Differentiated FEEDBACK and L2 writing readiness

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AGENDA

01 WHAT IS DIFFERENTIATED FEEDBACK?

02 WHY DIFFERENTIATE FEEDBACK?

03 WHAT IS WRITING READINESS?

04 WHERE IS THIS RESEARCH HEADING?

ICRI-HASS Conference
2nd - 4th June 2021
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)

**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).

“Correcting is as simple as other being “errors hunters, language editor and marking machine” (Lee, 2011: 379).

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

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.

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

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

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 if the life long curriculum goals besides providing feedback on teacher’s teaching (Kali, 2019).
### WHERE IS THIS RESEARCH HEADING?

**ICRI-HASS Conference**

**2nd- 4th June 2021**

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<tr>
<th>Research Stage</th>
<th>Instruments</th>
<th>Participants</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Needs Analysis</td>
<td>100 students</td>
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<tr>
<td></td>
<td>Pre-test (Current TP Level)</td>
<td>Whole class</td>
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<tr>
<td><strong>Action</strong></td>
<td>Students Preference Questionnaire</td>
<td>Whole class</td>
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<tr>
<td><strong>Observation</strong></td>
<td>Teacher’s Feedback (Checklist)</td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Analyse and interpret. Reflect on students’ outcome.</td>
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### Cycle 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Plan &amp; Action</td>
<td>Current TP level</td>
<td>Whole class</td>
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<tr>
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**Reflection**  
Analyse and interpret. Reflect on students’ outcome.

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### Cycle 3

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<tbody>
<tr>
<td>Plan &amp; Action</td>
<td>Current TP level</td>
<td>Whole class</td>
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</tbody>
</table>
| Observation    | Teacher’s Feedback (Checklist)  
|                 | Post-test  
|                 | Final TP level | Whole class   |

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**Reflection**  
Analyse and interpret. Reflect on students’ outcome.
THANK YOU

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