

Harnessing the Power of Feedback to Assist Progress: A Process-Based Approach of Providing Feedback to L2 Composition Students in the United Arab Emirates

Authors : Brad Curabba

Abstract : Utilising active, process-based learning methods to improve critical thinking and writing skills of second language (L2) writers brings unique challenges. To comprehensively satisfy different learners' needs, when commenting on student work, instructors can embed multiple feedback methods so that the capstone of their abilities as writers can be achieved. This research project assesses faculty and student perceptions regarding the effectiveness of various feedback practices used in process-based writing classrooms with L2 students at the American University of Sharjah (AUS). In addition, the research explores the challenges encountered by faculty during the provision of feedback practices. The quantitative research findings are based on two concurrent electronically distributed anonymous surveys; one aimed at students who have just completed a process-based writing course, and the other at instructors who delivered these courses. The student sample is drawn from multiple sections of Academic Writing I and II, and the faculty survey was distributed among the Department of Writing Studies (DWS) faculty. Our findings strongly suggest that all methods of feedback are deemed equally important by both students and faculty. Students, in particular, find process writing and its feedback practices to have greatly contributed to their writing proficiency.

Keywords : process writing, feedback, formative feedback, composition, reflection

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