UNIVERSITI PUTRA MALAYSIA

EFFECTS OF ONLINE AUTOMATED FEEDBACK AND TEACHER-WRITTEN FEEDBACK ON SIXTH FORM ESL STUDENTS' WRITING PERFORMANCE

POTCHELVI A/P N.GOVINDASAMY

FBMK 2014 12

UNIVERSITI PUTRA MALAYSIA

BERILMU BERBAKTI

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By

POTCHELVI A/P N.GOVINDASAMY

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

January 2014

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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January 2014

Chair: Associate Professor Tan Bee Hoon, PhD
Faculty: Modern Languages and Communication

The ability to write effectively is recognized as an important skill for educational, business and personal reasons in the global community (Weigle, 2002). However, writing in ESL context can be difficult for ESL students due to their diverse background and knowledge that affect their ability to construct original texts to fulfill the expectations of the audience or teacher. Through feedback to their writing and by doing multiple revisions, they learn to develop and express complex ideas clearly and effectively. This study aims to address the need for additional research on the effectiveness of different feedback modes and to improve students' writing. The research questions of the study are: 1) what are the students' preferred mode of feedback for essay revision after the feedback treatment, and why? Is the preference related to their experience? ; 2) to what extent does teacher-written feedback help students improve their drafts during the writing process in the aspects of task fulfillment, language and organization? ; 3) to what extent does online automated feedback help students improve their drafts during the writing process in the aspects of task fulfillment, language and organization? ; 4) what are the effects of teacher-written feedback and online automated feedback on the students' post-treatment essays in the aspects of task fulfillment, language and organisation?, and finally, 5) how similar or different are teacher-written feedback and online automated feedback in terms of comment types and intent and their effects on students' essay revision?

This quasi-experimental study incorporated both quantitative and qualitative data collection and analysis. The counterbalanced design was used to compare the effects of two modes of feedback on students' essays. In the study, two intact Lower Six classes formed the experimental groups, and they received teacher-written feedback and online automated feedback treatment during essay writing for eight weeks. Prior to the written feedback treatment, students answered a questionnaire and wrote a parallel essay each for pre-treatment evaluation. The first stage of the treatment was conducted for four weeks. Group A wrote two essays to receive online automated feedback for their essay drafts and they revised their drafts based on the given feedback, while Group B wrote two essays and received teacher-written feedback and revised their drafts based on it. Students wrote the Post-treatment Essays 1 at the end of stage one. In the second stage of the experiment, the

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experimental groups switched treatments and continued to write two more essays each for another four weeks. Students wrote the Post-treatment Essays 2, and participated in an interview at the end of stage 2. All the students' essay drafts written during the teacher-written feedback and online automated feedback treatment, and the pre- and post-treatment essays were rated using the MUET scoring criteria in the aspects of task fulfillment, language and organization to obtain scores.

The results revealed that the students preferred teacher-written feedback to online automated feedback. Both the experimental groups showed improvement in their essay writing based on both modes of feedback. The data analysis between pre-treatment and post-treatment showed that the students improved in essay writing that was measured through mean scores for the three aspects i.e., task fulfillment, language and organization and was statistically significant. The study suggests that the integration of both teacher-written feedback and online automated feedback could be an effective technique to help ESL students in the writing classroom. In other words, students will have more opportunity to write and teachers' burden of providing feedback can be reduced by alternating teacher-written feedback and online automated feedback in the writing classroom. The idea of providing online automated feedback during the writing process in the classroom to support essay writing is an important contribution of the study to the research field.

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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KESAN MAKLUM BALAS ATAS TALIAN DAN MAKLUM BALAS BERTULIS DARIPADA GURU DALAM KEMAHIRAN MENULIS PARA PELAJAR ESL TINGKATAN ENAM

Oleh

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Pengerusi: Profesor Madya Tan Bee Hoon, PhD
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Keupayaan untuk menulis dengan berkesan diiktiraf sebagai satu kemahiran yang penting bagi tujuan akademik, peribadi dan perniagaan di dalam masyarakat global (Weigle, 2002). Walau bagaimanapun, menulis dalam konteks pengajian Bahasa Inggeris sebagai bahasa kedua (ESL) boleh menjadi sukar untuk para pelajar ESL disebabkan oleh pelbagai latar belakang dan pengetahuan mereka yang memberi kesan kepada keupayaan mereka untuk membina teks yang dapat memenuhi jangkaan guru atau pembaca. Melalui maklum balas kepada penulisan mereka dan dengan melakukan beberapa semakan, mereka belajar untuk meluahkan dan mengembangkan idea yang kompleks dengan jelas dan berkesan. Kajian ini bertujuan untuk menangani keperluan penyelidikan yang berterusan mengenai keberkesanan kaedah maklum balas yang berbeza ke atas peningkatan penulisan pelajar. Soalan-soalan penyelidikan kajian ini ialah: 1) apakah mod maklum balas pilihan pelajar bagi semakan esei selepas latihan maklum balas, dan mengapa? Adakah pilihan mod maklum balas berkaitan dengan pengalaman mereka?; 2) sejauh manakah maklum balas bertulis daripada guru dapat membantu para pelajar dalam aspek pencapaian tugas, bahasa dan organisasi dalam proses penulisan esei?; 3) sejauh manakah maklum balas bertulis daripada sistem maklum balas automatik atas talian dapat membantu para pelajar dalam aspek pencapaian tugas, bahasa dan organisasi dalam proses penulisan esei?; 4) apakah kesan-kesan maklum balas bertulis daripada guru dan sistem maklum balas automatik atas talian dalam aspek pencapaian tugas, bahasa dan organisasi dalam penulisan esei pascalatihan?, dan akhirnya, 5) apakah persamaan dan perbezaan antara maklum balas bertulis daripad guru dan sistem maklum balas automatik atas talian dari segi jenis komen, tujuan dan kesannya terhadap proses semakan esei pelajar?

Kajian kuasi-eksperimen menggabungkan dua kaedah iaitu kaedah kuantitatif dan kualitatif untuk pengumpulan dan analisis data. Kaedah kajian " counterbalanced" telah digunakan untuk membandingkan kesan antara dua kaedah maklum balas terhadap penulisan esei pelajar. Dalam kajian ini, dua kelas Tingkatan Enam Rendah membentuk kumpulan eksperimen dan mereka menerima maklum balas daripada guru yang bertulis dan maklum balas automatik atas talian semasa menulis esei selama lapan minggu. Pada peringkat prakajian, iaitu sebelum bermula latihan maklum balas bertulis, pelajar menjawab soal

selidik dan menulis esei untuk tujuan penilaian pralatihan. Peringkat pertama latihan telah dijalankan selama empat minggu, iaitu Kumpulan A menulis dua esei untuk menerima maklum balas automatik atas talian untuk draf esei mereka dan mereka menyemak semula draf berdasarkan kepada maklum balas yang diberikan, manakala Kumpulan B menulis dua esei dan menerima maklum balas bertulis daripada guru dan menyemak draf mereka berdasarkannya. Para pelajar menulis sebuah esei di peringkat pascalatihan 1 pada akhir peringkat pertama. Pada peringkat kedua, kedua-dua kumpulan eksperimen bertukar-tukar latihan, dan terus menulis dua buah esei selama empat minggu. Pelajar menulis esei latihan pasca 2, dan mengambil bahagian dalam satu temu bual pada akhir peringkat 2. Semua draf esei pelajar yang ditulis semasa latihan maklum balas bertulis daripada guru dan maklum balas atas talian automatik, dan esei pra dan pasca latihan dinilai menggunakan kriteria pemarkahan MUET dalam aspek pencapaian tugas, bahasa dan organisasi untuk mendapatkan skor.

Keputusan menunjukkan bahawa para pelajar lebih suka kepada maklum balas bertulis daripada guru berbanding maklum balas automatik atas talian. Kedua-dua kumpulan eksperimen menunjukkan peningkatan dalam penulisan esei berdasarkan kedua-dua bentuk maklum balas. Analisis data antara pralatihan dan pascalatihan menunjukkan bahawa pelajar-pelajar menunjukkan penambahbaikan dalam penulisan esei yang diukur melalui skor min untuk tiga aspek iaitu memenuhi keperluan tajuk, bahasa dan organisasi serta peningkatan statistik yang signifikan. Kajian ini menunjukkan bahawa integrasi kedua-dua maklum balas bertulis daripada guru dan maklum balas automatik atas talian boleh menjadi satu teknik yang berkesan untuk membantu pelajar ESL dalam kelas penulisan. Dalam erti kata lain, pelajar akan mempunyai lebih banyak peluang untuk menulis dan beban guru memberikan maklum balas boleh dikurangkan dengan maklum balas bertulis daripada guru dan maklum balas automatik atas talian di dalam kelas penulisan. Saranan untuk memberi maklum balas automatik atas talian semasa proses penulisan di dalam kelas demi membantu penulisan esei merupakan sumbangan penting dalam kajian ini kepada penyelidikan.

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ACKNOWLEDGEMENTS

I am very grateful to the following people who have made it possible for me to complete this doctoral thesis. I am truly indebted to them.

First, I wish to express my deepest gratitude to my main supervisor, Assoc. Prof. Dr. Tan Bee Hoon, for her concise, professional comments, patience and guidance which were a driving force for me to complete this doctoral thesis. Despite having a tight schedule, she always made time for our discussion. She was always available for my questions and doubts, large or small and motivated me to complete this thesis.

My gratitude also goes to the other members of my supervisory committee, Assoc. Prof. Dr. Mardziah Bt. Abdullah and Dr. Yong Mei Fung, who had given me invaluable advice, encouragement and careful guidance. I would also like to thank Assoc. Prof. Dr.Wong Su Luan for giving valuable advice and information on methods of statistical analysis.

My gratitude also goes to my husband, Mano, who was patient, tolerant and my pillar of strength from the commencement of my studies. I also wish to thank my children, Kohila, Thilaga and Logenthiran for their motivation and technology savvies that enabled me to clear many hurdles with ICT, and understanding my constraints as a working mother and postgraduate student.

I am also extremely grateful to two of my closest friends, L.Kanthimathi and K. Mohan Kumar for their support and advice during this journey.

Finally, I would like to dedicate this thesis to my late father and role model Mr. N. Govindasamy, who believed that nothing is impossible with patience, perseverance and hard work and my mother, who cheers me on every step of the way, my love and thanks.

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APPROVAL

I certify that a Thesis Examination Committee has met on 20 JANUARY 2014 to conduct the final examination of Potchelvi N.Govindasamy on her thesis entitled **"Effects of Online Automated Feedback and Teacher-Written Feedback on Malaysian Sixth Form ESL Students' Writing Performance "** in accordance with the Universities and Universiti College Act 1971 and the Constitution of the Universiti Putra Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the candidate be awarded the Doctoral of Philosophy.

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