Dynamic Written Corrective Feedback

Do Less

Leaving lots of comments is onerous and time-consuming for us and for the students, making our feedback less manageable and less helpful. **Limit the number of your comments**. If you restrict yourself to just two comments per writing sample, you might even find yourself saving those two comments for the most focused, specific areas of the text (see the next two points).

Decide what one or two learning outcomes you have for each round of feedback and only make comments to support those outcomes. If a student is doing well in that area, then use your comments to praise that development in detail. If the student is still working through it, guide them toward the target with encouragement and open but focused questions.

Praise in Detail

We are often good at honing in on areas of improvement, pointing out problems in clear detail. Yet praise has been shown to be a more effective means of helping students convert feedback into lasting improvements. Like all feedback, though, praise is only effective when it is specific and detailed. For these reasons, **praise student development often, but praise in detail.**

Look Past Accuracy

Resist the urge to comment on accuracy. Not only can accuracy feedback be distracting, it can actually undermine the language learning process. Besides, it is much less effective without explicit instruction on errors. (Of course, comments about writing etiquette [e.g. comma splices or sentence length] are even less helpful as they are extraneous to language development.)

Require Revision

Feedback is ineffective without revision. If students aren't asked to engage with feedback within the context of the original writing sample, then they may not even read the feedback. Even if they do, they still miss a chance to work on an important area of their writing development. If students aren't revising or already have, don't waste your time with feedback.

Be Regular and Be Frequent

Of course, if you require revisions, then you should **give substantive feedback in time for students to read, understand, and perhaps question your feedback** (e.g. in an email to you or after class). Additionally, if you ask students to use feedback as part of their learning process, they will and they will expect you to provide that feedback on a regular basis. Do.

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Feedback from composition instructor

Feedback goal #1: Student is able to recognize intertextuality in relation to a specific research goal or project

This research paper pays attention to the relationship between graduate students socialization and sense of belonging. Moreover, in de Aaujo's article, he also pointed out a key term of social support which as a vital adjustment issue in international students life. However, this term of social support was focusing on international students' network with native people, traditional support from their families, perceived same ethnic group social support, or familial and graduate social support. de Araujo (2011) gave more board range about social support compare with Strayhorn. Furthermore, Phillips (2014) pointed out a social support focus on academic English writing skills for multilingual international students. A concept of social support which come from teachers, professor, editors-friends, and native English-speaking who will help multilingual international students improve their English academic writing levels. In addition, this social support is belongs to the one of strategies for improving English writing. On the other hand, in Strayhorn's article (2012), he narrow the range into graduate students also only concern their socializations and sense of belonging. Besides, he recommended strategies to graduate students meliorate some social problems; nevertheless, these social problems only put emphasis on academy field such as building relationship with peers, professors, and faculty members.

Feedback from language instructor

Feedback goal #1: Student is able to practice structural complexity

One of the strategies that Chozin adopted was the development of a social network that would help him in his writing tasks. The key terms used in this article tell us that his social circle developed from being limited to other Indonesians to native English speaking peers, teachers and even professional editors.

: One of the key concepts in this article was resourcefulness, which was one of the things that helped Chozin to succeed in American School. This concept wasn't defined in the article, because it is understood as it is, one word that describes alone.

Feedback goal #2: Student is able to synthesize sources appropriately using integrated and non-integrated citations

In his synthesis, Strayhorn (2012) explained that there was connection between graduate students' socialization and sense of belonging to their success in graduate school. He noticed that there are many research discussed on this issue, however the study which focused only at graduate students is scarce. Strayhorn (2012) provided his purposes in three points. As his purposes, Strayhorn (2012) wants to explain the link between graduate students' socialization and their sense of belonging; to demonstrate the link between aspects of students' socialization and their sense of belonging in graduate school; and lastly, to identify the important implications and recommending specific strategies to promote conditions that foster sense of belonging among graduate students (p.92-93).

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