

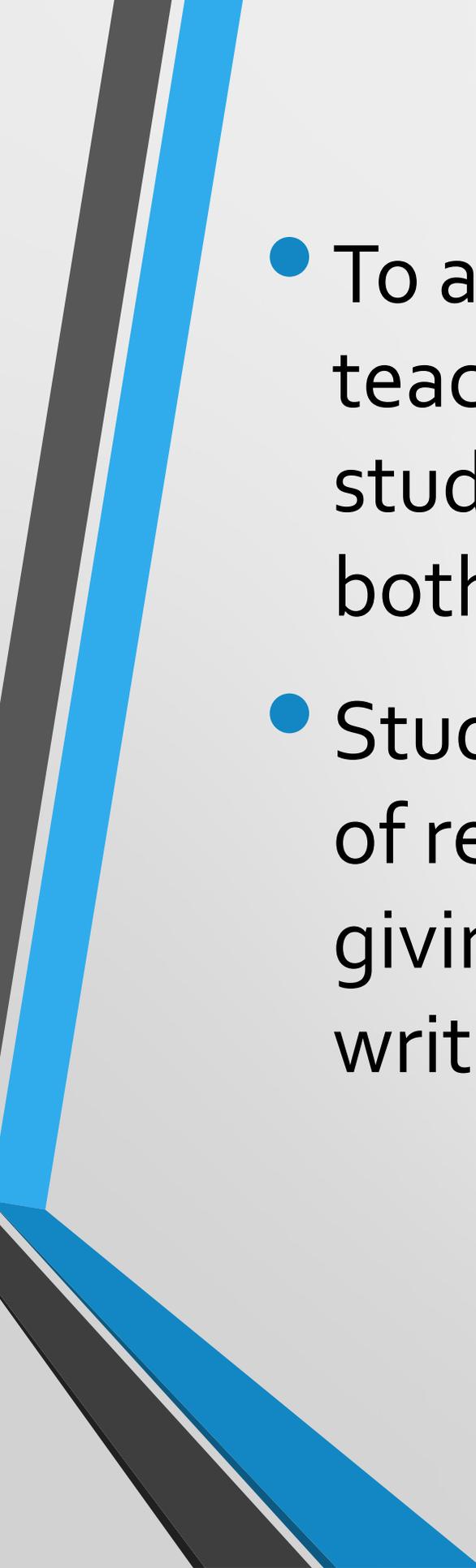


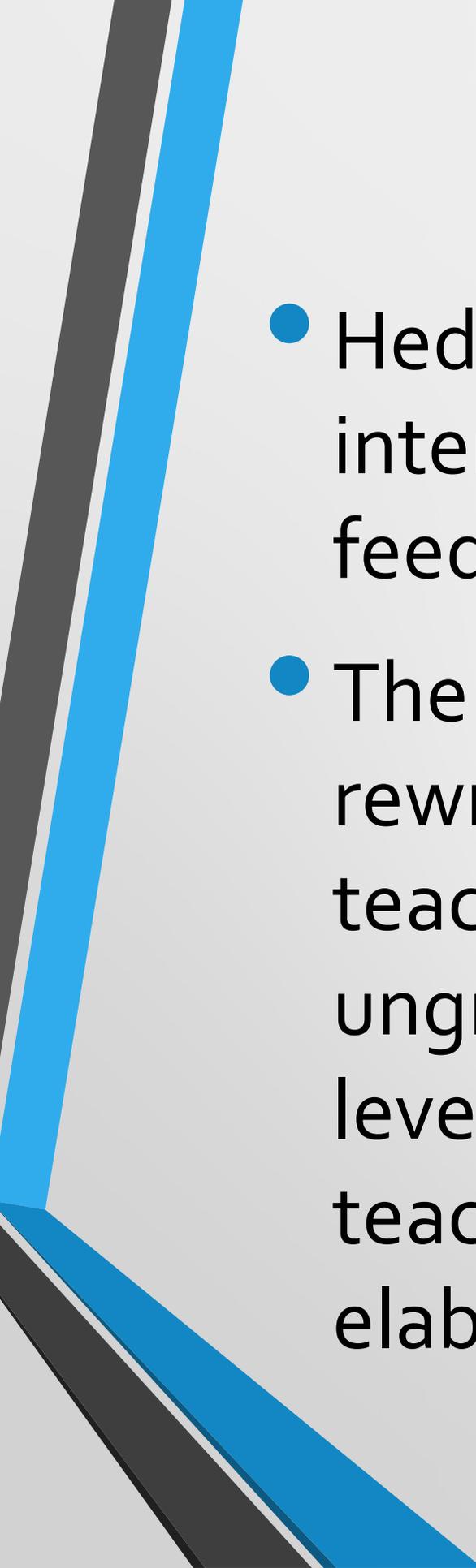
**Mrs. Angelita R. Mendoza**  
*Faculty, College of Education, Arts and Sciences*  
*Imus Institute*

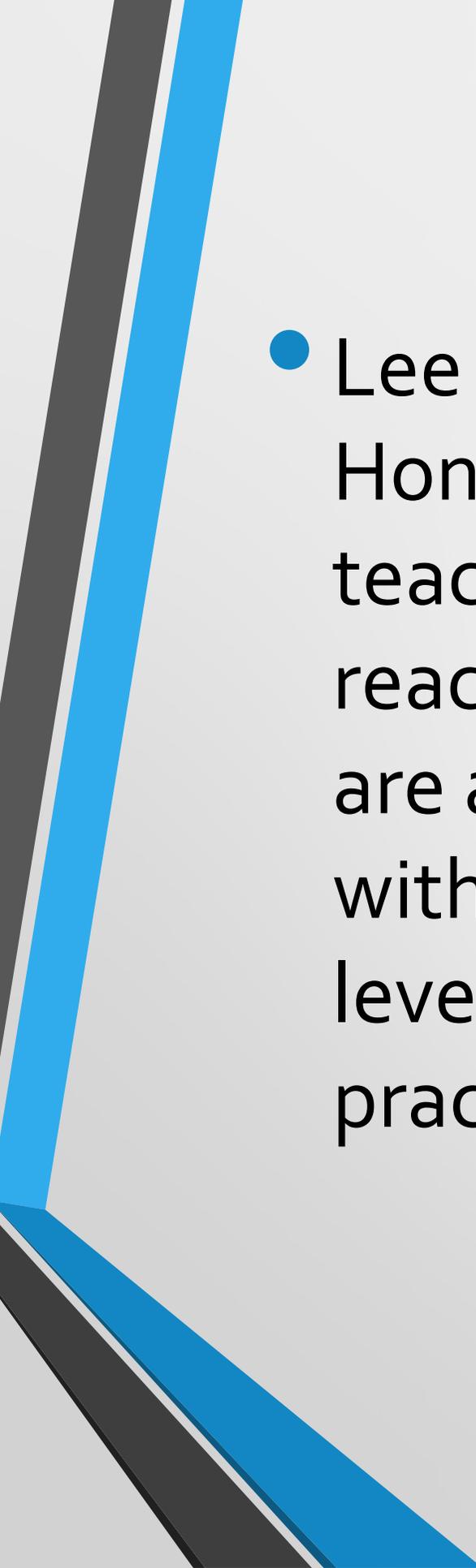
**TEACHER'S FEEDBACK AND  
STUDENTS' RESPONSE ON  
DRAFT COMPOSITION**

# Introduction

- The use of English to express the students' ideas in writing is one of the difficulties of the college students.
- Most of the times, they have already ideas in mind but they cannot think of the proper way of conveying them.

- 
- To address these concerns, language teachers must find ways on how these students can improve their compositions both in form and in content.
  - Students need to understand the importance of responding to the teacher's feedback-giving so that they can produce good quality writing.

- 
- Hedgcock (2006). The participants were interviewed to see how they used teachers' feedback in their L2 compositions.
  - The researcher found that students tried to rewrite their compositions in response to teacher's marks and comments to eliminate ungrammaticality at the word and sentence level where in fact they were aware that their teachers wanted them to add examples or elaborate on certain points in their writing

- 
- Lee (2008) The reactions of students in two Hong Kong secondary classrooms to their teachers' feedback also revealed that students' reactions and attitudes to teacher's feedback are an intricate matter, intertwined not only with student characteristics like proficiency level, but also with teachers' beliefs and practices and their interactions with students.

- 
- This study therefore focuses on the students' responses to teacher's feedback on their draft compositions in terms of content and form .

# Research Problems

- What type of feedback do teachers employ in the students' draft compositions?
- Are students able to incorporate teacher's feedback into their own revision process?
- What revision strategies are commonly used by the students?

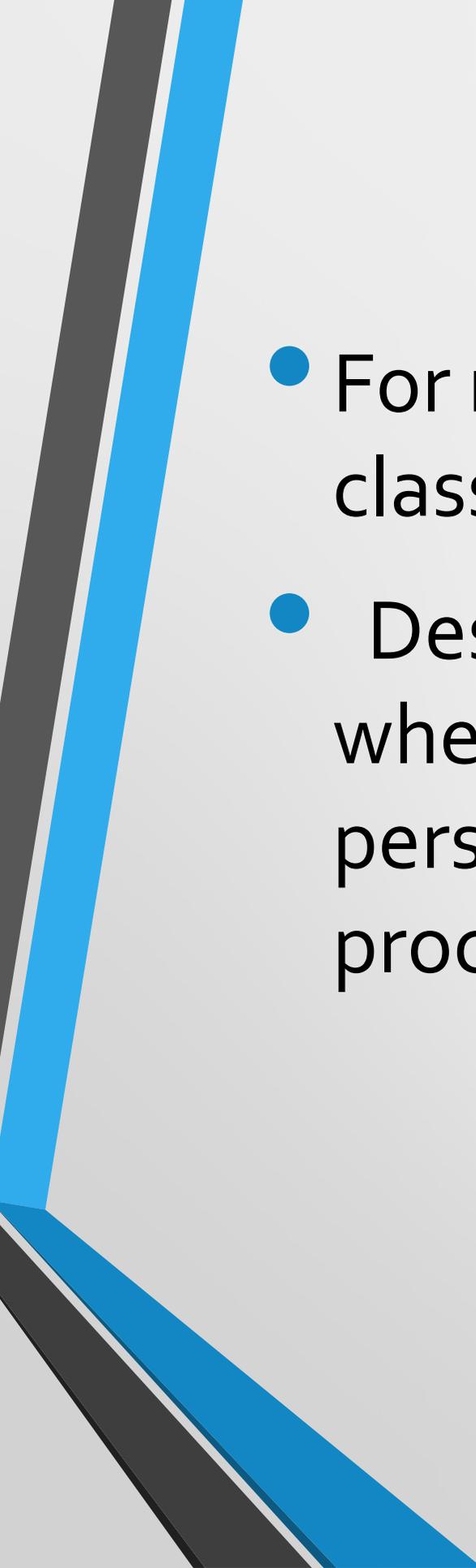
# Methodology

## **Respondents.**

- This research was conducted among students enrolled in English 101 Thinking and Study Skills course for the first semester of School Year 2014-2015. There were 110 students who were used as participants.

## Data Gathering Procedure

- The students were asked to write draft for their descriptive composition and this underwent two revisions: first, on content and second, on grammar.
- The two types of feedbacks used on students' draft compositions were *content-focused feedback on the first draft* and *form-focused feedback on the second draft*.

- 
- For regularity, the revisions were done in the classroom.
  - Descriptive type of composition was used where students chose their own topic- person, thing, event, phenomenon, feelings, process, or structure.

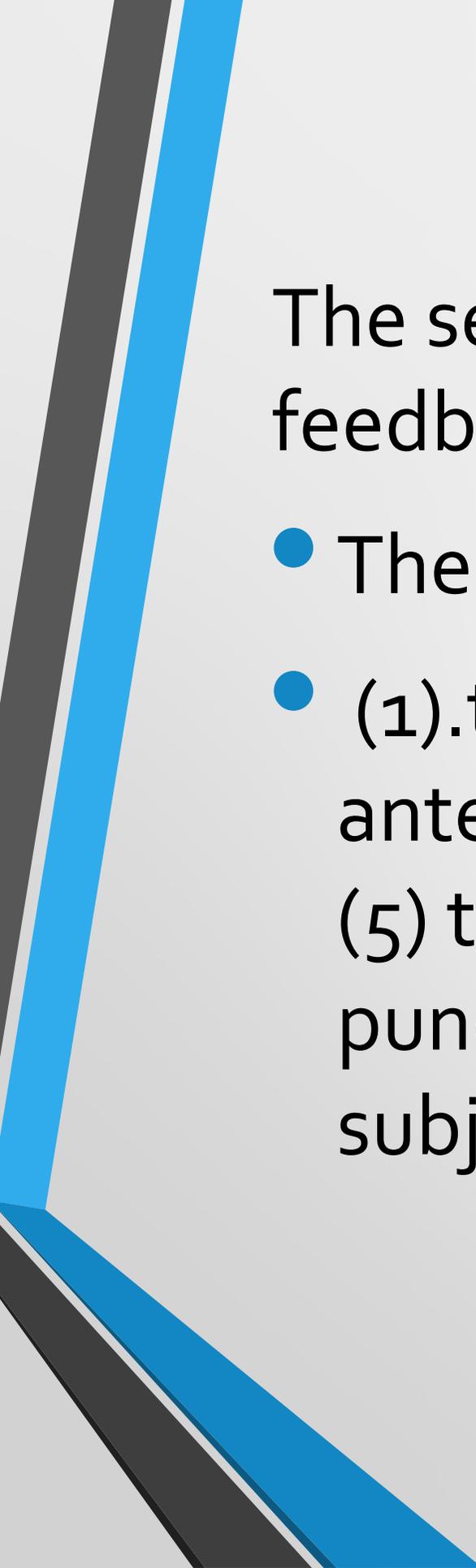
- 
- The comments were identified and coded using Ashwell's (2005) patterns of feedback. Feedback used was coded as form-focused and content-focused feedback.



On the first draft the teacher gave feedback on the organization and content of the composition based on 7 aspects:

- introduction strategy, thesis statement, major ideas, supporting details and concluding statement.

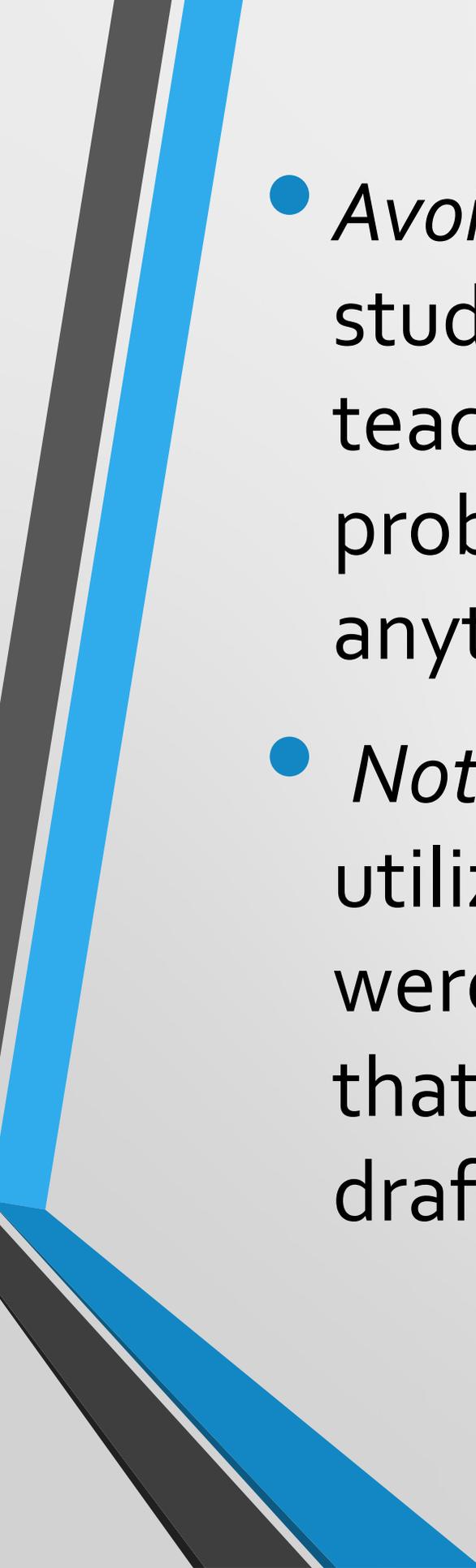
Then, the first draft was returned to the students for them to revise.

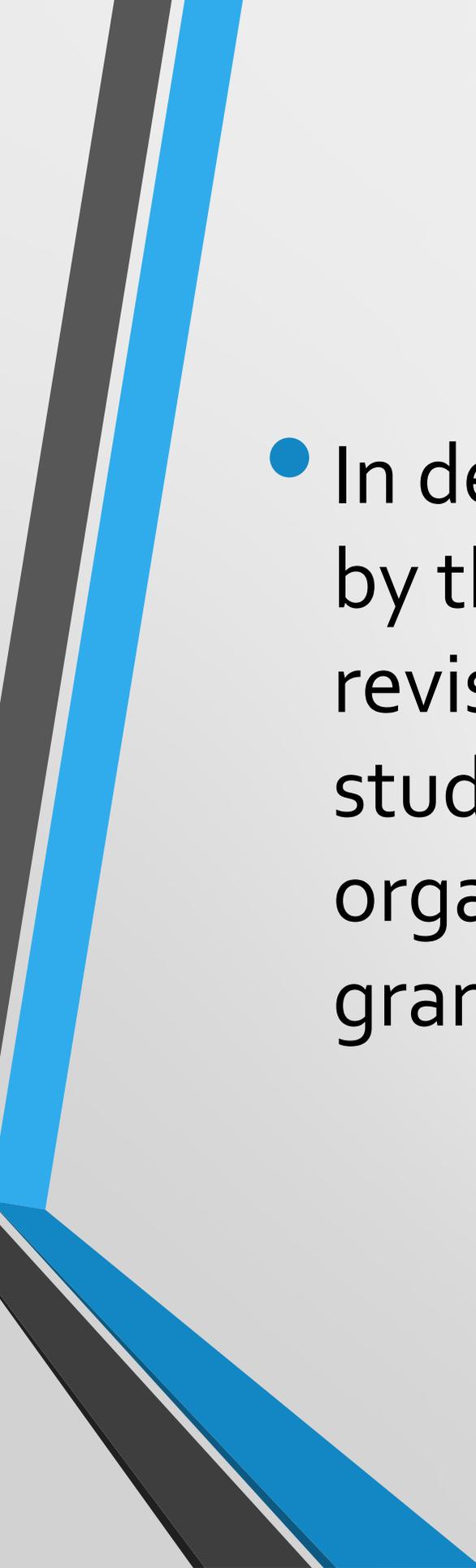


The second draft was submitted and this time, feedback based on form was made.

- The feedback on form focused on:
- (1).tense consistency (2) pronoun antecedent (3) word choice (4) preposition (5) transitional device (6) spelling (7) punctuation mark (8) capitalization (9) subject-verb agreement (10) conjunction

- For the revision strategies, the researcher classified the strategies based on Hyland's study (2006)
- *Closely followed* means the students followed closely to the corrections or suggestions made by their teacher on their drafts when revising their work.
- *Initial stimulus* was seen by the students as an initial stimulus that triggered them to rewrite in a number of ways and some of which, unfortunately failed to respond to the corrections that the teacher asked them.

- 
- *Avoidance by deletion* was where the students avoided responding to their teacher's comments by deleting the problematic feature without substituting anything else in their revisions.
  - *Not related* meant that the students tried to utilize teacher's feedback, but their ideas were irrelevant to the teacher's comments that resulted in their failure to revise their drafts

- 
- In determining the revision strategies used by the students, the number of each type of revision strategy was calculated after the students made their revisions based on organization/content focused and grammar/form-focused feedback.

## **1.Type of feedback teacher employs in the students' draft compositions**

The teacher's written feedback was done in different ways.

- in phrases (e.g. needs a space, new paragraph, use transitional marker, lacks details)
- in complete sentences (e.g. This is not a part of the major idea.)
- In questions (e.g. Does this statement make your paragraph coherent?)
- In imperative form (e.g. Remove this phrase.).
- Symbols (e.g. cw-wrong choice of word, cap-capitalize the word, sp-spelling is incorrect).



However, there were content-focused feedback that were clarified by the teacher:

- needs transitional markers
- idea does not relate to the topic sentence
- too vague
- elaborate

Table 1

## Focus of Teacher's Feedback

Feedbacks	Frequency	Percentage
Content-focused	55	33.95%
• Topic sentence	20	36.36%
• Major ideas	14	25.45%
• Supporting details	11	20.00%
• Conclusion	10	18.18%



<b>Form-focused</b>	<b>107</b>	<b>66.05%</b>
● Transitional markers	24	22.42%
● Subject-verb agreement	20	18.69%
● Tense consistency	17	15.88%
● Spelling	15	14.01%
● Choice of word	15	14.01%
● Capitalization	8	7.47%
● Punctuation	8	7.47%

## Excerpt from student's first draft (S<sub>1</sub>):

- *The importance of knowing your learning style. One, you can learn easily, comfortably and fits to your needs.*

## Teacher's feedback:

- *Follow the formula in constructing the topic sentence: topic + controlling ideas*

## Student's Revision:

- *Knowing your learning style may help you learn easily, study comfortably and answer your needs.*

- 
- On the content-focused feedback, students are asked to revise the topic sentence, reconstruct major ideas and add supporting details.
  - This finding requires that teachers need to reassess their focus and see what most of the researchers like Dheram (2007) who considers content as the first to be given attention to. Most of the students' written compositions need comments to improve their style of writing.

Excerpt from student's second draft (S3):

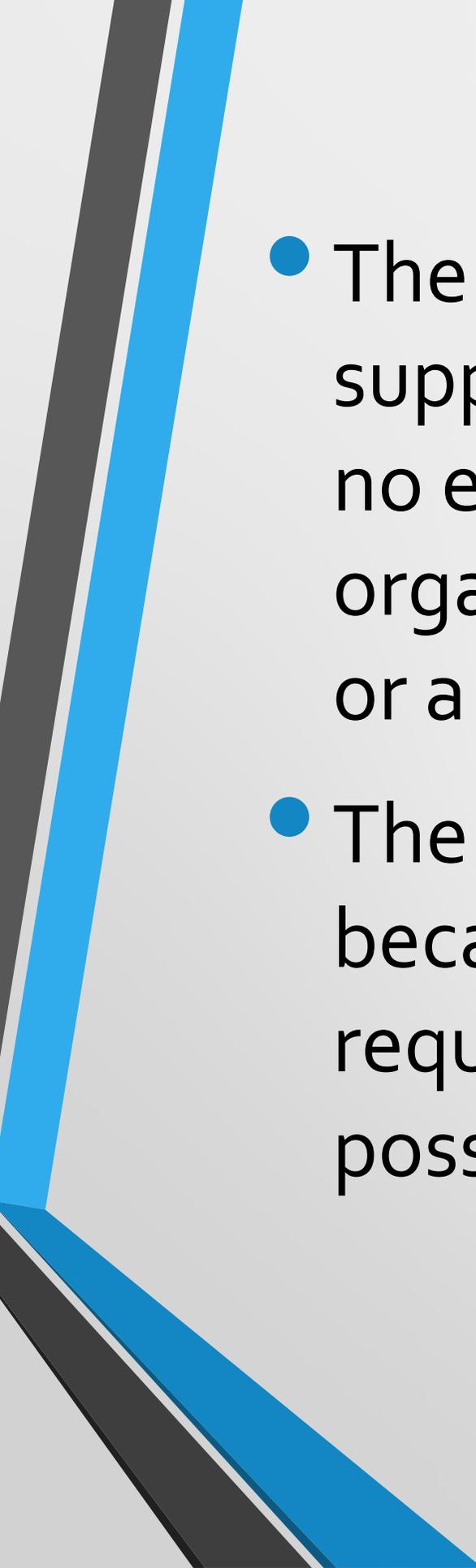
- *One can focus and excel in studies if he knows he's learning style.*

Teacher's feedback:

- *he's- cw*

Student's Revision:

- *One can focus and excel in studies if he knows his learning style.*

- 
- The focus on form in giving feedback is supported by Beason's argument (2009) that no element of writing is purely an organizational concern, a mechanic concern or a stylistic concern.
  - The form-focused feedback is important because the changes that the students do require cognitive skills, having too many possible choices for their revisions.

## 2. How students were able to incorporate teacher's feedback into their own revision process?

Table 2

### Content-focused feedback and Revision Success

	N	S	NS	NA
• Topic sentence	(20)	13 = 65%	5 = 25%	2 = 10%
• Major details	(14)	9 = 64.8%	2 = 14.8%	3 = 21.44%
• Supporting details ( 11)		7 = 63.63%	3 = 27.27%	1 = 9.1%
• Conclusion	(10)	6 = 60%	4 = 40%	0

S-Successful

NS- Not Successful

NA-Not Attempted

This failure in incorporating the feedback on this level could be due to the difficulty in understanding teacher's commentary.

Excerpt from student's first draft (S5):

- *Education is our key to success. It is our only weapon to have a bright future but how can we succeed if in this early stage, we criticize schooling like living in a hell.*

Teacher's Feedback:

- *You may add details on comparison.*

Student's Revision:

- *Education is our key to success **while lack of it is failure**. It is our only weapon to have a bright future but how can we succeed if in this early stage, we criticize schooling like living in a hell.*

- 
- From the example, it appeared that the student did not understand where the comparison will be inserted.
  - The teacher was not able to add in her feedback the comparison she wished to be done, schooling and living in a hell.
  - As a result, the student was less able to incorporate the feedback in her revision.

### Excerpt from student's first draft (S6):

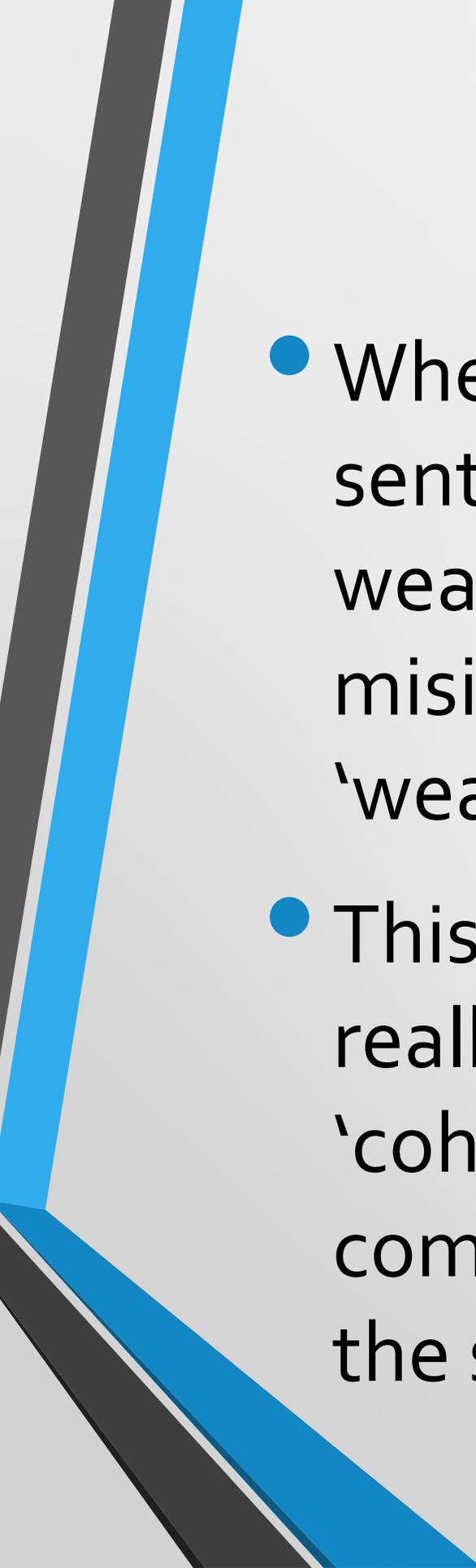
- *It is important to know our learning styles so we could identify what are our weaknesses and improve them. Knowing our learning style also helps us on how we could plan and organize our schedule for studying and relaxation.*

### Teacher's Feedback:

- *Sentence number 2 should support your topic sentence.*

### Student's Revision:

- *It is important to know our learning styles so we could identify what are our weaknesses and improve them. Knowing our weaknesses in learning style also helps us on how we could plan and organize our schedule for studying and relaxation*

- 
- When the teacher asked the student to focus sentence 2 to the topic which is on the weaknesses of learning style, the student misinterpreted it by just adding the word 'weaknesses' to the second sentence.
  - This could be due to the fact that she had not really understood the meaning of 'coherence' and she might think the comment was asking her to add the word in the second sentence.

According to Williams (2010), the failure of students' revisions on content might be due to three reasons:

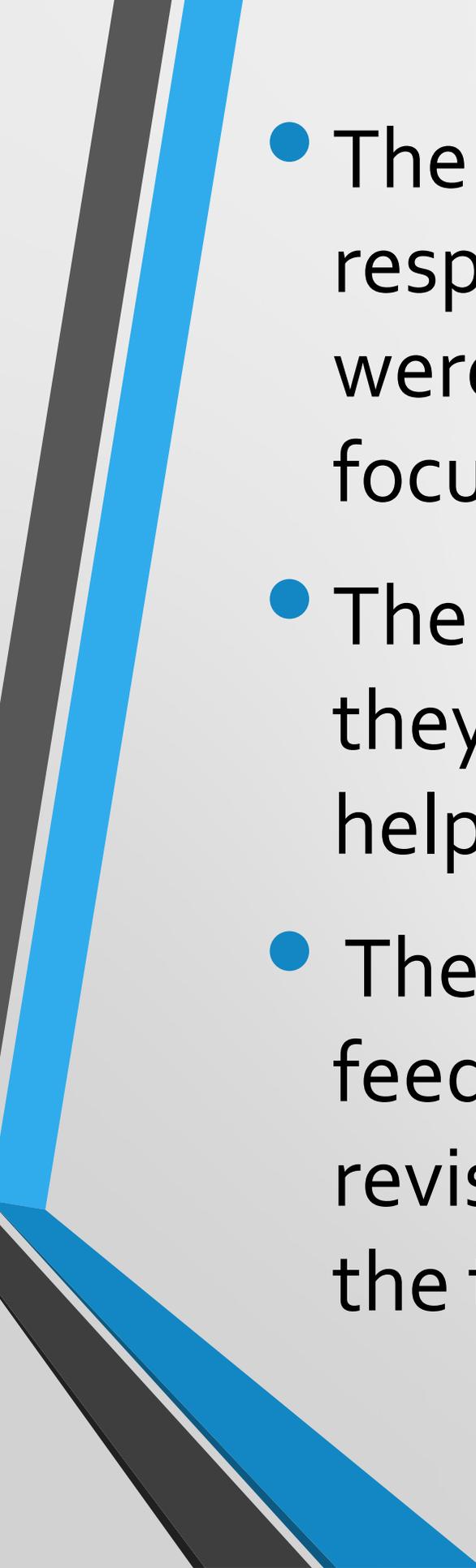
- the students may not read the comments at all
- may read them but not understand them
- or may understand them but not know how to respond to them.

Teachers' comments on content are less beneficial if students are clueless of what they mean or how to use them productively to improve their skills as writers.

The study also intended to see how students incorporated form-focused feedback in their revisions. It was found that most students were able to respond to this type of feedback.

**Table 3**

Form-focused Feedback	S	NS	NA
Transitional Devices (24)	20 = 83.33%	4 = 16.67%	0
S-V Agreement (20)	15 = 75%	3 = 15%	2 = 10%
Verb Consistency (17)	14 = 82.35%	3 = 17.65%	0
Punctuation (8)	8 = 100%	0	0
Spelling (15)	15 = 100%	0	0

- 
- The analysis showed that most students responded well to teachers' feedback and they were able to incorporate content and form-focused feedback into their revisions.
  - The students did follow teacher's feedback and they believed that these comments were helpful to them.
  - The students who had not incorporated feedback in their revisions and had not tried revising at all may have other difficulties that the teacher needs to address in her next study.

### 3. Revision strategy considered as successful and commonly used by the students

- The students received 162 feedback from the teacher and the result of these comments could be seen on how they devised their revision strategies.
- The findings showed that out of the 162 comments, 123 comments were *closely followed*. This type of revision strategy was most used by the students because they just incorporated whatever comments given by the teacher without deviating from what had been asked for.
- The least number of revision strategy used by the students was *avoidance by deletion*.

- According to Garcia (2009), text-based writing feedback has its limitations whereby in her study she said that, “New texts pose fresh problems to writers, so knowing what was wrong with one text written in the past may not help a writer overcome the problems encountered while writing a new one”.
- She suggests that students need to be given ‘real-time’ feedback on the questions that they have in their minds at the time when they are struggling to write their drafts.
- She further stresses the fact that text-based writing feedback leads learners to resort to reduction strategies because they are unable to express their original ideas.

# Conclusions

- To summarize, the most commonly used revision strategy used by students in both content-focused and form-focused feedback was the *closely followed* strategy.
- When a student used a closely followed revision strategy, it means he had understood the teacher's comments, or he followed the comments closely without really understanding why the teacher made such comments.
- The latter situations could be found frequently occurring when students revised form-focused feedback on their composition.

# Recommendations

- Written feedback should be complemented with oral feedback so that the teacher would be able to get to the problems that students face when rewriting their compositions.
- Research should be undertaken to find out the difficulties of the students in not incorporating feedback on their revised draft.