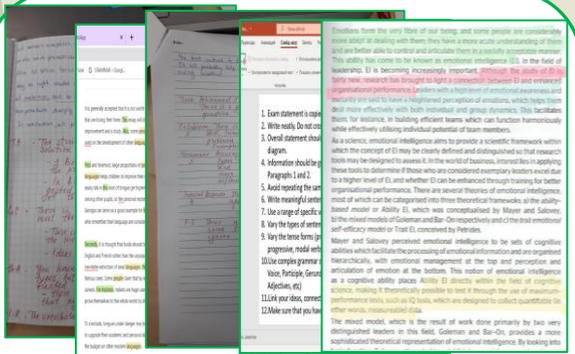
Results and Discussion

Types of feedback



I like the conversation and open communication that I have individually with the teacher about my essay. It was very helpful when I struggled giving arguments.

Focus group discussion



Student journals

The appliance of any feedback would yield positive results by encouraging students to advance their writing skills. (Alvira, 2016)

Self – revision would make it possible to help learners think critically and upgrade their independence. (Bijami, 2013)

Written corrective feedback was more efficient than peer-review sessions due to students' different language competence. (Suh, 2005)

The research findings indicated that receiving more detailed meaningful feedback will promote learners develop their writing skills and show better results at exams. (Küçükali, 2017)

Recommendations

. Teacher Training and collaboration play a vital role in encouraging teachers use efficient techniques and different approaches of feedback, as well as, when and how to give feedback in their classrooms.

. Teachers should be more concerned about using different approaches of feedback in their classrooms as students are individuals with different backgrounds. The same type of feedback may not work for all learners; therefore, it should be carefully selected depending on the needs of students.

. To conduct effective teacher-student conferences, teachers need to be patient, because providing quick solutions is not necessarily the best way to assist students in developing new skills.

Conclusion

- Each type of feedback was acknowledged effective for students in the classroom. It is not important what type of feedback is given, but it is most important how useful is given feedback for students. Nevertheless, participants of this study found oral feedback more advantageous and fruitful in terms of learning and attainment.
- One-on-one interactions through writing conferences provided opportunities for students to showcase their writing styles, while teachers could recognize their students' strengths and weaknesses.
- Peer review was not always successfully conducted due to learners' different language competence.
- Learners valued the significance of both explicit and implicit feedback in dealing with language mistakes; however, uncoded feedback was recognised the best for them to reconsider errors, self-correct and present evidence.
- Oral feedback combined with written feedback would be more acceptable and practical for greater performance in essay writing.

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