

Enhancing Students' Utilization of Written Corrective Feedback through Teacher-Student Writing Conferences: A Case Study in English Writing Instruction

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Abstract : Previous research findings have shown that most students do not fully utilize the written corrective feedback provided by teachers (Stone, 2014). This common phenomenon results in the ineffective utilization of teachers' written corrective feedback. As Ellis (2010) points out, the effectiveness of written corrective feedback depends on the level of student engagement with it. Therefore, it is crucial to understand how students utilize the written corrective feedback from their teachers. Previous studies have confirmed the positive impact of teacher-student writing conferences on students' engagement in the writing process and their writing abilities (Hum, 2021; Nosratinia & Nikpanjeh, 2019; Wong, 1996; Yeh, 2016, 2019). However, due to practical constraints such as time limitations, this instructional activity is not fully utilized in writing classrooms (Alfalagg, 2020). Therefore, to address this research gap, the purpose of this study was to explore several aspects of teacher-student writing conferences, including the frequency of meaning negotiation (i.e., comprehension checks, confirmation checks, and clarification checks) and teacher scaffolding techniques (i.e., feedback, prompts, guidance, explanations, and demonstrations) in teacher-student writing conferences, examining students' self-assessment of their writing strengths and weaknesses in post-conference journals and their experiences with teacher-student writing conferences (i.e., interaction styles, communication levels, how teachers addressed errors, and overall perspectives on the conferences), and gathering insights from their responses to open-ended questions in the final stage of the study (i.e., their preferences and reasons for different written corrective feedback techniques used by teachers and their perspectives and suggestions on teacher-student writing conferences). Data collection methods included transcripts of audio recordings of teacher-student writing conferences, students' post-conference journals, and open-ended questionnaires. The participants of this study were sophomore students enrolled in an English writing course for a duration of one school year. Key research findings are as follows: Firstly, in terms of meaning negotiation, students attempted to clearly understand the corrective feedback provided by the teacher-researcher twice as often as the teacher-researcher attempted to clearly understand the students' writing content. Secondly, the most commonly used scaffolding technique in the conferences was prompting (indirect feedback). Thirdly, the majority of participants believed that teacher-student writing conferences had a positive impact on their writing abilities. Fourthly, most students preferred direct feedback from the teacher-researcher as it directly pointed out their errors and saved them time in revision. However, some students still preferred indirect feedback, as they believed it encouraged them to think and self-correct. Based on the research findings, this study proposes effective teaching recommendations for English writing instruction aimed at optimizing teaching strategies and enhancing students' writing abilities.

Keywords : written corrective feedback, student engagement, teacher-student writing conferences, action research

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