
The Effect of Corrective Feedback On Developing Academic Writing Skills: Pakistani ESL Students Perspective

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Abstract

Corrective feedback has played an important role in promoting academic writing skills in students. The main aim of this research is to explore the role of corrective feedback on academic writing on ESL students at Government College Women University Sialkot, Pakistan. The qualitative method is used in this study for to gather data in the form of interviews by students. Further, observation and documentations were held to get complete information. It is revealed by results that students have learned the norms of academic writing and their academic writing is improved. In fact, they became more confident in academic writing skill. In addition, the students became habitual to get more comments from peers and teacher for to promote their cognition. The tendency of cognition is mostly depended on individual differences. Further the teacher promotes the critical thinking skill in the student by instigating a question answer session in the class when he was given clarification in the corrective feedback in academic writing class.

Key words: Academic writing, corrective feedback, cognition, ESL students' perception, performance, individual differences, critical thinking

INTRODUCTION

Corrective feedback is a stimulant to guide the students in the right path in learning of language because it provides direction to abstain himself from errors. The beauty of writing is enhanced when it is error free and it is also consisted of all norms of academic writing skills i.e style, hedging, reference and layout. In addition, the use of cohesion and coherence in text are also developed by corrective feedback which is also developed discourse competence and various types of skills of academic writing are developed in novice writer (Wahyuningsih, 2018a, p. 16). In spite of, the significance that may concern to promote the academic writing is the requirement of social cultural model including a supporting environment, including of more knowledgeable writer as models advocating writing approximation as success, implying supporting dialogue molding the student thinking as they write. Different strategies are adopted to plan to create test using editing and revising strategies, publishing and share writing with real environment and audience (van Kraayenoord, Miller, Moni, & Jobling, 2009, p. 25). As the students are non-native, so ESL students are committed mistakes in writing (Tasdemir & Arslan, 2018, p. 2). It is also observed the students are deeply engaged in the process of academic writing consistently. It is also observed by until now, the procedures of feedback is not used by teacher continuously (Haffling, Beckman, & Edgren, 2011, p. 349). Further, feedback gave more success toward action and is also linked to targets promoting better performance. Hence, corrective feedback is also given to the student play a significant role in correcting errors, particularly in teaching and learning process. When the teaching has only the status of understanding, the progress of student in teaching and learning

process and is not merely a transforming knowledge. It is a dire need for students to comprehend their progress through corrective feedback by the teacher.

Some researchers have motely observed the previous literature and students about feedback are given by teacher. Feedback is a dynamic process which is a directed by teacher to the students to achieve positive targets through increasing repetition and correcting error or by producing change in the negative ones. Further, when the corrective feedback is applied, it is a source to enhance the awareness of the skills of education and course development (Cushing,Abbott, Lothian, Hall, & Westwood, 2011, p.105). When the ESL students are specially taught for academic writing, they direly need written corrective feedback and assessment via some courses regarding the procedure of teaching writing (Bostanci& Çavuşoğlu, 2018, p. 3). Further, providing feedback especially benefits to students' writing performance as it promotes the subject's specific layout and criteria (Huisman, Saab, van Driel, & van den Broek, 2018, p. 956). In the communicative class, according to the interaction hypothesis, it is observed that feedback achieved from interaction could be crucial for language learning (Zhai & Gao, 2018, p. 2).

Similarly, corrective feedback is primarily increased in teaching academic writing to ESL students at Government College Women University Sialkot, Pakistan. In this region, English is learned as second language where L1 is Urdu, which is completely different from English in script. Yet they are facing a lot of hurdles in academic writing class. These includes hedging, voice, tone, trimming of sentences, limited academic vocabulary, deprive of both extensive and intensive reading, lack of voice, style, structure of sentences, proper quoting, references and so on. Resultantly, these are modes to provide corrective feedback via views of professors and learners in the favor of academic writing performance. The main purpose of this article is to explore the role of feedback in developing academic writing skill. In addition, it also describes the mode of corrective feedback used in academic writing class

Problem Statement

Academic writing is different than other writing and has its own genre and norms. Therefore, academic writing have many cultures and some experienced, successful academic writers observed the written text academically and provided different comments and suggestions for revision, based on the norms in their specific discipline. Therefore, necessary corrections are required for the student to become expert in academic writing and this is only possible by the expert opinion of the subject specialist teacher and these opinions are in the form of corrective feedback. Therefore, in this study corrective feedback devices are used to promote the skills of academic writing in the students of higher education in province Punjab.

Objective of the Research

The objectives of this study are:

- To identify the role of corrective feedback in academic writing in higher education in Punjab.
- To investigate the barriers of academic writing.
- To explore the ways of corrective feedback for academic writing.
- To promote the academic writing skills.

Significance

The main significance of this study is to explore and observe the effects of academic writing of the student's assignments. The main idea behind is to improve the norms of academic writing and to improve teachers day to day work. The student must have ability to understand the written corrective feedback given by the teacher about academic writing and to find long lasting effects of corrective feedback in the student's skills.

LITERATURE REVIEW:

Generally, a limited literature is available about written corrective feedback to explore the role of corrective feedback on academic writing accuracy perception of ESL students of higher education institution of Punjab. The first type of argument is this, “The case against grammar correction in L2 writing class”, by John (1996) Truscott (1996) and Ferris (1996), In this paper both the protagonist possessed opposite opinions about the WCF, for the elimination from the teaching classes due to the following reasons (a) persistent research represents that it has no effect and not helpful to the student in any interesting sense. (b) For both practical and theoretical reason, one can assume, it to be no effect and (c) it has detrimental effect. But Ferris has strong opinion about corrective feedback that was vital for daily work of teacher and must be used in a class, although he has not resolved the discussion of whether, it was finally beneficial to learners development due to the dearth of data on this situation: “The issue of streamlining students to promote their writing language skill and keep up their accuracy in writing is vital to be solved on hastily”. As a teacher, we will carry on our struggle to find replies and find now avenues to fulfill more skillfully and accurately to our students and writers requirements.

When the most related literature about WCF is observed keenly with respect to different dimension, various types of views are pondered which are found to be both positive and negative in nature. Al-Bakri, S. (2015) views corrective feedback as a tool which is influenced also by the rules formed by the teacher. According to his views that empirical evidence presented by previous researchers that changed the minds of the teacher in using their instructional decision and sincere effect can improve the writing skills of the students.

Another study by Wun Beuningen, De Jong and Quiken (2012) found that “direct correction is better suited for grammatical errors and indirect correction is better suited for non-grammatical errors” and that “only direct corrective feedback has the potential to yield long term grammatical gains”. Storch, N. (2010) has opinions about corrective feedback in specific environment and its importance. She describes that “One of the treatments, often given on a very narrow range of errors and ignore the learner aims and attitude to the feedback given and to development in accuracy” Bithcener, J.& Storch, N. (2016) have inter-weaved sociocultural and theoretical cognitive view focusing on the process of learning as compared to the editing process of corrective feedback. According to some researchers, the selective feedback would mean that focusing on student on their error. Some other researchers have strongly focused on the teachers experience and its influence on corrective feedback given to learners for to error-free writing. Reza Norouzian (2015) in her study suggests that experience of teacher’s effect on corrective feedback and descriptive analysis of error shown some variation in their perceptions. The pragmatically view of corrective feedback as a device not only to the teacher discretion but also a significant part of the curriculum of the school. Vyatkina, N.(2011) in her study stresses that corrective feedback has the potential to become main significant part of foreign language in arranging curriculum and that a writing is not a secondary language skill but rather as a repetitive , cognitively demanded problem solution of the problems(Mamcone & Roca Det Larioss, 2008) other studies (Heift ,2008 ,2010) have researched on intelligent language tutoring system are computer based corrective feedback indicating that corrective feedback error such as grammar or spelling play vital role in the development of short span and long span writing accuracy. According to Lee I. (2011) study represents, teacher active participation to promulgate change in feedback as well as their perception of the factor that may facilitate or may inhibit change should be confined in the definition of corrective feedback.

The classification of the corrective feedback is done in different kinds and categories. Lyster and Ranta (1997) have indicated various kinds of corrective feedback whenever a mistake is committed

in French classroom teachers. The category comprises recasts, explicit correction, repetition, clarification requests, metalinguistic feedback and elicitation.

Ellis had classified the mind focusing topology of corrective feedback on the “The effects of written corrective feedback”, he introduced two distinct sets of option (1) strategy for giving feedback and(2) response of the students to the feedback. The two forms of strategies included various forms of corrective feedback. The first portion of strategy consisted of direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, electronic feedback and reformulation.

The set comprising student’s response to feedback in which students are requested to study corrections or corrected text is returned to them. Sheen (2010) oral feedback is provided to students immediately after the language error and oral feedback is given after few hours. Second oral feedback requires that students have ample time to learn from it, while written corrective feedback can be studied many times. Third oral feedback can be facilitated to students less as compared to written corrective feedback which has much potential content. Fourth WCF are provided in the form of codes for to enhance the thinking ability of the students. Codes are v, for verb, s for spelling, p for punctuation, c for capitalization etc. As the negative views given by Truscott (1996) less number of researchers has researched this topic. So the limited number of literature in this area of role of written corrective feedback in L2 writing is available to the new researcher. The main aim of this review is to change the thinking of the researcher for to conduct study on this neglected area.

RESEARCH QUESTIONS:

To meet the objective of this study, given below research questions will be discussed:

- Q1:** What are the advantages of corrective feedback in academic writing?
- Q2:** Can student enhance their academic writing skill without corrective feedback?
- Q3:** Is corrective feedback a source of promoting the teacher’s work?
- Q4:** What is the duration of the effect of CF in student academic writing?
- Q5:** Which strategy is most beneficial for to improve the academic writing of students?

RESEARCH METHODOLOGY

The qualitative method is used in this study for to delve deep in the research setting to achieve in deep understanding about the objects and how the participants in this context perceived them. (Gay, Mills , & Airasian, 2012). Data were collected through observation, documentation and interview to 10 ESL students at Govt. College Women University Sialkot, Pakistan. The learners took keen interest in research and highly cooperated to researcher in interview process. They all gave their interest relevant to the perception to the use of corrective feedback in increasing their performance in academic writing. In addition, observation, documentation was hold to explore experience and process of teaching academic writing.

The qualitative methodology for this research study on the role of corrective feedback in developing academic writing skills between Pakistani ESL students adopts a phenomenological approach. This approach is accurate as it tries to investigate the existed experiences of ESL students with corrective feedback, concentrating on how they got, explain, and use it in their academic writing. By observing students’ subjective experiences, the researches will achieve

insight into the personal and contextual factors that mold their responses to feedback. This methodology is designed to provide a deeper understanding of how corrective feedback is observed by Pakistani ESL learners past measurable outcomes.

The primary data collection method will be semi-structured interviews with a selected sample of class BS Pakistani ESL university students. Semi-structured interviews permit elasticity in probing deeper into participants' thoughts and experiences, while still focusing on the key research questions. The interview guide will include questions on students' experiences with various types of corrective feedback (e.g., direct, indirect, metalinguistic), how they reply emotionally and cognitively to feedback, and how they perceive its effect on their academic writing. The sample will consist of 15-20 students from assorted linguistic and academic backgrounds, selected based on their willingness to participate and their experiences with academic writing and feedback. Each interview will last approximately 30-45 minutes and will be recorded and transcribed for analysis.

Data Analysis

The data of the interview is analyzed by using thematic analysis, a method that permits the identification of key themes and patterns within the qualitative data. This process is commenced from an open coding phase where interview transcripts is investigated form recurring ideas, phrases, and concepts related to students' perceptions and use of corrective feedback. By adapting the open coding, a more concentrated coding phase is categorized these themes into broader groups, such as emotional responses to feedback, strategies for applying feedback, and perceived barriers to utilizing feedback effectively. NVivo software will assist in managing and organizing the data, ensuring a systematic approach to identifying and developing themes.

To certify the credibility of the qualitative findings, the study is employed strategies such as member checking and triangulation. After the interviews are transcribed, participants are given the opportunity to review and confirm the accuracy of their statements (member checking), helping to confirm that their perspectives are accurately represented. Triangulation is involved comparing interview data with other qualitative sources, such as feedback annotations on students' written assignments, to validate emerging themes and insights. Ethical considerations include obtaining informed consent, maintaining participant confidentiality through the use of pseudonyms, and ensuring that students understand their right to withdraw from the study at any time without any consequences to their academic progress.

DISCUSSION AND FINDING

THE ESL STUDENT PERCEPTION ON THE ROLE OF WCF ON ACADEMIC WRITING

As for as academic writing is concerned the student of Government College Women University Sialkot, Pakistan have different opinions in term of linguistic and cognitive development. They have strong views that they need development in the academic writing by providing corrective feedback. When these ESL students are interviewed, they replied that they perceived that corrective feedback has put better impacts and benefits on their academic writing performance. The insights of academic writing were given to the students by CF has provided to the students given knowledgeable understanding related to academic writing. Further, they will get more knowledge about correction of their peer works. Finally, professors are providing CF to students for clarification. Both teachers and students are involved in this teaching and learning process. Students are obtained deep insightful knowledge by obtaining WCF. The comprehension ability of the students was increased by following the norms of academic writing such as cohesion and coherence. Further, this process student delivers a lecture on the work of academic writing in front of the class. In the same time, their peers are asked to give comments concerned to the mode of academic writing as a corrective feedback. Then professors also have given the comments for to clarify the work of student. This all process is adapted for to enhance more crucial revision. This

type of findings are also given by Huisman, Saab, van Driel, & van den Broek (2018, p. 957) that feedback is provided adequacy of perception and their effort to revise their work. Further, corrective feedback is also having benefits on encompassing the meaningful aspects of text of the content, structure and style. It also included evaluative and analytic revision. The given comment is one of the students of Government College Women University Sialkot, "I have got a lot of meaningful knowledge concerned to academic writing. It is a mutual process in which feedback is provided by both the students and teachers in which comments are given about error and mistakes by peers and teacher in order to advise some revision. So these comments are the source of evaluative revision" (Syafaah, May 2019). This type of descriptions is also given by others to other students but elements are toward analytical and evaluative revision.

Corrective feedback is beneficial in providing knowledge and elements required in academic writing. When the comments are given by teacher, this is also a source of motivation for students to give comments in evaluation and analytical revision, so the content structure and style of the students writing are evaluated in the process of corrective feedback (Aini, May 2019).

Further, corrective feedback is also beneficial in identification of error toward the writing performance. Generally, yes, students have committed errors in their academic writing. It is the duty of teacher to correct all these errors in a demonstrating that it will become meaningful and understandable. As far as corrections are concerned corrective feedback plays an integral role to identify errors in student's academic writing performance. In spite of the corrective feedback is also used for diagnosing of errors and better revision. It is also described by some of the students of Government College Women University Sialkot, Pakistan. Some difficulties are faced by them in the content writing structure such as tenses, limited academic vocabulary and style in academic writing. It is also quite difficult to produce meaningful text in which it needs the skill of joining sentences through coherence and cohesion. In fact, it is not easy to make a good paraphrase (Fahmi, May 2019).

The above description is also aligned with another student who describes that error frequently took place in performing academic writing. It is difficult to create good text without error in a academic writing. Moreover, it is not easy to express ideas in a academic writing by kept in view boundaries in reading and listening academic text. Finally, the exposure of vocabulary is also limited. Further an accurate paraphrasing is also required in academic writing. This is a great problem for student. So, this fund is not so easy since we are demanded to write using own sentences (Nuha, May2019). The feedback is provided to the student by the teacher are in direct and indirect ways. According to this, some clues are given to the students about errors. Meanwhile, direct feedback is given when most students are facing problem in CF toward their peer works. Considering it, the significance of giving an amalgamation of direct and indirect feedback in academic writing is considerably effective (Banaruee, KhatinZadeh, & Ruegg, 2018, p. 4).

Third, the corrective feedback motivates learner in better academic writing. The learners are motivated by directing them to study some reputable academic journals. Finally, they have wider knowledge about how to write better academic writing. Consequently, they will be awarded of element content structure and style included in academic writing. So, the students have more enthusiasm and zeal to achieve a better academic writing performance. Certainly they will be become familiar about composing a good abstract, introduction, method, result, discussion and conclusion. Hence, Students are faster to aware of using references management such as Zotero and Mendely in order to facilitate them in managing citation. This process is liberated by the views of student in motivating the students in academic writing.

When we have study well reputed journal it is the source of motivation for us because it has. Promoted over promoted our style in academic writing including the structure and style in academic writing, this is all possible due to corrective feedback which acts as a stimulant in our

academic writing. The corrective feedback, therefore, it has aroused us to perform a better in academic writing (Nuralim, May 2019).

Another student has also same type of thinking; she is more fostered in academic writing class through the CF provided by the professors and students. I achieve a wider knowledge and motivation in academic writing therefore some crucial elements are required in a academic writing. Further, references are also used in citation made by Zotero and Mendley. In addition, it promotes in storing some files that has a better citation (Hanum, May 2019). From the above elaboration, it is observed that most students are highly motivated to enhance their academic writing performance since they have achieved the CF in academic writing class. Their finding is boosted up by Banaruee et al., (2018, p. 8). Fourth, corrective feedback develops the student critical writing skills. It is observed during the interviews that the critical thinking skills is promoted in ESL students It should be noted that process of collective feedback students are deeply pursued by comments given by their peers. Further, they certainly focus on commenting the aspects of writing, such as content and the structure. Accordingly, they are free to identify the error made by their peer and instigating suggestible revision. Hence, this will promote them to think critically by suggesting ideas and revision. Further, students are deeply motivated to express their argumentative feedback and a comprehensive example and revision corrective feedback, Noroozi & Hatami (2018, p. 4). The feedback given immediately after committing errors is more authentic (Tasdemir & Arslan, 2018, p. 3).

This collaboration is sophisticated proved by the comments of the students. She said that academic writing is provided in the form of chain. The students are facilitated to say their ideas as per the need. The next phase is to indicate the error of their peers and suggested some revision. The previous articles are critically examined by them. In addition, we receive the immediate feedback which will promote our skill in academic writing. Their critical thinking will be enhanced (Syafaah, May 2019)

Fifth the cognition is also improved about academic writing by using CF. As the revision process is continued is in the form of chain, so the habits of committing error are also diminished. This is all possible by dint of corrective feedback. The role of corrective feedback with regard to the student is strengthened by Marbouti, Mendoza-Garcia, Diefes-Dux, & Cardella (2019, p. 183) noting that learning were directed to chosen a critical need and find the solution.

SOME HURDLES OF PROMOTING CORRECTION FEEDBACK IN ACADEMIC WRITING CLASS

Along with the advantage of corrective feedback some hurdles are also found in processing of providing reactive feedback on the basis of observation of some students. The individual difference is found among students, some students have good IQ so they perform swiftly as compared to the students who have low IQ. Some students are fond of studying article written by other structure, so their cognition has already improved, so they pick idea at once as compared to those who were studying article off and on. As the cognition is directly proportional to critical thinking, so the students who have strong critical thinking, they readily identify error and also found some better revision.

The next hurdle in providing corrective feedback is an academic writing is confusion in paraphrasing. It may be due to the scarce exposure in English, discourse pattern and structure (Wahyuningsih 2018b, p. 111). The next hurdle in the process of corrective feedback in academic writing is more time taking practice. It would require several meeting while discussing the number of texts. Further, timing of providing feedback and condition of the student must be kept in view when the feedback is provided (Tasdemir & Arslan, 2018, p. 2).

Conclusion

This study is conducted at Government College Women University Sialkot, Pakistan to explore

the perception of ESL student with respect to role of corrective feedback in academic writing. When the result of interviews, observations and documentations are derived, it is found that a lot of students have positive attitude toward academic writing performance. First of all, the student becomes familiar with norms of academic writing. Second, the CF is beneficial in understanding the meaningful insight about a academic writing. Third, it promotes the ability of the student in finding the errors in the text. Fourth, it promotes the critical thinking of the students. Fifth, The cognition of the student is promoted by extensive revision and classroom practices. But indirect feedback is considered most significant technique as corrective feedback in academic writing; skills of students are improved in this way because it promotes cognition of the student along with advantages. Some disadvantages are also found due to individual differences. Some students are lack in expressing ideas, proper paraphrasing and taking long time. It must be kept in mind that this research is held in Government College Women University Sialkot, Pakistan. It is suggestion to the future researcher that for to conduct this study other fields such as different disciplines should be selected. Consequently, by completing this study, we would highly achieve insights on how the corrective feedback is beneficial in promoting the academic writing skills in ESL students.

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