ABSTRACT

This study investigated a class of 14 first-year undergraduate students' responses to their two teachers' feedback on their journals at Assumption University. The objectives of the study were: (1) to find out what kind of feedback the teacher gave on the students' journals; (2) to investigate how the students responded to the teacher feedback; (3) to find out what type of teacher feedback students said was the most useful. Four types of data were collected for the study. The main source of data was the journal entries of students together with their teachers' feedback. The other types of data were students' questionnaires and interviews, and teachers' interviews. A total of 14 students participated in filling out the questionnaire, and all of them were interviewed using a semi-structured format, while they also provided their journal entries for this study. In addition, the two teachers were interviewed, also using a semi-structured format.

The data collected from the analysis of the teacher feedback on students' journal entries showed that it included three kinds of feedback, which were content feedback, form feedback and personal comments. The content feedback included evaluating, analyzing, suggesting and adding information, and the form feedback included grammar/lexis and spelling. The results from the analysis of the students' journal entries, students' questionnaires and interviews also indicated that the students responded to teacher feedback according to what kind of
feedback they thought was most useful and important for them, and they read it and corrected their errors based on it.

As has been the case with other studies, the findings showed that the majority of students had a preference for form feedback; it was most important and useful for them. However, the two teachers were also convinced that content feedback was the most important to give, especially for journal writing, although they did not always follow their own opinion in practice. Thus, it is significant that in this study, a greater number of students seemed to notice and respond mainly to the content feedback they received, though in a limited way. So, they seem to have understood the focus of the journal writing, which was on development of their descriptive writing and was not intended to focus only on form.