

**HELPING STUDENTS IMPROVE WORD CHOICE BY GIVING SUGGESTIVE
FEEDBACK: IMPLICATIONS FOR TEACHING BUSINESS
AND REPORT WRITING**

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Abstract

Most ESL writing researchers focus on the interactions that happen among teachers' commentary, students' reactions on written commentaries and student revisions. This envisioned this action research paper to explore how feedback can work effectively in order to help students improve their word choice. The research context lies on teaching business report writing to Banking and Finance students of the Polytechnic University of the Philippines. Students are required to write business documents in appropriate tone and word choice. This action research paper aimed at finding out why the practice of using imperative feedback seemed not to help students in improving their word choice. The teacher, then, switched to using suggestive feedback to see if it helps students achieve appropriate tone and word choice. The data collected during the intervention phase are the original report drafts, their revisions, the adapted questionnaire, and the commentary notes of students on the feedback used by the teacher. Fifteen students participated in the study. Findings revealed that both types of feedback yielded almost the same result in terms of advancing students' problem on word choice. It has also been found that students' have preferred kind of feedback for some personal and learning reasons.

Keywords: Imperative feedback, suggestive feedback, word choice