

## THE BENEFITS OF WRITTEN FEEDBACK IN L2 WRITING: INDONESIAN EFL STUDENTS' PERCEPTION

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**Abstract:** Feedback has been acknowledged as an important part of the learning process. It is depicted as a significant factor to improve learners' knowledge and skills. The significance of feedback has also been widely recognized in the development of second language (L2) writing. Many studies investigating the effect of feedback on students' writing have indicated that feedback process helps students improve the quality of their writings. However, few exist that focus on how the significance of feedback, particularly written feedback provided by peers and the teacher is perceived by students. Thus, guided by qualitative research methodology, this study was aimed to investigate the benefits of written feedback as what students perceived. The results showed that students reported three benefits from written feedback activities, namely; improving writing quality and skills, encouraging critical reasoning, and promoting learner autonomy. This study is of significance to language educators and researchers engaged in L2 teaching and learning. It may also contribute to the Vygotskyan theoretical framework of Sociocultural Theory (SCT) illustrating a more expanded understanding of the concept of Zone of Proximal Development (ZPD), particularly in relation to adult English as a foreign language (EFL) learners.

Keywords: perception, written feedback, teacher feedback, peer feedback, second language writing

## STUDENTS' PREFERENCES OF WRITTEN FEEDBACK

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### Abstract

Grounded in sociocultural theory, written feedback activities in second language (L2) writing provide the social interactions that help learners develop their mental functions within the zone of proximal development (ZPD) as they co-construct knowledge with teachers and peers through guided learning. Written feedback can also help student writers improve their writing proficiency, including organization of their texts and awareness of the mechanics of the language necessary for successful communication of the intended message.

Regarding the eminence of feedback in L2 writing, a large body of research has been conducted to investigate different aspects of feedback in L2 writing classrooms, however much of the feedback research has put teachers at the center of the focus. Research on students' perceptions of feedback only began to develop in the 1990s, thus this study builds on the growing literature, with particular focus on students' preferences of the form and the focus of written feedback in L2 writing in Indonesian EFL context.

Using a frequency count in analyzing the data, the results showed that students preferred direct than indirect form of feedback from both peers and the teacher, however they wanted different feedback focuses from the two feedback providers. This study is of significance to language educators and researchers engaged in L2 teaching and learning.

Keywords: perception, written feedback, peer feedback, teacher feedback, form of feedback, focus of feedback, second language writing

### **DISCRIMINATION BEHIND NEST AND NNEST DICHOTOMY IN ELT PROFESSIONALISM**

Presented in 1<sup>st</sup> Annual International Conference on Language and Literature  
Medan, Indonesia

#### **Abstract**

This paper argues that the dichotomy between native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) has resulted in discriminatory practices in English language teaching (ELT) professionalism. Reviewing four studies investigating discrimination in ELT industry in some Asian countries, this literature review reveals that most English as a foreign/second language (EFL/ESL) institutions give preferential treatment to NESTs based on some factors. Nativeness and nationality are among the top factors of discrimination in English teaching positions. Discrepancy in required academic qualification and income also prove that NNESTs have always been discriminated and marginalized in ELT employment. Furthermore, it is also found that racist policy applied by some institutions recruiting White English teachers solely because of their race and privilege. Finally, it can be concluded that some governments and institutions' policies in recruiting English teachers have played a big role in perpetuating this discrimination against NNESTs by maintaining the ideology of NESTs as superior teachers in theories and practices of ELT.

### **USING YOUTUBE IN INTEGRATED GRAMMAR ACTIVITIES**

Presented in New Mexico TESOL Spring Workshop 2016  
Albuquerque, USA

YouTube can be a valuable tool through which multiple foreign language skills can be taught. This presentation provides some practical examples of how teachers can use the video website YouTube.com to teach English grammar integrated with other language skills. Using YouTube both inside and outside the classroom can enhance speaking, listening, and pronunciation skills. Furthermore, reading and writing activities can also be structured around YouTube videos.

### **CHANGING INDONESIAN EFL STUDENTS' PERSPECTIVES OF GRAMMAR LEARNING THROUGH GAME-BASED ACTIVITIES**

Presented in Indonesia Focus Conference 2015  
University of Ohio, Columbus, USA

The role of grammar instruction for second language learners has long been a topic of major debate among researchers and educators; some argue that grammar is not necessarily to be given a special focus in second language learning, but some others believe that grammar plays a very important role in helping learners acquire the language. However, despite this long controversy, grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), in as much as without a good knowledge of grammar, learners' language development will be severely constrained (Widodo, 2006, p. 122).

Unfortunately, in practice, many English teachers in foreign language contexts such as in Indonesia still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. This particular method of teaching is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules. It has also been seen as contributing to learners' passive participation and negative feelings towards grammar learning. Most EFL learners find grammar difficult to learn and look upon grammar instruction as the moments of discomfort and sometimes even terror (Al-Mekhlafi & Nagaratnam, 2011). Furthermore, Boron (1982) also explained that most learners portrayed English teachers as unattractive grammar mongers whose only pleasure in life is to point out the faults of others.

With the negative perspectives of English grammar class, it is necessarily to create activities that can improve students' motivation in learning and promote the use of the language communicatively. One of the most effective ways to do it is by using game-based activities. Chen (2005) explained that games are motivating and offer students a fun-filled and relaxing learning atmosphere. Through games, students also have the opportunity to use language in a non-stressful way focusing on both the message and the language.

Based on this argument, I would like to present this topic providing some examples of learner-centered grammar activities for adult EFL learners that I have applied in my grammar classes in the State Islamic University of North Sumatera. The findings indicated that not only these activities changed learners' perspectives of grammar learning but also gave positive effect on their communicative skill improvement.

### **TEACHING GRAMMAR THROUGH GAMES**

Presented in UNM Shared Knowledge Conference 2015  
University of New Mexico, Albuquerque, USA

The role of grammar instruction for language learners has been a major debate for a long time. Despite this long controversy, grammar is still regarded as crucial to the ability to use a language. Unfortunately, most language learners find grammar difficult and boring to learn because class activities are usually dominated by teachers explaining the grammar rules followed with some written exercises. An alternative solution to that problem is by using games in grammar instruction. This presentation aims to highlight the prominence of games to create a non-threatening and more relaxing grammar classes with one ultimate purpose, to improve learners' language skills.