

# **Giving effective feedback to increase student engagement in group writing tasks: An Action Research Study**

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## **1. Introduction**

The English in action writing class takes place in a TBLT setting. It is a truly student-centered class which focuses on helping students to build their global English writing competence through a range of different tasks created specifically for the students. For the most part, the class will involve the students in a variety of tasks focused on meaning and purpose. Besides, the class employs a flexible-grouping approach throughout the semester, which means that students will be engaged with their peers and special group leaders. Therefore, in this class the students will be generating large amounts of language that will be closely monitored, with helpful feedback provided.

## **2. Research question**

**How can we give students feedback more effectively to help them actively engage in group writing tasks?**

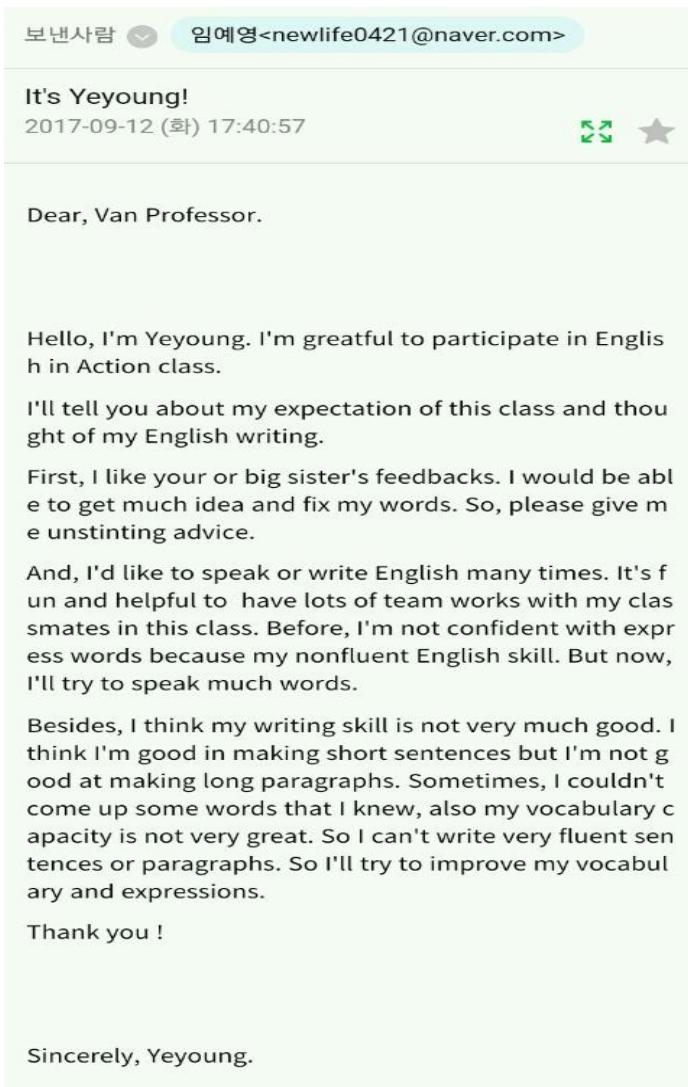
## **3. Rationale**

According to Larsen-Freeman, D., and Anderson, M. (2013), the goal of teachers who use TBLT is to facilitate students' language learning by engaging them in a variety of tasks that have clear outcomes. We believe a facilitator is the person who assists a group of people in understanding their common objectives and in planning how to achieve them. When we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the "king" who controls the activities of the learners. The teacher should grant the learners some space to let loose their spirit of creativity and innovation. In other words, the learners must get involved into an active participation that would be represented by argumentative discussions and teamwork activities, so that the process of learning becomes comprehensive.

Since this class provides various group writing activities, we expect that students can improve their English writing skills through working with their group members in activities such as brainstorming and discussions. Besides, through students' needs analysis results, we discovered that they also expected various group activities, such as discussions and brainstorming as their preferred classroom activities in this class. Therefore, the teacher's role as a facilitator in this class should be connected to managing students' group works effectively and engaging them in group tasks actively. To play a facilitator role successfully in class, we would like to focus on how to give students feedback effectively. Also, through writing assignment in the first week, we discovered that students wanted to get effective "feedback" from this class to enhance their English writing

skill based on week1 writing assignment.

- The first week writing assignment by one of our students in English in Action Writing -



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It's Yeyoung!

Dear, Van Professor.

Hello, I'm Yeyoung. I'm greatful to participate in English in Action class.

I'll tell you about my expectation of this class and thought of my English writing.

First, I like your or big sister's feedbacks. I would be able to get much idea and fix my words. So, please give me unstinting advice.

And, I'd like to speak or write English many times. It's fun and helpful to have lots of team works with my classmates in this class. Before, I'm not confident with express words because my nonfluent English skill. But now, I'll try to speak much words.

Besides, I think my writing skill is not very much good. I think I'm good in making short sentences but I'm not good at making long paragraphs. Sometimes, I couldn't come up some words that I knew, also my vocabulary capacity is not very great. So I can't write very fluent sentences or paragraphs. So I'll try to improve my vocabulary and expressions.

Thank you !

Sincerely, Yeyoung.

However, we have observed that we, big siblings, facilitators, sometimes don't have enough time to give students feedback during group activities since we are all in a rush to complete the tasks within limited time.

*"I was supposed to facilitate and guide my little sisters as a group leader, but I think I dominated our group work. They were not active and they seemed to beat around the bush. Though we were running out of time, they even didn't decide our team name. So, I just decided our group name and designed the poster. They just drew pictures. I think I need more patience to wait for them to show their outcome, though it's not a satisfactory and desired outcome."*

- Reflections from HW week 1-

In that sense, facilitators also feel difficulty in eliciting active participation from group members, as well as deciding when to intervene in students' discussions to give them advice and appropriate scaffolding

during tasks. Here are examples of weekly reflections from facilitators.

*“... I had no idea of new group members, so I couldn’t intervene to my sisters or give feedback. I also didn’t know how much Rino needed our help. So, I gave her much time to write by herself. I thought I could intervene after she wrote the first draft. But, I was too late. She was in trouble.”*

- *Reflections from JH week 4-*

*“Although the classes went well overall, I observed that we still needed more specific and effective strategies for giving directions and giving feedback to students in class. ..... Another issue is always related to giving feedback to students in class. Besides, I can say that it is also related to why we, facilitators, big siblings are here in class. Through 4 weeks classes so far, I have observed that we, facilitators, big siblings need more specific and effective strategies for giving feedback since we are all aware of the importance of feedback as facilitators in class. If we don’t make any strategies for that, we cannot participate in class actively, spontaneously and make our position firmly. As we all know, our position is technically in between a teacher and students so that sometimes it is difficult for us to find what to do in class. In that sense, my question here is how we can give students feedback more effectively to help students to actively engage in group writing tasks.”*

- *Reflections from JS week 4-*

According to some of the weekly reflections above, we can figure out that main difficulties which most facilitators feel are related to how to give students feedback effectively during group writing activities.

## **4. Intervention Plans**

Basically, our action research goal is to help students actively engage in group writing tasks by giving them effective feedback. For that, we would like to include all the relevant feedback in pre-lesson, during-lesson and post-lesson as our interventions. Based on our overarching feedback interventions, we expect that the role of facilitators will be enhanced, so that we can encourage students to actively participate in the in-class tasks and thereby improve their writing skills. According to Vigil and Oller (1976), a positive affective response is imperative to the learner’s desire to continue attempts to communicate. Cognitive feedback then determines the degree of internalization. Negative or neutral feedback in the cognitive dimension will, with the prerequisite positive feedback, encourage learners to try again, to restate, to reformulate, or to draw a different hypothesis about a rule. Positive feedback in the cognitive dimension will potentially result in reinforcement of the forms used and a conclusion on the part of learners that their speech is well-informed. Vigil and Oller (1976) also suggest that the task of the teacher is to discern the optimal tension between positive and negative cognitive feedback: Providing enough green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red light to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all. We can recognize that giving students effective feedback plays a crucial role in helping them to achieve their language learning goals, more specifically build

their global English writing competence in this class. Thus, we would like to implement all the relevant feedback in our class as our interventions.

### **1) Feedback about reading and writing assignments**

Reading and writing assignments are so important for students to prepare and review the lessons. Besides, well-prepared assignments are helpful for students to engage more in the relevant activities in class. Therefore, we would like to implement our intervention for giving feedback about reading and writing assignments as below:

#### **Current situation:**

On Tuesday- Students are supposed to hand in their writing assignment provided in the previous week and also, they are supposed to bring their present week's reading assignment as their reference for the lesson.

On Thursday- The professor gives students back their writing assignment with his comments and the students hand in the present week's reading assignment. For reading assignment, class leaders of the present week post up the answers on the homework answer board after the lesson.

#### **Our intervention plan:**

On Tuesday- A facilitator in each group will check up the previous week's reading assignment with their little sisters such as whether the students checked the assignment answer board to get the right answers or whether there is any difficulty or question related to the reading assignment answers. Class leaders will do a comprehension check about this week's reading assignment, asking a couple of questions at the beginning of the lesson since a reading assignment is important to help students to engage in the activities in class.

On Thursday-Each group facilitator will communicate with their little sisters about their last week's writing assignment based on the professor's comments.

### **2) Checklist for students and facilitators during activities**

As we have discussed through our reflections, the role of facilitators is so important. However, we, facilitators sometimes don't know what to do and how to communicate with our little sisters effectively, especially during activities. Therefore, we would like to give them some kind of specific and effective tools they can use during activities for their effective communication with students such as a checklist for students as well as checklist for facilitators as our intervention.

#### **Current situation:**

We don't use any checklist for students and facilitators. We, facilitators only write our reflections about good points and some areas for improvement about the classes we have done each week. Also, we mention how to manage the next class more effectively and how to facilitate activities better next time.

#### **Our intervention plan:**

Checklist for students- Each facilitator will observe how their students are doing during activities and check several elements such as vocab/grammar, organization of writing, and participation in activities etc. based on a checklist. After class, each facilitator will give their students checklist sheet about their performance as feedback.

Checklist for facilitators-Each facilitator will check several elements about whether he/she gives students appropriate feedback during activities, specifically in the part of vocab/grammar related feedback, organization of writing related feedback, and feedback related to leading students' active participation in activities.

### **3) Students' survey & text message from students after class**

Receiving feedback from students is also important as much as giving feedback. It helps teachers prepare for and monitor their next lesson more effectively. Therefore, we would like to employ students' survey in each week and their text message feedback as our intervention.

#### **Current situation:**

Each facilitator sends text messages to their little sisters to remind them of assignments.

#### **Our intervention plan:**

After Thursday class, facilitators will get some general feedback about the present week's class from students such as whether the class is helpful or not, whether there are any comments. If facilitators get some special issues from students' feedback, then they will report it to the class leader.

## **5. Data collection**

### **1) Checklists for class leaders, facilitators (see Appendix A, B and C)**

After Thursday class each week, class leaders and facilitators will fill in the checklists to confirm whether they give appropriate feedback to the students in that week. There are three types of checklists. Class leaders will use appendix A and facilitators will use appendix B and C.

### **2) Checklists for students – Students' survey (see Appendix D)**

After Thursday class each week, we will collect students' checklists to see how our interventions are helpful based on the analysis of correlation between the rate of giving feedback completion by facilitators and students' level of satisfaction about the class.

## Appendix A

### Self-checklist (for class leaders)

Criteria		
Before Class	I checked up today's reading(Tuesday) and writing assignment(Thursday).	Yes / No
During Class	I checked if all members followed the right track in class.	Yes / No
	I provided effective feedback to the students' performance.	Yes / No

## Appendix B

### Self-checklist (for facilitator)

Criteria		
Before Class	I checked up group members' reading(Tuesday) and writing assignment(Thursday).	Yes / No
During Class	I gave error corrections to grammar and vocabulary errors blocking the flow of understanding.	Yes / No
	I encouraged my little siblings to apply what they learned from reading homework to their in-class writing task.	Yes / No
	I provided effective feedback to the student regarding the organization of their writing.	Yes / No
	I encouraged students' participation and cooperation in the group work.	Yes / No
	I guided all members to follow the right track during activities.	Yes / No
After Class	I sent text messages to my little sisters and received their feedback about the class.	Yes / No

## Appendix C

### Checklist (for each student)

Name:

	Criteria	
Assignment	This student is well prepared for reading and writing assignments.	Yes / No
Class	There are no major grammar and vocabulary errors blocking the flow of understanding.	Yes / No
Activity	This student contributes to the logical organization of writing.	Yes / No
	All of the sentences are directly related to the topic. (Topic sentences & Supporting sentences)	Yes / No
	This student shows active participation and cooperation in the group work.	Yes / No

## Appendix D

### Survey (for students)

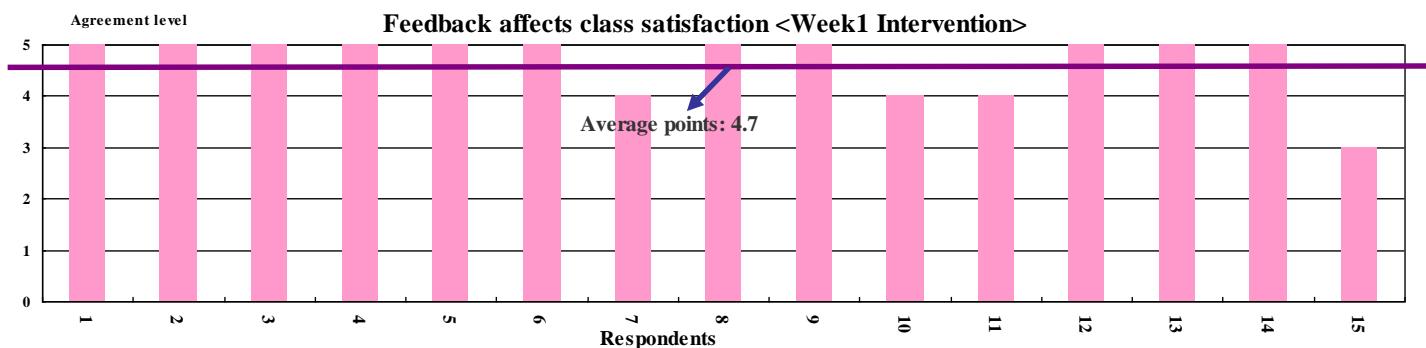
Question	Answer				
Feedback from the big sibling in my group encouraged my participation.  (Verbal feedback & Text message)	Very much agreeable	So so	very disagreeable		
	5	4	3	2	1
Error correction and scaffolding for clear instruction from the big sibling was helpful and satisfactory in doing writing task in class.	Very much agreeable	So so	very disagreeable		
	5	4	3	2	1
Do you think feedback from the big sibling affect class satisfaction?	Very much agreeable	So so	very disagreeable		
	5	4	3	2	1
Are you satisfied with the feedback from the big sibling in general?	very satisfied	So so	very dissatisfied		
	5	4	3	2	1
Overall, are you satisfied with this week classes?	very satisfied	So so	very dissatisfied		
	5	4	3	2	1

## 6. Result from checklists and student survey

### 1) Overview of the research result based on correlation of feedback intervention and student satisfaction.

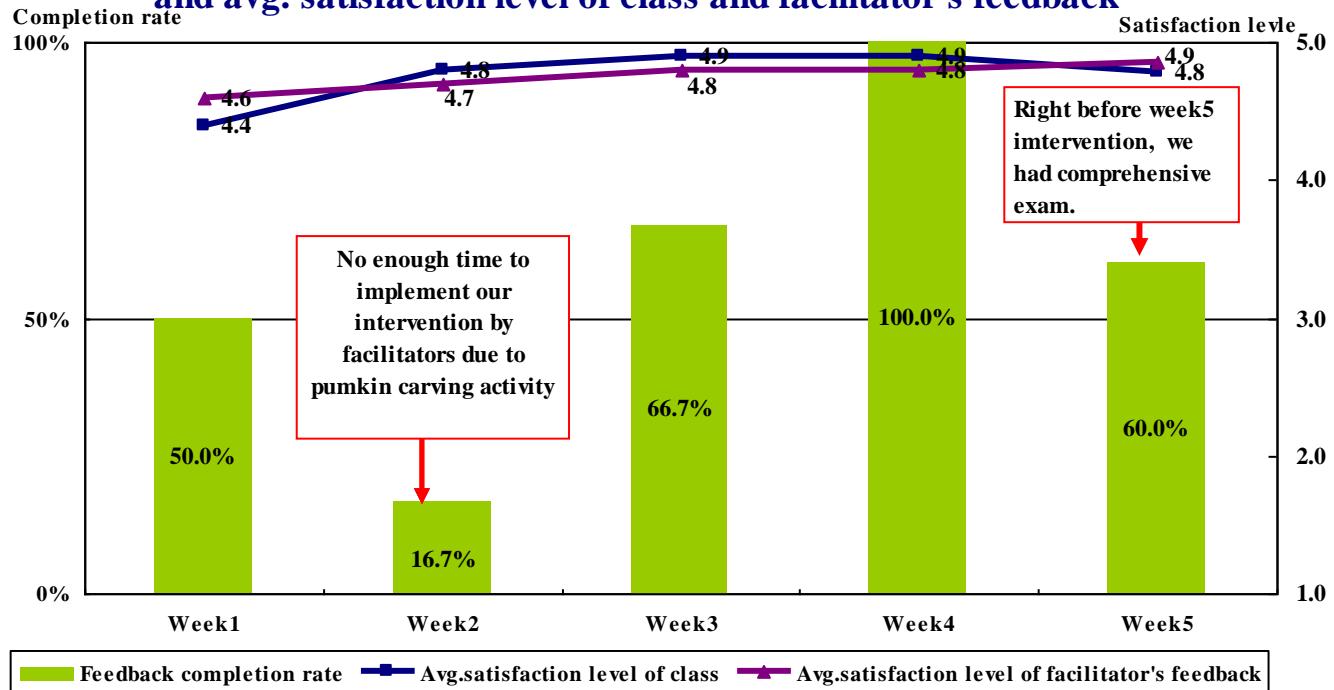
#### Rationale of checking class satisfaction by students.

The survey result shows that the average agreement level of the statement that feedback by facilitators affects class satisfaction is 4.7 out of 5. (5 points: strongly agree, 3 points: so-so, 1 point: strongly disagree). In addition, 14 out of 15 students who submitted survey sheet showed positive correlation between feedback from facilitators and class satisfaction. Therefore, we decided to track the weekly data about “Overall students’ satisfaction level in each week class based on student survey.

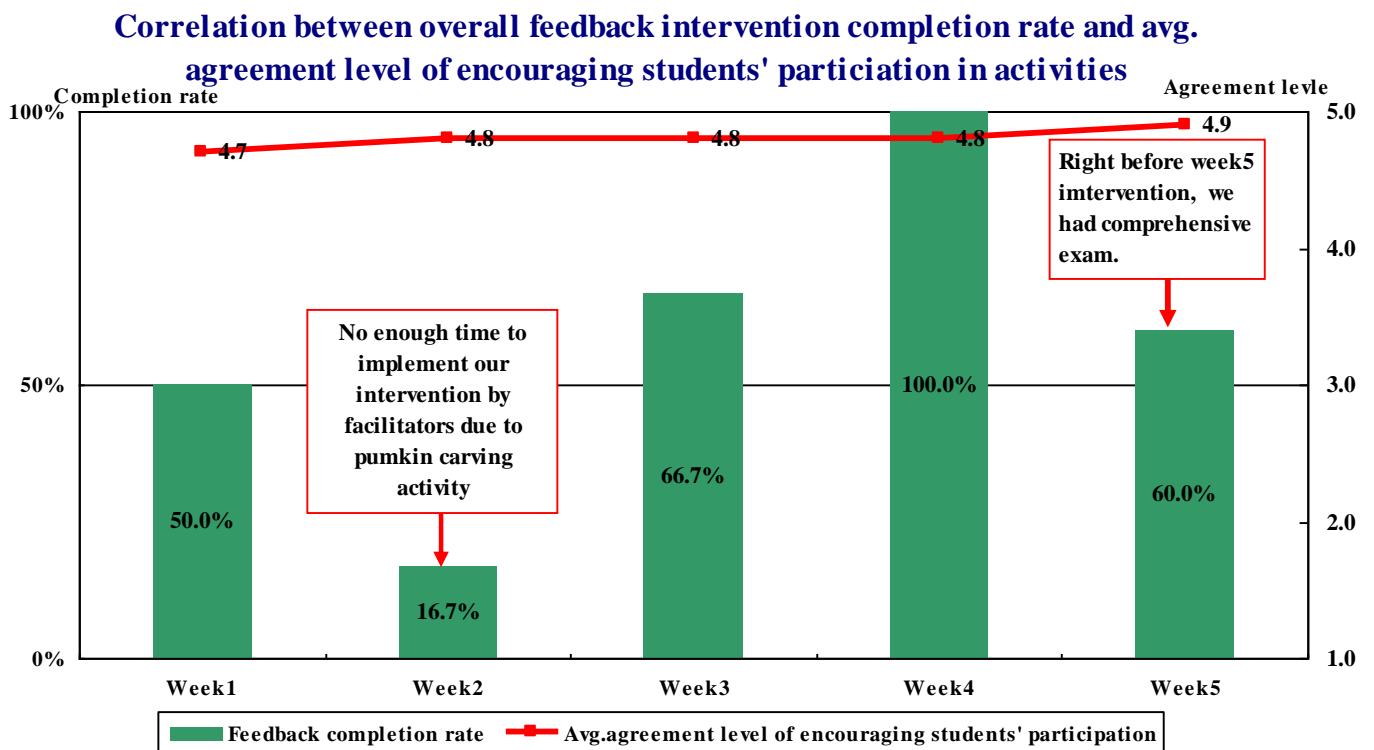


#### Correlation analysis of feedback checklists and student survey

#### **Correlation between overall feedback intervention completion rate and avg. satisfaction level of class and facilitator's feedback**



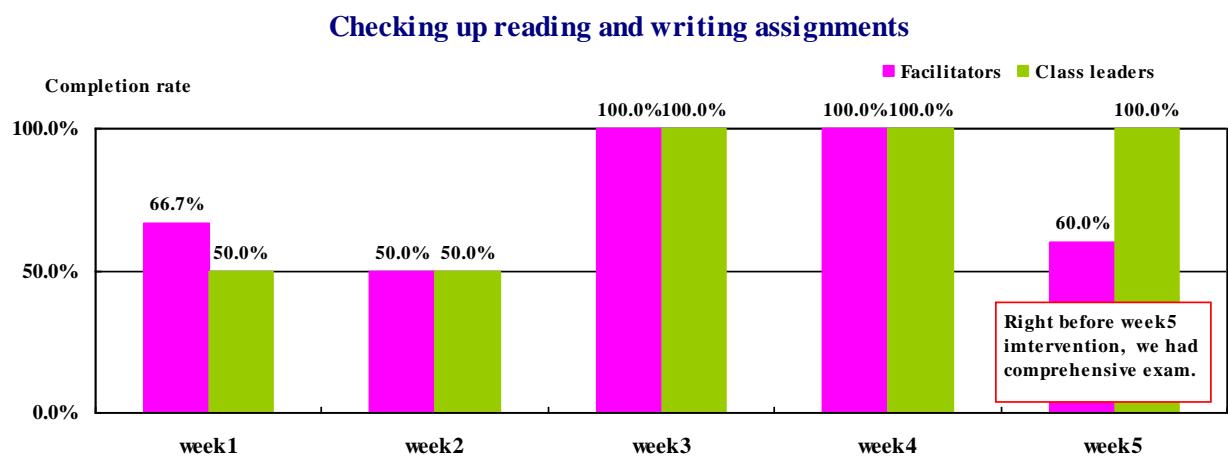
Overall, the facilitators' intervention completion rate is getting increased over the last five weeks. Accordingly, students' satisfaction level about class as well as facilitator's feedback is also getting increased. As we can refer to the rationale of correlation between feedback from facilitators and students' class satisfaction, we can say that the facilitators' intervention on giving feedback to students affects students' class satisfaction. More specifically, facilitators' intervention on giving feedback to students contributes to students' class satisfaction. However, as we can see the graph above, though the feedback completion rate was dropped drastically due to the time constraint in carving pumpkin activity in week 2, students' overall satisfaction level about class itself and facilitators' feedback is increased. There might be two possible factors involved in that result. That is, for the overall class satisfaction, pumpkin carving itself was a fun activity for students, which leads to their greater satisfaction with the class in general. Also, though we, facilitator, didn't have enough time to complete written feedback sheets, there was active communication and verbal feedback while making Jack-O' lantern. There is high possibility that verbal feedback took the place of written feedback, which eventually results in students' greater satisfaction level of the feedback from facilitators.



As the facilitators' intervention completion rate is getting increased, the students' agreement level of encouraging their participation in activities is also on the increase. It is evident that facilitators are getting more motivated to give feedback to the students, since the data shows that the rate of feedback completion in week 4 is twice higher than that of week 2. Based on this result, we can say that facilitators come to realize the importance of giving feedback to their students and their feedback, in effect, plays an important role in encouraging students' participation in activities. We can see it in the weekly reflection as below:

*This week as a facilitator, I was satisfied with our group work process and my little sisters' participation. There were some factors that contributed to the success of our group work. ... Another factor was good communication between my little siblings and I. I think I succeed in building up enough rapport with my little sisters. I sent them text messages about what they had to be prepared for the next class and they sent feedback to my messages. Thanks to this kind of exchanging feedback, they were well prepared for the Thursday class and thereby actively participated in the task. Since they already got the idea about what they would write, time management was also successful.*

-from HW, October 22<sup>nd</sup>, 2017-



The rate of giving feedback on students' reading and writing assignments is increased drastically in the latter half of intervention period; week 3 and week 4. It's because facilitators as well as class leaders come to recognize the importance of assignment as the class is preceded. We can notice this from facilitators' weekly reflections.

*"I once more recognized the importance of reading assignment this week. Reading assignment not only offers students scaffolding for the challenging activity but also it motivates them to actively participate in the task by giving them confidence. Before Tuesday class, through text messages, I asked my little siblings to go over reading assignment of this week, especially vocabulary part for the in-class activity. Then, I found out that one of my little siblings, who is actually below average level in English in Action Writing class, got the right answers in cross-word puzzle activity and even gave some clues to the more advanced group members. I was really surprised at her outstanding performance and I gave her positive affective feedback, from which she seemed to build up more confidence in her English competence. She said that she could complete the puzzle because she went over her reading homework before class."*

-from HW, November 27<sup>th</sup>, 2017 -

*"Another factor was good communication between my little siblings and I. I think I succeed in building up enough rapport with my little sisters. I sent them text messages about what they had to be prepared for the*

*next class and they sent feedback to my messages. Thanks to this kind of exchanging feedback, they were well prepared for the Thursday class and thereby actively participated in the task. Since they already got the idea about what they would write, time management was also successful."*

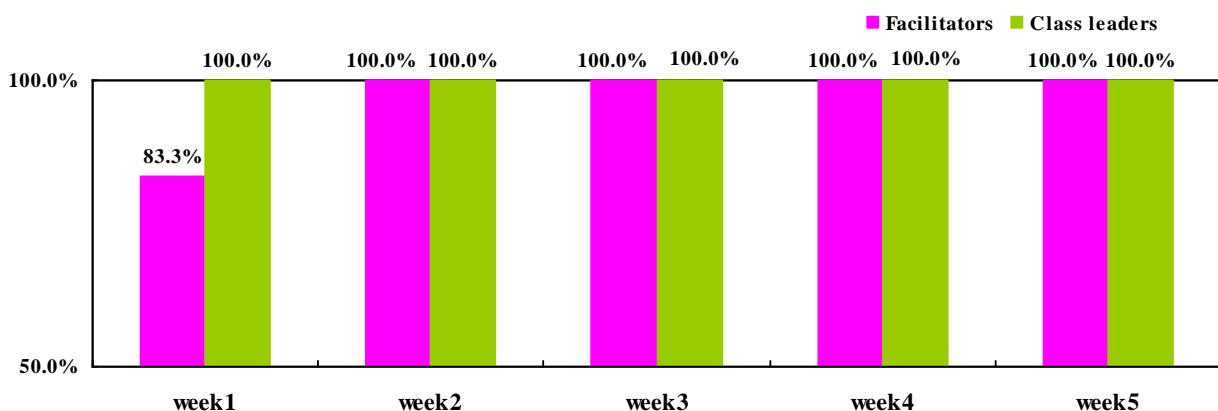
*-from HW, October 22<sup>nd</sup>, 2017-*

*"Regarding the issue of making students use their reading assignment during activities, I felt that it somehow helped students recall the importance of reading homework as their preparation for the lesson. I believe if students prepare their reading assignment well, then they could write more effectively during the class and engage in the activities more actively."*

*- from JS, October 21<sup>st</sup>, 2017 -*

Based on the reflections and data above, we can recognize that feedback on students' reading and writing assignments can lead to their active involvement in their activity and thereby brings about better performances.

### **Guiding all members to follow the right track during activities**



As we can see in the data above, facilitators as well as class leaders tried to guide all members to follow the right track during activities, which is actually the main role of facilitator in each group. By guiding all members to follow the right track during activities, we could resolve two main challenges, time management and equal participation among group members. First of all, time management was the most frequently mentioned issue by many facilitators. However, by guiding all members to focus on the activity and giving them clear instructions to follow the right track, we can manage class time more efficiently and thereby can complete the task within the time limit. In addition, we can draw equal participation among group members by guiding them to follow the right track during activities. We can notice this from facilitators' weekly reflections.

*"At the beginning of the course, one of my little siblings didn't participate in the activity and kept using her cellular phones. At first, I didn't know how to handle this problem. However, I asked her task-related questions to draw her attention to the task and it worked out well. Once she started participating in the activity,*

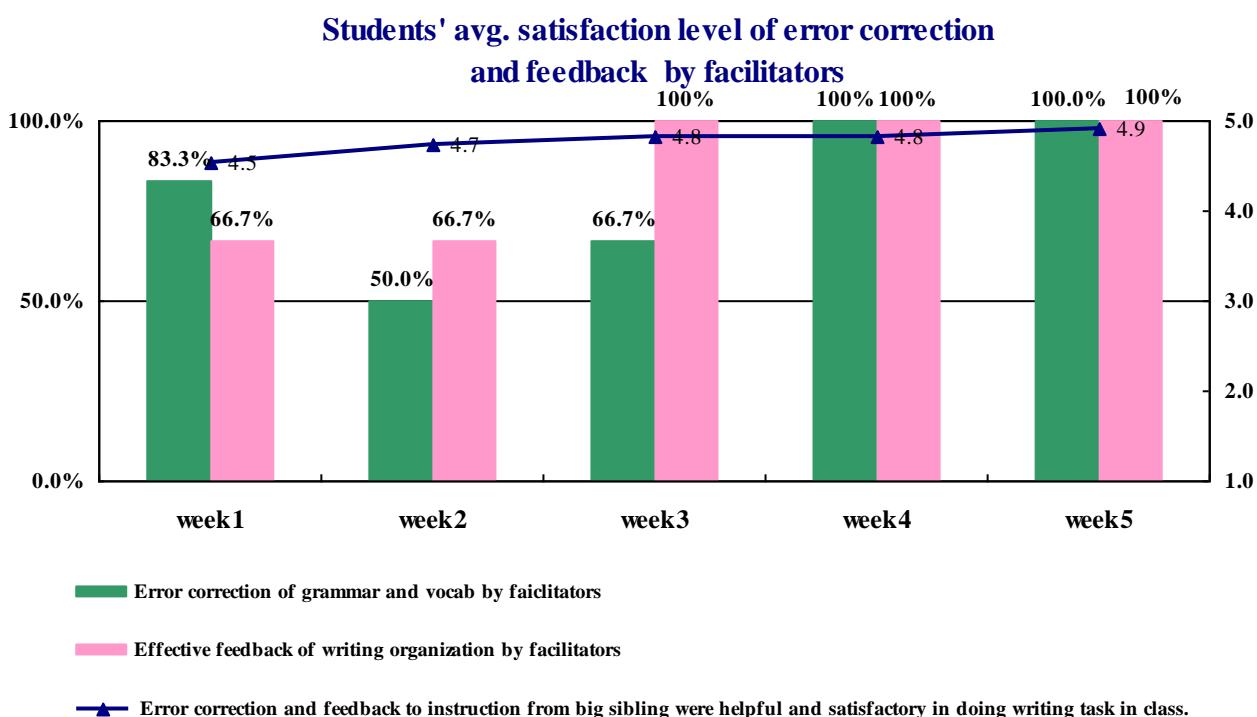
*she shows interest in class and then actively take part in the activity."*

- From HW, December 3<sup>rd</sup>, 2017 -

*"Actually, I showed students reading assignment as their reference and explained how they could use it during activities after I gave students directions of activities. I observed that some students read the relevant articles in reading assignment again during activities and some students discussed something from the reading assignment with their group members."*

- From JS, October 21<sup>st</sup>, 2017 -

From the weekly journals above, we can recognize that facilitators' effort to guide their students to follow the right track contributes to the effective class management and students' better learning.



As we can see above, as the rate of facilitators' feedback on organization of students' writing is getting increased, the level of students' satisfaction in doing the writing task is also getting increased. Especially, the rate of facilitators' feedback on organization of writing shows drastic increase from week 3, compared to that of the previous two weeks. It is because we started essay writing from week3, which demands more logically organized writing, including thesis statement in introduction, topic sentences with supporting details in body paragraph and conclusion. It means that students have more difficulty in organizing their idea into the essay format and the facilitators give more feedback to help them. The data above shows that there is more strong correlation between the rate of effective feedback on the organization of writing and the rate of the students' satisfaction, compared to the feedback on grammar and vocabulary. We can see the positive correlation between students' satisfaction level and the feedback on their writing from facilitators. We can confirm this from

facilitators' weekly reflections.

*Though I was not a facilitator this week, I walked around each group, reading their writing and giving some feedback on their sentence structures, grammar and some of word choices, which was helpful for them to revise their writing. At first, I was worried that they might be embarrassed by my error correction. However, after class, one of little sisters told me that my error correction was helpful for her to recognize how the word "contextualize" can be used in the sentence. Before, she just knew the meaning of the word. But thanks to my error correction, she came to know how to use the word and produce a sentence using that word.*

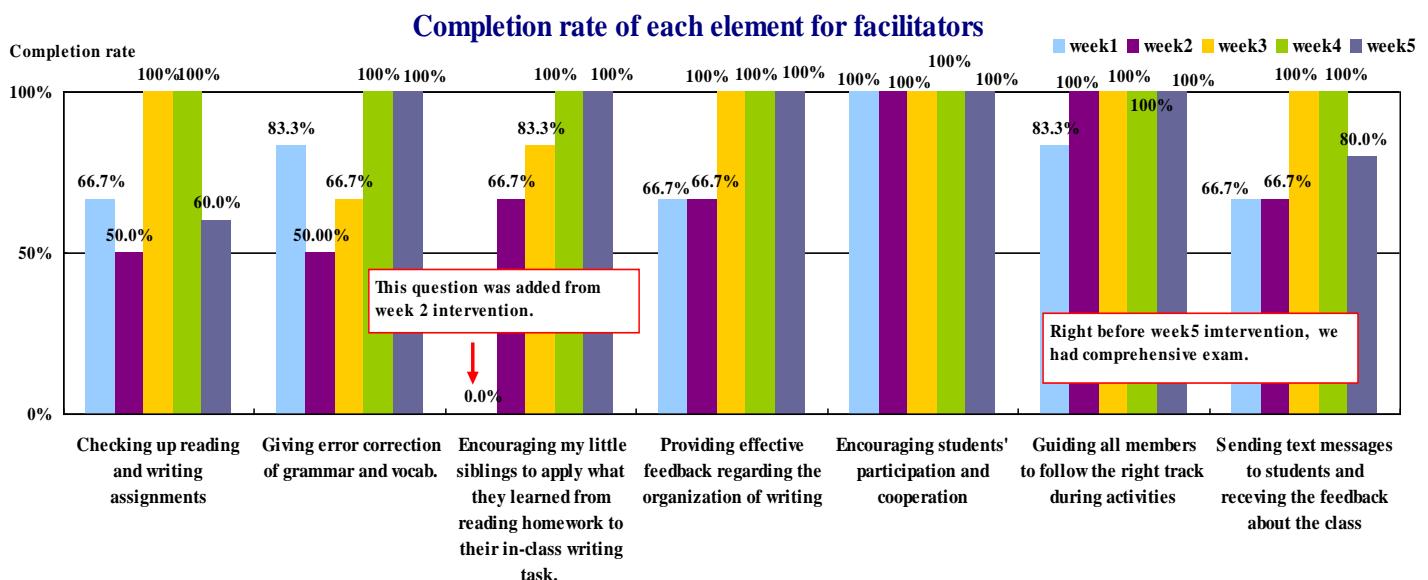
-from HW, December 10<sup>th</sup>, 2017-

*... I actually suggested it to my little siblings and we had an early dinner together before the class. We talked a lot, enjoyed our early dinner and coffee. It made us even closer to one another than before and also was a very good opportunity to get vivid feedback from little siblings about the class. There were two good points from their feedback. First, they felt that they got improved on their English speaking and writing through this class. Actually, I was so happy to hear it since to improve English speaking and writing skills was students' actual expectations of this English in Action Writing class. Now, I can say that students meet their expectations of the class and this means that this class is successful in some way.*

- From JS, December 2nd, 2017 -

## 2) Weekly intervention completion results by facilitators

### The result by each element



The graph above shows that facilitators are actively giving feedback to the students in all areas as each week goes by as soon as we started the intervention. Each rate of giving feedback in all areas is increased

except special events' weeks. The completion rate of giving feedback which is related to students' performance of writing tasks such as correction of grammar, vocabulary and organization is increased. Also, the rate of encouraging students' participation and texting messages is dramatically increased. Although many facilitators had difficulties in giving feedback to their little sisters who are demotivated in the writing class and who are in the low level of proficiency, they kept giving effective and positive feedback to their little sisters continuously.

*...I know how much that could be hard to encourage and scaffold the students if someone is demotivated in group and interrupt the other's attention... But, I know that is our task and duty in the class to motivate and improve their proficient writing in English. One thing more that we had same problems in group is that, my little sisters' proficiency gap is so big among my group. So, I keep asking and giving some ideas to a specific student who is lower level in English than others. Sometimes she seems quickly be demotivated and easily give up for completing the task because the time limit. I feel like I need more care about my little sisters as you mention that providing effective scaffolding and feeling more comfortable that will be my big assignment in this semester. I am sure that we can make it better next time...*

- HJ, September 24, 2017

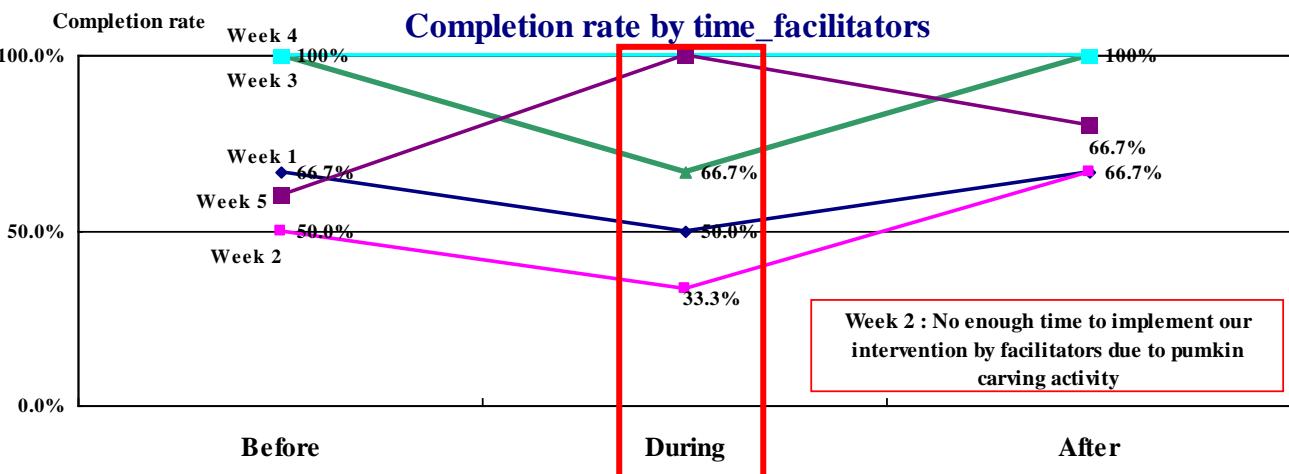
Facilitators used the technique of sending text messages to give feedback, which eventually results in students' better performances as well as better relationship with their little siblings. We can see this in the big siblings' weekly reflection.

*I think I succeed in building up enough rapport with my little sisters. I sent them text messages about what they had to be prepared for the next class and they sent feedback to my messages. Thanks to this kind of exchanging feedback, they were well prepared for the Thursday class and thereby actively participated in the task. Since they already got the idea about what they would write, time management was also successful.*

- HW, October 22, 2017

In the graph above, on week 4, we can find that facilitators gave all kinds of feedback to their students perfectly. However, on week 5, we can find that all facilitators didn't fulfill their duties of checking up reading and writing assignments because it was the right after their comprehensive exam for graduation. Nevertheless, facilitators gave more feedback of all areas as the weeks went except checking up the assignments on week 5.

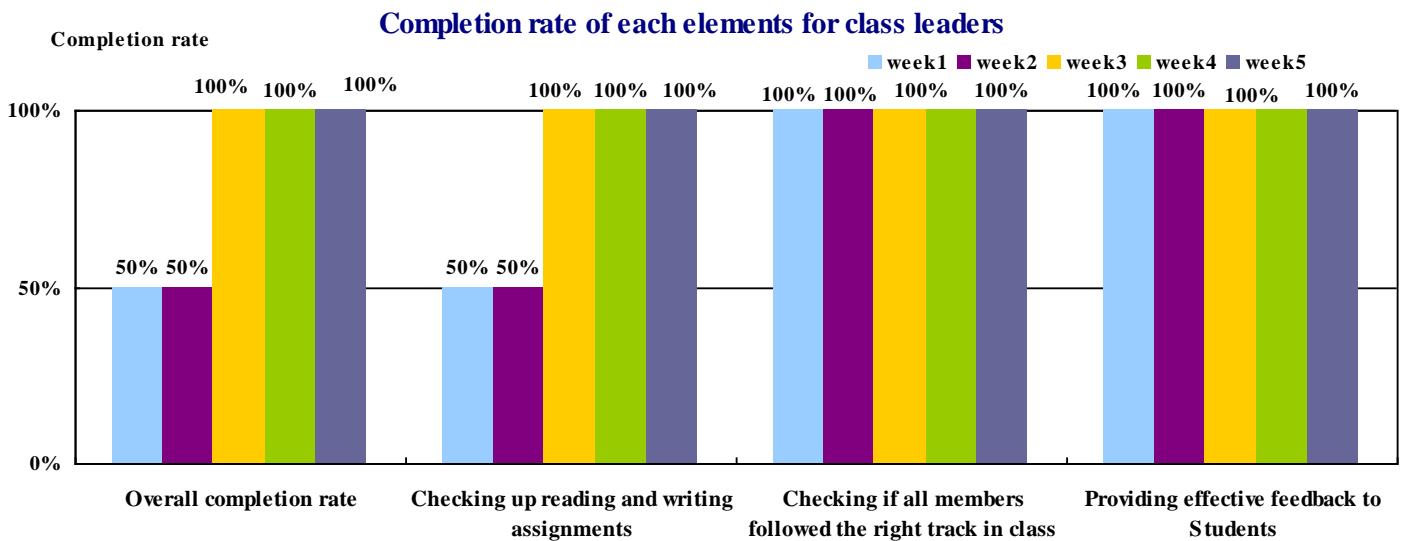
## The result by time frame (Before the lesson, During activities and After the class)



The completion rate of before the lesson, during activities and after the class by facilitators is getting increased as week passes by. However, on week 2, completion rate of before, during and after class was low because facilitators didn't have enough time to implement intervention because of carving pumpkin activity. From week 1 to week 3, completion rate of during activities is the lowest, but completion rate of all areas becomes perfect on week 4 and week 5. Therefore, as week passes by, facilitators are implementing their duties perfectly.

## **3) Weekly intervention completion results by class leaders**

### The result by each element



The graph above shows that class leaders are actively giving feedback on checking reading and writing assignment, checking students' participation and providing effective information to the students as each week goes by. Since the class leaders take responsibilities to drive all the lessons actively, the rate of giving feedback is relatively high. On week 1 and 2, only one of class leaders checked the performance of reading and writing

homework because they took turns their roles in class. However, they checked and mentioned students' homework performance during the class very often after week 3. Overall, we can say that class leaders actively gave feedback while they were leading their classes and the students' satisfaction level was high as we can see it in the reflection as below.

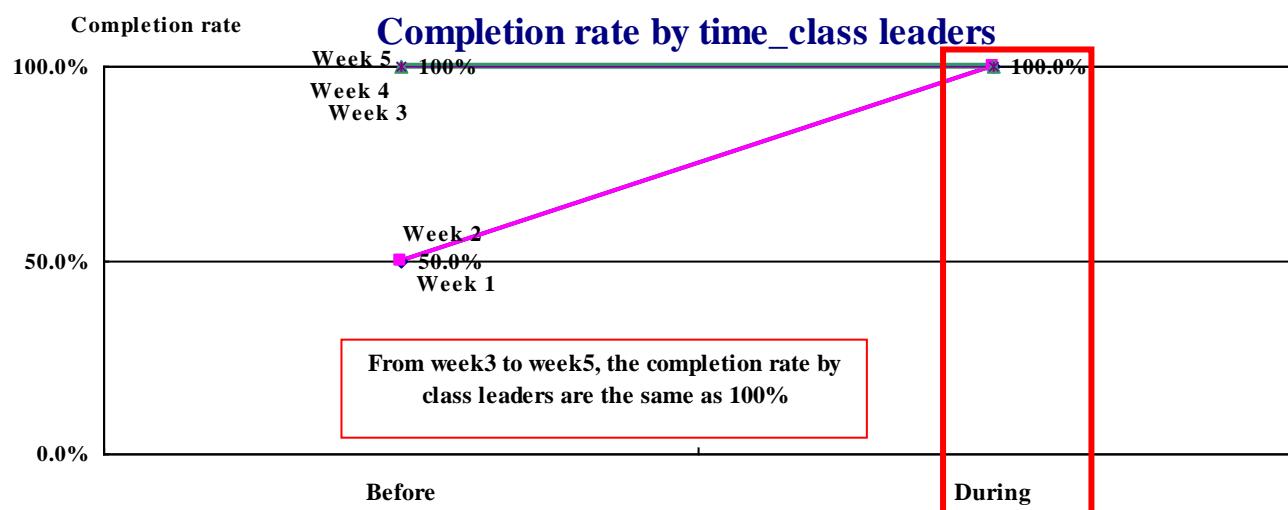
*...that class leaders delivered clear directions in each activity with a comprehension check so that students could be informed of what their missions were before starting tasks...*

- HW, October 02, 2017

*...the two fronting teachers provided distinct and appealing situations and purpose that students were to achieve for acquiring the needed position. This setup naturally pushed up the motivation of students to devote their attention to the writing tasks. The clear destination for students to reach drew out active collaboration and talks between YE and DH while they evenly and harmoniously turned taking in coming up with imagined situations, building up fictional characters, and bringing forth intriguing plots, conflicts, climax, falling and conclusion. While we were still working for paragraph level, my two sisters were capable of producing essay level writing with barely any hardship.*

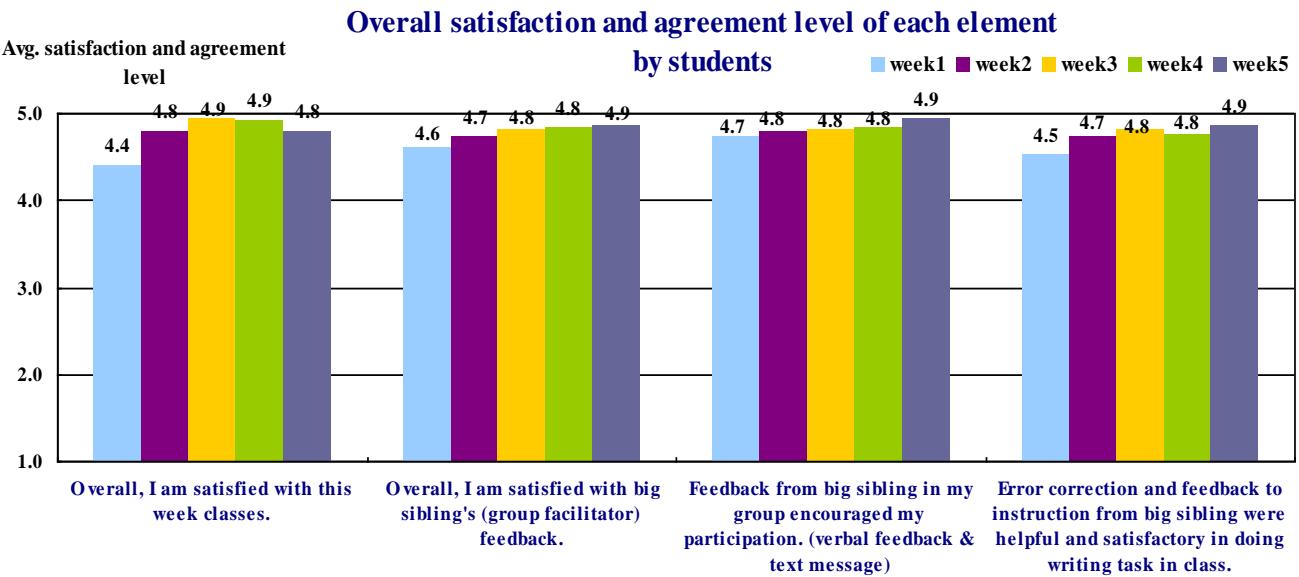
- YH, October 15, 2017

### The result by time frame (Before the lesson, During activities and After the class)



The graph above shows the class leaders give feedback before lesson and during activities. In order to prepare each lesson, class leaders give information about the lesson to facilitators and the students. During activities, class leaders give feedback to the whole class. Over all, the completion rate of class leaders is increased as each week goes by.

#### 4) Student survey result by each element



The graph shows students' satisfaction in class and the feedback by their facilitators. The rate of satisfaction for class is getting increased as each week passes by. Also, the rates of satisfaction for facilitators' overall feedback, giving error correction and useful information on instruction are getting increased. The level of satisfaction rate is located in the high position with the average of 4.7. As we can see in this graph, overall satisfaction level of students with the class and the feedback from facilitators are getting increased.

*... Snowflake's short outside group bonding in this week. I actually suggested it to my little siblings and we had an early dinner together before the class. We talked a lot, enjoyed our early dinner and coffee. It made us even closer to one another than before and also was a very good opportunity to get vivid feedback from little siblings about the class. There were two good points from their feedback. First, they felt that they got improved on their English speaking and writing through this class. Actually, I was so happy to hear since to improve English speaking and writing skills were students' actual expectations of this English in Action Writing class based on the needs analysis which we conducted last September. Now, I can say that students meet their expectations of the class and this means that this class is successful in some way. Second, they mentioned of the important role of writing homework. They thought that through writing homework they could write more independently and thought about their writing more thoroughly. Especially, when they wrote essay length writing as their writing homework they really felt that they wrote real writing and it was very helpful for their English writing improvement. Their feedback on writing homework also reminded me of the important role of homework. The most important role of homework is to make students more independent and lead students more autonomous learners I think. Now, this is proved through actual response of the students. I am really happy that we helped students to become more independent writer.*

- JS, December 02, 2017

As we can see the reflection above, students get improved in their writing skills and their attitude to their class through the aids from facilitators' feedback. Therefore, we can say that students are satisfied with their classes when they get the effective feedback from facilitators and the main leaders, from which we can reach the conclusion that there is significant co-relation between effective feedback from facilitators and the students' satisfaction level of the class.

## 7. Discussion

In order to fulfill our mission as a facilitator, which is to help students actively engage in group writing tasks in class and thereby build up their global English writing competence, we explored the issue that most facilitators as well as class leaders were facing as the biggest challenge in managing class, giving effective feedback to the students. Our interventions were designed to give affective feedback as well as cognitive feedback in the three stages (before, during, and after class) and see the correlation between feedback intervention completion rate and students' satisfaction level about the class along with their participation.

As we can see in the data analysis and its results above, giving students effective feedback plays a significant role in the successful class management in several aspects. First of all, through exchanging text messages before and after class, we, facilitators can build enough rapport with our students, which made a comfortable classroom environment where we could also provide cognitive feedback to their performance with less difficulty. At the beginning of the semester, many facilitators felt difficulty giving error corrections. However, once they built up enough rapport with their students, they could more easily and effectively access giving error corrections and students also asked questions and asked for clarification with comfort. In addition, checking up students' assignment before and after class was one of the most helpful strategies in helping students complete the in-class tasks and improve their writing skills.

Giving feedback during class which we regarded as the most important intervention strategy worked out well mainly in two aspects. First of all, time management was the most frequently mentioned issue among facilitators. That is, students were almost always in a rush at that end of the class and hardly finished their tasks within the time limit at the beginning of the semester. However, by guiding all members to follow the right track during activities and providing appropriate scaffolding, students could complete the tasks within the limited time. Secondly, equal participation was another frequently mentioned issue in group work. Some of the members tended to dominate the task completion and some of them were passive and demotivated. However, facilitators' feedback such as encouragement and asking questions were successful in eliciting their participation and eventually led to equal participation.

As shown in this action research, facilitators' feedback had positive effects on students' active involvement in group writing tasks and building up their global English writing competence. However, English in Action Writing class is a unique situation, because eight teachers work together in a single class. We cannot expect this kind of feedback in an ordinary classroom where one teacher is supposed to lead and facilitate more than 25 students at the same time. In order to resolve this problem, employing a variety of grouping strategies based on learners' needs analysis can be one possible solution. For example, making a heterogenous group based on their proficiency level can be an alternative, where collaborative learning can occur by exchanging

feedback among group members.

## **8. Implications**

Based on our research mentioned above, we need to take a few things into consideration for our improvement in the teaching area. First of all, action research on giving effective feedback is worth doing, because it contributes to teachers' better class management and thereby leads to students' improvement in their writing skills. As shown in the data analysis and its results above, students' level of class satisfaction was on the increase as the feedback completion rate increased, which means that our intervention plan was successful. That is, through our action research on giving effective feedback to the students, we can build up our class management skills for the better. Another issue we need to think about is that external factors can play a part in the class management as shown in the drop of feedback intervention completion rate in week5. That is, the feedback completion rate, especially in the part of giving feedback on reading and writing assignment, was dropped drastically in week 5, because all facilitators could not concentrate on managing English in Action Writing class due to the stress of comprehensive exam for graduation. This suggests that teachers' stress can influence their class management. Thus, a school needs to take this seriously and reflect it when they make a school calendar and curriculum in order to provide better teaching and learning environment.

## **9. Conclusion**

### **9.1. Summary**

In this action research, we have explored how we could give students feedback more effectively to help them actively engage in group writing tasks. In the course of English in Action Writing, we ran a five-week intervention cycle in order to address the correlation between feedback intervention completion rate and students' level of participation and satisfaction in the class. Our data analysis demonstrated the positive outcomes, which means our intervention strategies worked out well in terms of students' class satisfaction and their task completion. Especially, through during-class feedback intervention, we could handle the issue of time management and equal participation which were biggest challenges that all facilitators were facing.

### **9.2. Limitation**

Though we get the positive results from our intervention plan, which is designed to help students to actively engage in group writing tasks by providing effective feedback, there are some limitations to this action research. First, intervention application period was not long enough to collect significant results or findings for solution. In addition, for five weeks of short period of intervention plan, there were two inhibitions. That is, for week2, we had a Halloween event, where we made Jack-O' lantern. There was no enough time to implement our intervention by facilitators due to the pumpkin carving activity. Moreover, the overall feedback intervention

completion rate was dropped to 60% in the 5<sup>th</sup> week because *Big Siblings* had a comprehensive exam right after the week 5. Facilitators could not pay attention to implementing our intervention, especially with regard to the reading and writing assignment. Second, the research does not deal with other factors affecting students' overall satisfaction. Thus, even though we found the positive correlation between overall feedback intervention completion rate and students' level of class satisfaction as well as the level of their participation rate in the class, there might be other factors involved. The last but not least importantly, our English in Action Writing class is a unique situation, because eight teachers are working together in a single class, which rarely happens in an ordinary class situation.

## **Reference**

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