

Differentiated FEEDBACK

and L2 writing readiness

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Spring 2020



AGENDA





WHAT IS DIFFERENTIATED FEEDBACK (DF)?

DIFFERENTIATED INSTRUCTION (DI)

Differentiation means giving students multiple options for taking in information (Tomlinson, 1999)

PRINCIPLE 1: ONGOING, FORMATIVE ASSESSMENT

Teachers continually assess to identify students' strengths and areas of need so they can meet students where they are and help them move forward (Robb, 2008)

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DIFFERENTIATED FEEDBACK

Students are given writing feedback based on their preferences.

PRINCIPLE 2: CHOICE

Teachers offer students choice in their writing feedback experiences.

WHY DIFFERENTIATED FEEDBACK?

STUDENTS' STANCE



Teachers written feedback is **vague, confusing** and **ineffective** (Ferris, 1997; Fregeau, 1999; Goldstein and Kohls, 2002; Hyland 1998; Leki, 1990; Williams, 2003 & Saidon et. al, 2018).



Six main factors by the students that make feedback unsuccessful, (Goldstein, 2006)

- (1) the feeling that teacher's feedback is **not valid**
- (2) lack of **content knowledge** needed for revisions
- (3) lack of **motivation**
- (4) resistance to revision
- (5) doubt on **teachers' credibility**, and
- (6) a **mismatch** on how teacher respond and students' expectations



Leki (1990):

- (1) some **did not read the feedback** at all,
- (2) some read the feedback but **did not understand** them
- (3) some may understand the feedback but were **clueless** on what to do next.

TEACHERS' STANCE



Teachers feel obligated to provide both form "**global**" and "**local**" feedback (Wiltse, 2002: 3).



Resulting in some teachers being "**errors hunters, language editor and marking machine**" (Lee, 2011: 379).



Correcting students' grammar is believed to be a **must** and teachers will be considered **unprofessional** if they do not conform to the practice (Gray, 2004).



As Malaysian teachers have yet to be provided with a guideline to marking essays and providing feedback teachers are indecisive on the types of feedback to provide (Normah, 2006).



Secondary school students, however, were rarely investigated (Ganapathy et. al 2020; Hazlina Abdullah & Harison Mohd Sidek, 2012; Nooreiny Maarof et al. 2011).

WHAT IS WRITING READINESS

4

It is used in align with the national secondary school curriculum (KSSM) for the classroom-based assessment (PBD) which was introduced in 2017.

3

Six levels of TPs arranged hierarchically and used as the students' achievement reference for each subject

TP levels are stated explicitly in the standard curriculum and assessment document (OSKP) for every subject prepared. (Ministry of Education Malaysia, 2017).

2

Level of mastery or *Tahap Penguasaan* (TP) to indicate the development of student learning which knowledge, skills and values that set in the curriculum are taken into account.

1

Students ability to accomplish a given task based on their level of understanding (Linde, 2017)

PBD is an ongoing process to obtain information on development, progress, abilities and students' mastery of the intended curriculum goals besides providing feedback on teacher's teaching (Kula, 2019).

WHERE IS THIS RESEARCH HEADING?

ICRI-HASS Conference

2nd- 4th June 2021



STUDENTS'
PREFERENCES



TEACHERS'
FEEDBACK

| Research Stage | | Instruments | Participants |
|----------------|-------------|--|--------------|
| CYCLE 1 | Planning | Needs Analysis | 100 students |
| | | Pre-test (Current TP Level) | Whole class |
| | Action | Students Preference Questionnaire | Whole class |
| | Observation | Teacher's Feedback (Checklist) | Whole class |
| | Reflection | Analyse and interpret. Reflect on students' outcome. | |
| | | | |

| Research Stage | | Instruments | Participants |
|----------------|--|--|--------------|
| CYCLE 2 | Plan & Action | Current TP level | Whole class |
| | Observation | Teacher's Feedback (Checklist) | Whole class |
| | ICRI-HASS Conference 2nd- 4th June 2021 | | |
| | Reflection | Analyse and interpret. Reflect on students' outcome. | |
| | | | |

| Research Stage | | Instruments | Participants |
|----------------|--|---|--------------|
| CYCLE 3 | Plan & Action | Current TP level | Whole class |
| | Observation | Teacher's Feedback (Checklist) Post-test Final TP level | Whole class |
| | ICRI-HASS Conference 2nd- 4th June 2021 | | |
| | Reflection | Analyse and interpret. Reflect on students' outcome. | |
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THANK YOU

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