

LDR (Learn - Do - Redo). The habit of feedback-loop cycle helps students process their writing, while also pushing them to think and write more as they close the loop.

Learn - Do - Redo (LDR) is effective because it requires students to interact with the feedback before moving forward. This strategy, alongside O'Donovan et al., (2016), Orsmond (2013) and Xiao et. al (2019) push for “draft-plus” and their acknowledgement for the lack of feedback processing in the classroom, influenced the role of LDR in my classroom. LDR, which in theory is feedback-loop, allows students to show learning and growth in the process versus receiving a grade without the opportunity of a discussion. This process has reduced the amount of same or similar writing mistakes.

One example is Andrew Brown who in the first feedback-loop writing assignment made two out of the four same mistakes originally corrected. Image A highlights errors with gender agreement, definite versus indefinite articles, preterit and imperfect and certain vocabulary, and while there are errors in Image B, they were reduced by half. As time progressed, so did the length of his writing assignments, as Image C shows. Specifically for this writing assignment the student only made one error with gender agreement, one vocabulary word misused and small conjugation details that were discussed during the feedback process and not repeated in the final product. Demonstrating that not only was his writing improving, progressively throughout the year, but so were the amount and kinds of mistakes he was making. Note, the different colored text at the bottom represents information added after the initial feedback. Writing in the new section only had two errors, which were incorrect prepositions. Moreover, the length of his writing was much longer under the same condition. Students had about 10 minutes to brainstorm, begin writing in-class and then work on it for homework prior to turning it in. For both

occasions, students received their feedback at the end of class after a couple of days. They were then given a few minutes to review the edits and have an opportunity to ask questions before editing and adding more as part of the feedback loop and LDR process.

A second example is Walter Green, who came in as a strong language student, and throughout the feedback loop process not only strengthened his writing, but also the length of his writing. Image A highlights three mistakes made by Walter Green, which include an incorrect vocabulary, an article mistake and a conjugation mistake between preterit and imperfect. Meanwhile his second try, Image B, was longer in length and only one mistake in the new section he added. It was evident that Walter Green understood and processed his errors as he made corrections, and the same errors were not repeated. This pattern continued throughout the months, and by the end of January, Walter Green was writing longer assignments, Image C, with very little grammar mistakes. As noted in Image C, most of Walter Green mistakes were corrections on using more accurate vocabulary and including a direct object pronoun. The repetition of writing, feedback and re-writing was helping him make fewer mistakes. It should be noted that for the assignment on Image C, there was no minimum, and I was surprised to see that he chose to write over three-pages of dialogue filled with humor.

Surveys in October indicated that LDR/feedback-loop was helpful to eight out of nine students, the outlier being a strong language student. Students also had this sentiment during the February survey where they expanded and stated it was helpful because it gave them an opportunity to review their mistakes and make corrections. Everyone agreed that rewriting and processing the feedback was very time consuming, making it the one downfall. Even though not

all the assignments in the course were part of the feedback-loop, students did not ask whether they were or not, which demonstrated to me they were putting their full effort from the start.

An additional discovery was seeing students naturally make connections in their writing to previous materials seen in the classroom. Walter Green's Image C is an example of that since he connected the writing assignment to a CNN *en español* video we had seen previously discussed about Launch X. Moreover, what arose from the feedback loop cycle amongst strong language students was the desire to receive feedback on their oral presentations and pronunciation. While all students agreed that they wanted feedback on their pronunciation, stronger language students (four out of nine students specifically) craved to receive feedback on their "speech, fluidity and pronunciation."