

## **An Analysis of the Relationship among Teacher Feedback, Feedforward, and Grade on Swedish University Students' Compositions in English as a Second Language**

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### **Abstract:**

In the present study, with the aim of analyzing the relationship among teacher feedback, feedforward, and grade, the corrections and comments made by four experienced assessors on 187 compositions were under scrutiny. These essays were written by 56 Swedish university students studying English as a second language at three different educational levels. The results reveal that while there were clear links between mid-essay corrections/comments and grades given, the links between mid-essay corrections/comments and end comments were not only comparatively few, but less clear. Moreover, although valued highly in the research literature because of their ability to promote writing skills in an enhanced manner, there were more summative end comments than formative ones. The conclusion was, therefore, drawn that it is quite taxing for assessors, even for experienced ones, to produce connections that involve an alignment among a) mid-essay corrections/comments, b) end comments and c) grade that will, at the same time, promote students' writing skills in accordance with what is suggested by the research literature. The assessors were, however, irrespective of grade given, attuned to the educational level at hand, focusing more on analytic aspects at the two lower levels, while taking a more holistic approach at the highest educational level. This may indicate that offering corrections/comments does not only entail a developmental journey for students, but for teachers too.

*Key words:* composition writing, feedback, feedforward, formative assessment, L2 English, Swedish University Students, summative assessment, teacher comments, teacher corrections, university level

**Cite as:** Karlsson, M. (2019). An Analysis of the Relationship among Teacher Feedback, Feedforward, and Grade on Swedish University Students' Compositions in English as a Second Language. *Arab World English Journal*, 10 (3).320.

DOI: <https://dx.doi.org/10.24093/awej/vol10no3.1>