

Written Feedback: Its Role in Text Based Learning in Second Language

¹**Dr. Digvijay Pandya**

Associate Professor
Department of English
School of Humanities
Lovely Professional University
Phagwara, Punjab, India
Pandyadgijay99@gmail.com

²**Dr. Sunayana**

Assistant Professor
School of Humanities
Lovely Professional University
Phagwara, Punjab, India
Sunayana.24793@lpu.co.in

Abstract

The role of written feedback considers as one of the most important part of EFL texts. Most of researchers and educators have the same believe that written feedback is a vital part for second language learning texts. However, it is the responsibility of the instructors to put emphasizes on it and through this technique improves students' accuracy in written texts. Although several researches have been conducted based on written feedback, still there is the necessity that researchers conduct more papers with different techniques to find out the role of feedback in various types of texts. An attempt is made in the present research paper to penetrate through the reality of the role and effects of written feedback in formalizing and deducing the Second Language Learning Texts.

Introduction

Brookhart views in *How to give effective Feedback to your Student* that role of feedback and its importance need various points to put focus on them such as words choice and words tone. Some teachers use to write different structured statements for same meaning in feedback Such as 'You aren't clear here' and 'I don't see what you mean here.' So in such cases the students don't get benefit out of such comments. Therefore, teachers' feedback should contains specific methods to find a positive result from their feedback comments. The teachers should be careful for the structure and language that use to provide comments as feedback. Their comments should have worldview implicit such as 'What did you think about

when you chose that topic? What were you trying to accomplish?" these are the types of comments which give chance to students to individually think and present his/her purpose. Brookhart believes that clarity in comments is very important in providing feedback to students' paper because students need to understand the feedback information to take further steps for better writing. Teachers always find differences in the students' level of understandings of vocabulary knowledge and background. Therefore, clarity is the important point in written feedback to deliver correct information to students. It is common that teachers provide feedback in various ways some provide narrow comment while others broad. He forces that using appropriate tone in comments is very important because it expresses the quality of teachers' comments on students written texts. Feedback in its quality can be positive or negative, inspire or discourage, understandable or confusing. Therefore teachers must have knowledge of various skills and techniques in order to provide well qualified comments. The other important point in providing feedback is that teachers must choose a method for providing feedback on her/ his students' papers. Some of the teachers believe focusing on the specific feature of written text is more important than other kinds because in such kind of feedback the teachers focus is on a particular aspect. Through knowledge about such points the teachers will be able to develop the students' proficiency in writing skills and receive positive results.

Important points about written Feedback

Sutton; Hornsey; and Douglas in *Feedback in School*, view about the process and various points of feedback to use as a tool to provide written feedback in students' written task. They believe that giving is not always receiving. According to them sometimes teachers claim that although they provide much feedback still they don't receive satisfied results. The teachers must know the nature of his/her students in order to find the technique which fulfils their desire. Sometimes teachers provide feedback in group while students prefer to receive individual feedback on their papers.

Carless is the other researcher in the same paper, who claims that most of teachers count their feedback more important than their students that is why they become fail to receive satisfied result. It mostly happen the students don't get the teachers comments or even they get the information properly but still face problem to implement them in their text. It is important for teacher to find out the gap and follow steps that can fulfill students' desire.

Luque and Sommer in the same paper view that positive result of feedback will be achieve only when teachers go through the students' culture and provide feedback accordingly.

They claim that Confucian based Asia, South Pacific Nations preferred indirect and implicit feedback, while others prefer group-focused feedback rather than self-level feedback. They state that students from Socratic cultures (e.g, USA) preferred direct feedback. According Hattie in the same paper in assessment feedback most of teachers and students believe that suitable result from feedback will provide when teachers also receive feedback from students. In this way teachers will be able to find out the gaps and then put emphasize on the parts that students need the most in their tasks. This kind of feedback from students helps teachers to find out new methods and information that help students the most.

Purpose of This Study

This research aims to find out the effects of written feedback on second language learning text. The purpose to conduct this paper is to strength the students' written text through written feedback. Written feedback will support students to write appropriate written task in the future. Therefore, written feedback for students, who have problems in writing not only help them to know about their errors but also help them to become good writers in the future. Students, who receive written feedback will improve writing skills such as editing and revision.

Research Problem

It is an obvious point that providing an appropriate and effective feedback is not an easy job. It is a big challenging process for teachers which demands skills and strategies to be expert on. Studies has shown that providing limited written feedback don't help students in learning second language texts. Therefore, it considered a big challenged for the target students from Herat Education University to write independently and appropriately. Most of the students have problem in writing academic written product. Through limited feedback they remain unaware about their errors and cannot see their progress in their paper's accuracy so the level of their proficiency in writing doesn't develop.

Research paper's objectives

- ✓ To progress students' writing skills by written feedback
- ✓ To support students to create their own style of writing with various methods
- ✓ To familiarize student's with elements of unity and coherence in written texts

Literature Review

Learning and instruction is the research paper which conducted by Elki Van Steendam et al. In this research paper they are quoting from Boscolo & Ascorti, Several, who claim that lots of studies done on L1 students as well as on L2, which shown the importance of written

feedback on students written product. These people themselves conducted a research on L2 students and in the result they found that students, who don't receive appropriate training and written feedback so they only look to the surface of the text rather to the deep structure and feature of the texts.

Harmer views in *The Practice of English Language Teaching*, that in providing feedback the comments which provide to student's tasks always comes from students texts it selves. He says teachers aim to create various kinds of comments on student's paper to develop their writing skill. Most of teachers providing feedback to students' paper in order to provide marks on their papers, so as a result the target aim remain away from teachers focus. It is important instead of marks put emphasize on expressive feedback to get the positive result. There are various ways that help teachers to provide comments on student's task, only if teacher aim to stand on understanding not providing marks.

There is a research which conducted by Min which mentioned thorough Elke Van Steendam et al in *learning and instruction*. In this research Min found that most of the students get benefit by peer reviewing on their written product. Min himself followed various kinds of English courses in order to find out the role of written feedback on students' written task. He trained 18 Taiwanese students with second language where his major focus was on four steps in providing feedback in students texts, such as

- Clarity on feedback comments
- Identifying of problem by teacher and students in conference meeting
- Explaining the problem
- Suggesting possible revisions

The outcome from this test shown that majority of students were satisfied with second and third steps. Therefore, he suggests for receiving good result from written feedback it's important to put major focus on students' problem in conferences and explain their problem in various method to get the satisfied result from your work.

Methodology

This research paper will conduct within experimental method where the researcher will put emphasize in continuous meeting with students in two months. In the first 2 weeks the researcher will work with students in order to know their level of writing capacity. In the third week the researcher will chose a familiar topic and ask all the students to write an informative essay about the chosen topic in two pages, after students written product the researcher will provide written feedback to their written texts and return them with

comments. The same process will continue up to seven weeks, so in the eighth week the researcher will not provide any comment and just analyze the documents from students' all previous papers and then compare them with the final piece of student writing. In this step the researcher will find out the outcome and show the changes from their first essays to their last essay.

Sample

The sample in this paper will be thirty undergraduate students from Herat Education University of English department. The students will select from different estates with different educational backgrounds. The level of English understanding of each student in the class will be different. The target language which is used in the class will be the English language, which is the foreign language for them. Thirty students will be chosen for the purpose of authenticity.

Conclusion

To conclude the researcher's opinion, writing is not an easy job, for better writing it's not sufficient to have only limited knowledge of vocabulary and grammar, but it requires more skills and strategies to be expert on them such as knowledge of syntax, semantics, grammar and coherence and cohesion. It is a clear fact that written feedback plays an important role on students' assessment but for receiving a satisfied result it requires a lot of skill to be expert on them. The role of written feedback deals with the methods and techniques that teachers use to provide comments on students' written product. So conducting this paper will be a help to correct written assessment and learning second language texts with more proficiency and accuracy style.

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