

# Differentiated **FEEDBACK**

## and L2 writing readiness

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## AGENDA

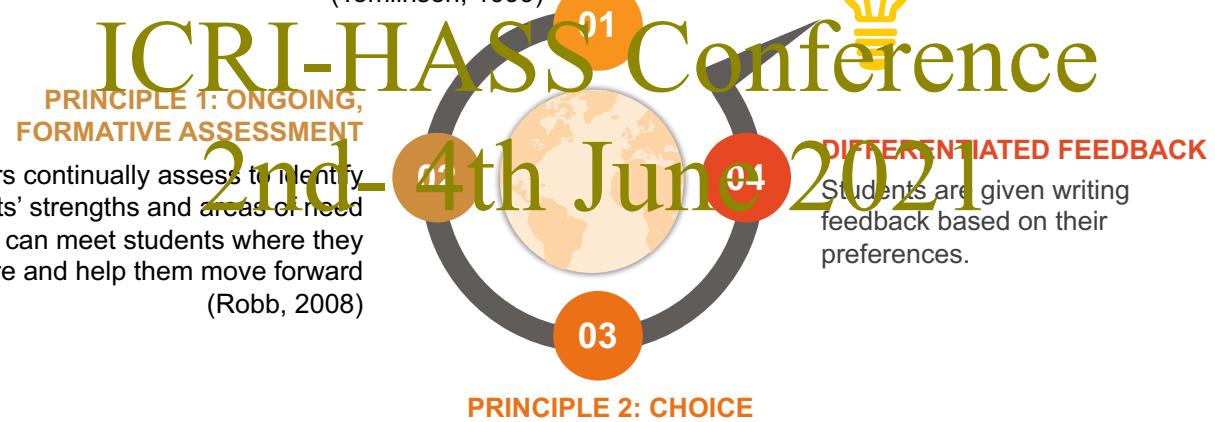




## WHAT IS DIFFERENTIATED FEEDBACK (DF)?

### DIFFERENTIATED INSTRUCTION (DI)

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



# 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).



Dealing with 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

## ICRI-HASS Conference

## 3<sup>rd</sup> - 4<sup>th</sup> June 2021

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

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

4

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

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

WHERE IS THIS RESEARCH HEADING?



CYCLE 1

ICRI-HASS Conference  
2nd- 4th June 2021

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

Research Stage	Instruments	Participants
CYCLE 2	<b>Plan &amp; Action</b>	Current TP level
	<b>Observation</b>	Teacher's Feedback (Checklist)

# ICRI-HASS Conference

**Reflection** Analyse and interpret. Reflect on students' outcome.  
**2nd- 4th June 2021**

Research Stage	Instruments	Participants
CYCLE 3	<b>Plan &amp; Action</b>	Current TP level
	<b>Observation</b> Teacher's Feedback (Checklist) Post-test Final TP level	Whole class

# ICRI-HASS Conference

**Observation**  
**Post-test**  
**Final TP level**  
**2nd- 4th June 2021**

**Reflection** Analyse and interpret. Reflect on students' outcome.



Two glowing pendant lights are suspended from a dark ceiling against a warm, orange-toned background. The lights are enclosed in wire cages and emit a soft, warm glow.

THANK YOU

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