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Feedback Loop and Its Effectiveness on Second Language Writing Accuracy Among Young Learners

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8th Future of English
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Who am I?



- English Language Teacher -
BA - ELT

MA - Applied Linguistics and
Communication

PhD – ELT

Teaching Context: Young Learners

Private School in Turkey

Feedback



The information communicated to learners based on their performance or production to change their thinking or behaviour to improve learning.

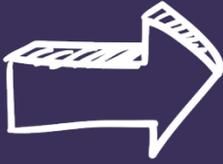
Feedback

Giving feedback to students on their performance provides valuable information that facilitates learning.

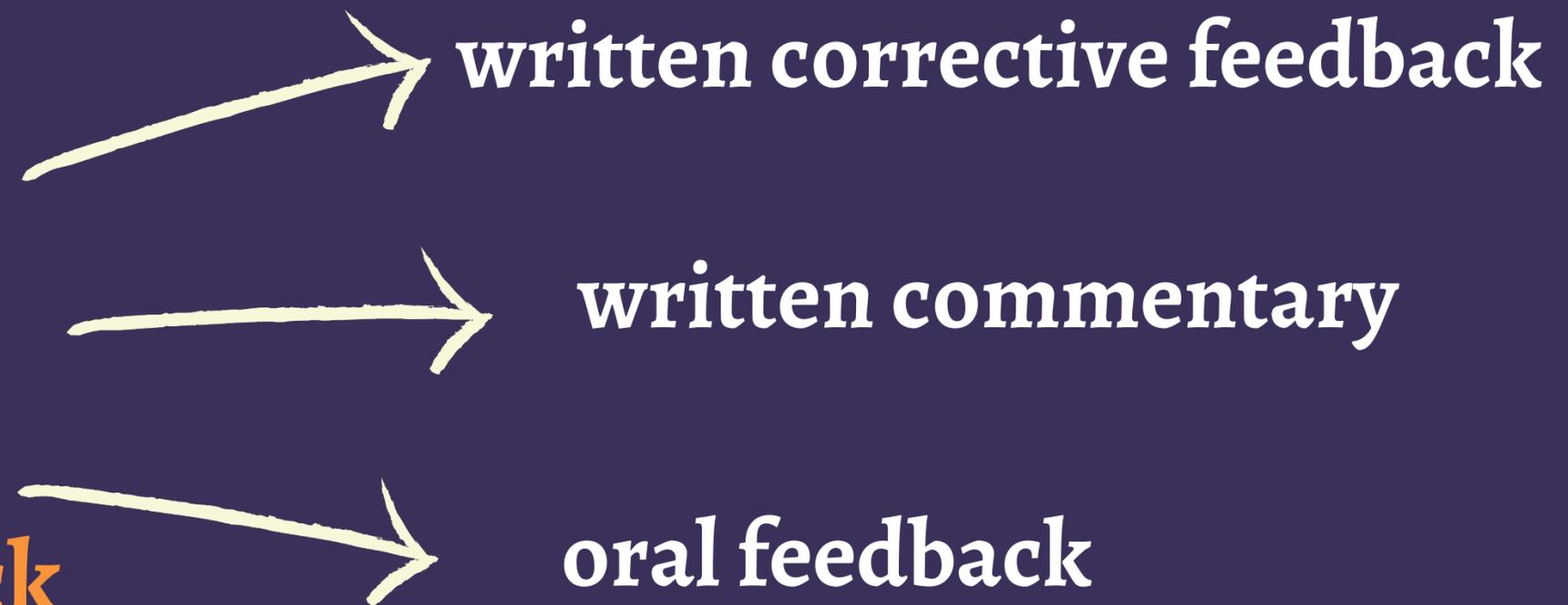
Vygotsky's (1978) sociocultural theory

language development occurs when learners have sufficient and efficient scaffolding so that they can be supported by agents such as teachers and then become self-regulated learners who can use the L2 freely in their zone of proximal development.

Feedback in Writing

 information provided to identify learners' strengths and weaknesses in writing.

- **Teacher Feedback**
- **Peer Feedback**
- **Self-Feedback**
- **Technology - Based Feedback**



Studies on Feedback in L2 Writing

writing accuracy → the experimental group > control group

e.g. Bitchener, 2008; Fathman & Whalley, 1990; Stefanou & Revesz, 2015

the experimental group ~~X~~ control group

e.g. Truscott and Hsu, 2008; Gorman & Ellis' (2019)

↓
delayed post-test

Studies on Feedback in L2 Writing

The focus is on

revision accuracy



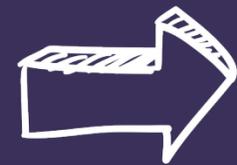
new written work

adult learners



young learners

Liu & Brown, 2015 = adult learners 86%



gap in the literature

This Study

RQ: Does providing feedback loop have an effect on second grade EFL students' writing performance?

Design: Quasi experimental

Participants: 40 EFL learners, 20 in each group, 8 years old, A2 on the CEFR.

Instruments & Data Collection: School Exam- Writing Part
Pre-Test & Post-Test, reliability .67 and .85

This Study

Instruments & Data Collection

Writing Parts Taken from the School's Exam for Pre and Post-Test

DESCRIBE THE MONSTER. WRITE 10 SENTENCES ABOUT THE MONSTER. YOU CAN USE THE WORDS GIVEN IN THE BOX: (10 pts.)



Example: Green

- Short
- Small
- Nose
- Feet
- Eyes
- Arms
- Ears
- Horns
- Teeth
- Legs

Example: He is green.

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GOOD LUCK 😊

WRITE 10 SENTENCES ABOUT WHAT YOU WANT AND/OR DON'T WANT FROM SANTA. (10 pts.)

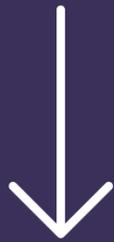


GOOD LUCK 😊

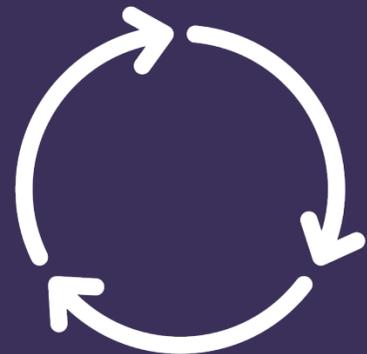
This Study

Procedure

Experimental Group



Writing Activities



Feedback Loop

Control Group



Writing Activities



Feedback only once
grade



5 weeks



This Study

Scoring

The focus: grammatical errors → accuracy

errors in the syntax and morphology of a sentence (Van Beuningen, 2011)

Two EFL teachers, native speakers of English → Interrater reliability

Data Analysis

Kruskal-Wallis and Wilcoxon signed-rank tests

Results

Descriptive Statistics

Groups	Tests	Minimum	Maximum	Mean	Std. Deviation
Experimental	Pre-Test	3.00	10.00	7.10	2.17
	Post-Test	6.00	10.00	8.65	1.46
Comparison	Pre-Test	2.00	10.00	6.60	2.99
	Post-Test	1.00	9.00	4.90	2.82

Results

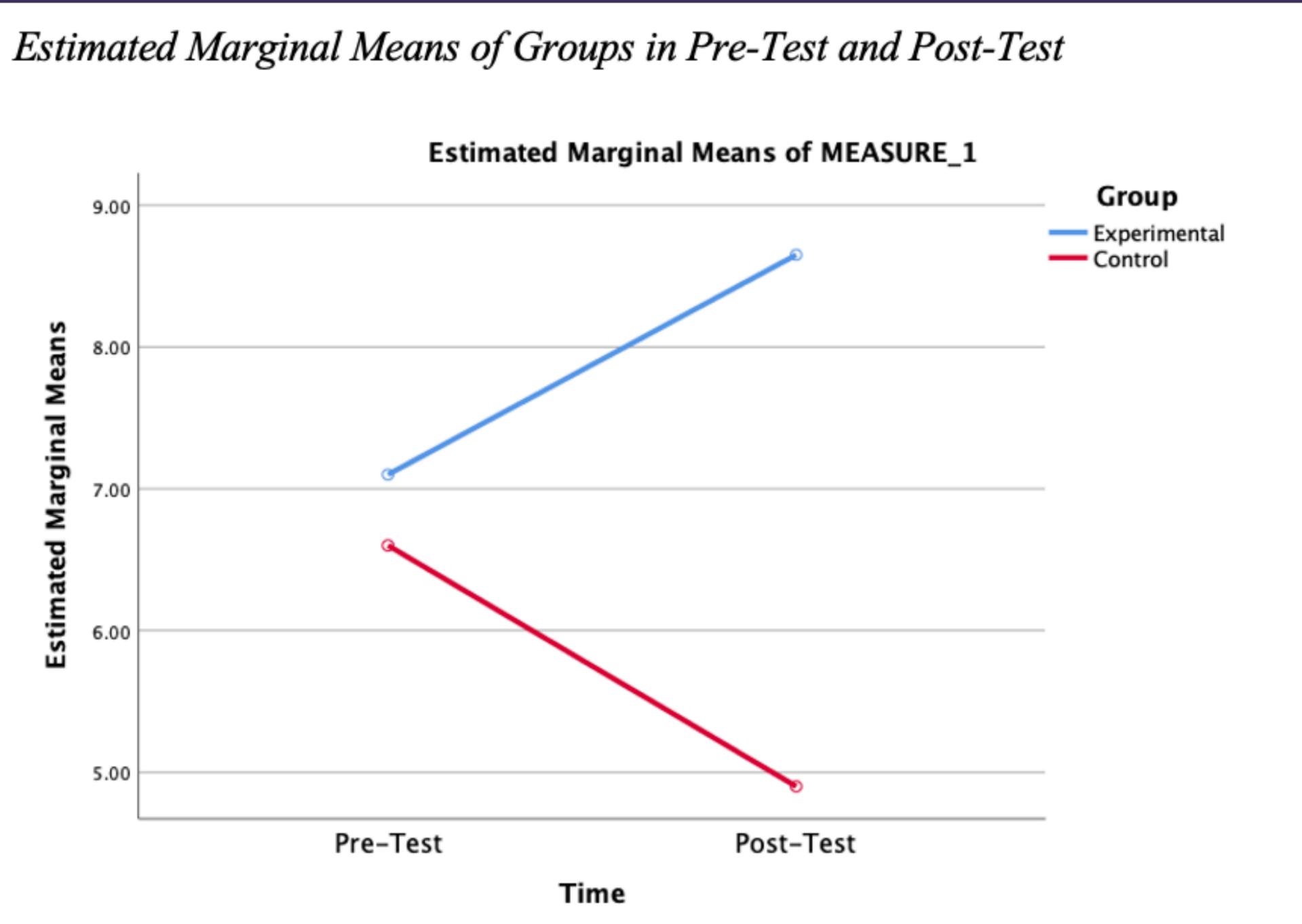
Comparison of Experimental and Control Groups

Kruskal-Wallis Test Statistics

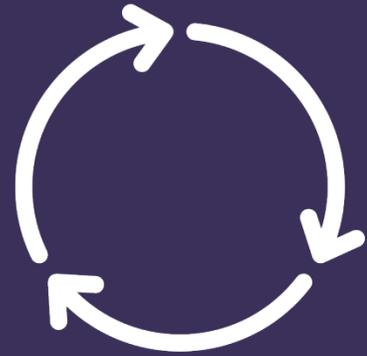
Tests	Kruskal-Wallis H	df	Asymp. Sig
Pre-Test	.136	1	.712
Post-Test	17.094	1	.000

Results

Estimated Marginal Means



Conclusion



5 Week Feedback Loop

Experimental Group

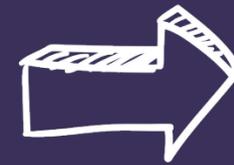


Comparison Group

Post-Test



more challenging



comparison
group



scaffolding



Feedback



Young Learners
New Written Work

Implications

Feedback Loop  Feedback & Feedforward

Feedback → what it was

- clear
- specific
- emotions
- constructive

Feedforward → what can be done

- clear expectations
- setting goals
- providing guidance
- different

Limitations

- limited number of participants
- randomization
- 5 weeks treatment
- delayed post-test
- effects of other types of feedback





Thank You

Please contact me for further comments and questions

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