ORIGINAL ARTICLE

Writing a Feedback

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ABSTRACT

Introduction: Writing or composing has been seen an issue to several of undergraduates students, composing has been the most difficult micro skill of all times. Feedback plays an essential part in composing process. Considering the issues in composing classes, the point of this study was to see at a planning procedure through which language learners can make self-confidence, be impelled, advance the quality of publication, secure communications through composing and taking after feedbacks.

Objective: To investigate the purpose of students' attitude towards peer-feedback and facilitator feedback.

Materials and Methods:

Study design: Quantitative cross sectional

Settings: Azra Naheed Medical College

Duration: Six months i.e. 1st January 2021 to 30th June 2021

Methodology: This is quantitative cross sectional study conducted in the medical undergraduate's students at Azra Naheed medical college Lahore. Total participants were 200 selected after taking the informed consent. Students have an idea of giving and receiving feedback. A validated questionnaire was circulated to elicit students thought about the effectiveness regarding feedback in academics. The data was entered an analyzed using SPSS version 23.

Results: Results revealed maximum students showed positive attitude. As collectively 3% students are strongly disagree, 14% are disagree, 17.5% are neutral, 38% are agree and 17.5% are strongly agree.

Conclusion: The main issue in this study was to explore participants state of mind towards peer and teacher-feedback. This study showed that medical students showed positive attitude towards giving and receiving peer feedback. Most of the participants may consider that facilitators composed observations have fruitful technique to move forward the quality of their writing. Likely since they acknowledged that facilitators had more data.

Consequently, this study help the participants to think fundamentally rather than living in anxiety and it has been only due to the facilitator's feedback.

Keywords: feedback, writing, peer feedback, academic writing

INTRODUCTION

Writing or composing has been seen as an issue to several of undergraduates students, composing has been the most difficult micro skill of all times. Feedback plays a essential part in composing process. Considering the issues in composing classes, the point of this study was to see at a planning procedure through which language learners can make self-confidence, be impelled, advance the quality of publication, secure communications through composing and taking after feedbacks[1].

Concurring to Sadler (2010), had been discussed to students about right and wrong perception is not helpful for updating oneself learning[2].

Liu and Hansen in 2002 demonstrated that peer-feedback used as "the learners source of data to interact each other the prepare of composing[3].

Tuzi in2004 "gives a clear separation between three sorts of participation: verbal, composed, and electronic reaction"[4].

In expansion, Gielen et al. (2010) give a definitive classification of the preferences of peer-feedback as:

1. Peer feedback can increase the social weight on students to perform well on an assignment.

2. Investigate in higher education appears that students frequently see peer feedback as more justifiable and more useful.

3. Third argument in support of peer feedback is that it increases the students' capacity to get it feedback.

4. Fourthly, peer feedback is quicker. As instructor feedback regularly contains a significant delay after the submission of a task or test, feedback some of the time isn't accessible until after the educational programs has passed to another topic.

5. Fifthly, peer feedback can be part of an increase within the frequency or amount of feedback".

6. Sixth possible advantage is the individualization of feedback. If facilitators try to supply more timely and more frequent feedback, they frequently compose it collectively to create this feasible.

In this way, the students have a chance of improving their basic thinking capacities by the use of peer feedback[5-7].

MATERIAL AND METHODS

This is quantitative cross sectional study conducted in the undergraduate's, medical students at Azra Naheed Medical College Lahore. Total participants were 200 selected after taking the informed consent. Students have an idea of giving and receiving feedback. A validated questionnaire was used to elicit student's attitude about the effectiveness regarding feedback in academics. Likert scale was used for the responses. Four stages in the survey include the first phase is giving peer feedback, second shows receiving peer feedback, thirdly shows teacher feedback and fourth phase include thinking about the teacher feedback before writing. The data was entered an analyzed using SPSS version 23.

RESULTS

Table 1shows the feedback to elicit the students thoughts regarding giving, receiving peer feedback and also teacher receiving feedback with able to think about teacher feedback before writing. Results revealed maximum students showed positive attitude. As collectively 3% students are strongly disagree, 14% are disagree, 17.5% are neutral, 38% are agree and 17.5% are strongly agree.

Table 1: Frequencies & Percentages of Students Attitude

Sr. No	Parameter	SD	D	N	A	SA	Total
Giving peer feedback							
1	It is important for me to assess my friends writings	0 0.00	2 18.2	2 18.2	5 45.4	2 18.2	11 100%
2	I am sure I can learn better if I give peer-feedback	0 0.00	1 8.3	1 8.3	4 33.4	6 50	12 100%
3	Giving feedback to my peer's writing motivates me in writing classes	0 0.00	2 18.2	2 18.2	5 45.4	2 18.2	11 100%
Receiving peer feedback							
1	It is important for me that my writing to be assessed by my friends	1 9.1	2 18.2	5 45.4	2 18.2	1 9.1	11 100%
2	I am sure I can learn better if I get peer-feedback	0 0.00	3 25.0	2 16.7	5 41.6	2 16.7	12 100%
3	It is useful to use what I have learned from peer feedback	0 0.00	2 18.2	2 18.2	3 27.2	4 36.4	11 100%
4	Before I begin writing, I think about peer feedbacks	1 9.0	3 27.3	3 27.3	2 18.2	2 18.2	11 100%
5	When writing I try to connect the things in the writing with what I have learned from peer-feedback	0 0.0	2 18.2	2 18.2	4 36.3	3 17.3	11 100%
6	Getting peer-feedback motivates me in writing classes	1 10.0	3 30.0	2 20.0	4 40.0	0 0.00	10 100%
7	My peer's feedback provides useful points	0 0.00	3 23.2	4 30.7	2 15.4	4 30.7	13 100%
8	I modify my initial writing as a result of peer feedback to improve it	0 0.00	2 18.2	3 27.3	4 36.3	2 18.2	11 100%
Receiving Teacher feedback							
1	My teacher's feedback provides useful points	0 0.00	1 6.6	0 0.00	7 46.6	7 46.6	15 100%
2	It is useful to use what I have learned from my teacher's feedback	0 0.00	0 0.00	1 7.2	9 64.2	4 28.6	14 100%
Thinking about teacher feedback before writing							
1	Before I begin writing, I think about teacher`s feedback	1 9.1	0 0.00	2 18.3	4 36.3	4 36.3	11 100%
2	When writing I try to connect the things in the writing with what I have learned from teacher`s feedback	1 9.1	1 9.1	1 9.1	5 45.4	3 27.3	11 100%
3	Getting teacher's feedback motivates me in writing classes	1 8.3	0 0.00	1 8.3	6 50	4 33.4	12 100%
4	I modify my initial writing as a result of teacher`s feedback to improve it	0 0.00	1 7.8	2 15.4	5 38.4	5 38.4	13 100%
	Total	6 3.0	28 14.0	35 17.5	76 38.0	55 27.5	200 100%

(SD) strongly Disagree (D) Disagree (N) Neutral (A) Agree (SA) Strongly Agree

DISCUSSION

To investigate the participants attitude a survey was conducted. The survey was divided into three steps:
1. "Firstly the students view almost giving peer-feedback and its benefits in learning and motivating them"
2. "Secondly the students' view about getting peer-feedback and its benefits in learning and motivating them"
3. "Thirdly the students attitude regarding facilitators feedback and its importance for learning and motivating the participants were exceptional[8].

According to participants, facilitators-feedback is the main source of their motivation and learning. In this study the main portion regarding the literature review correspond to this result and the second phase of this study motivate the students to find teacher feedback more precisely as compared to students peer feedback. In the last phase students looking some more ways to change students point of view regarding writing teachers feedback to motivated students who will be able write for getting and receiving feedback[9,10].

CONCLUSION

The main issue in this study was to explore participants state of mind towards peer and teacher-feedback. This study showed that medical students showed positive attitude towards giving and receiving peer feedback. Most of the participants may consider that facilitators composed observations have fruitful technique to move forward the quality of their writing. Likely since they acknowledged that facilitators had more data.

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