

STUDENTS' REACTIONS TO TEACHER WRITTEN FEEDBACK IN THEIR COMPOSITIONS AT AN GIANG UNIVERSITY, VIETNAM

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Abstract

This research looks at students' reactions to teacher written feedback in their writing at writing classes of the second year, in the School of Education, An Giang University, Vietnam. Interview and questionnaires were used to collect data. The findings indicate that the teachers' written feedback is legible, understandable and useful. In addition, most of the students desire their teachers to resort to correction codes because they are able to understand them. The students also have some preferences for feedback regarding the types of feedback including grades, error feedback and written comments. Finally, this study also gives some suggestions to help students play an active role in error correction in their writing.

Keywords: Compositions, reactions, students, teachers, written feedback

Background of the Study

Many researchers such as Leki (1991), Radecki & Swales (1988) have said that students gain a lot of benefits when getting feedback from their teachers (cited in Lee 2004). So, teachers should find out ways for giving feedback to students' writing so that they can produce writing of acceptable quality. There are three forms of feedback: teacher written commentary, teacher-student conferences, and peer feedback (Ferris 2003). Among them, teacher written feedback (teacher written commentary) is used in many writing class and it plays an important role in deciding students' grades. One significant factor influencing the effectiveness of teacher feedback is students' reactions to this kind of feedback.