



**FEEDFORWARD AS A MEANS OF SELF- EDITING BY STUDENTS:
PRIORITIZING PREVENTION OVER CURE**



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ABSTRACT

Drawing the metaphor of the two faced God Janus from Roman mythology, the pair of notions - feedback and feedforward can be re- presented in pedagogic contexts. One face of the god looks backward and the other, forward. In pedagogy, this two-way process namely, feedback and feedforward, which moves in opposite directions, can effectively be employed in self-editing their own writings by students.

Though we are very much aware of the effectiveness of feedback at work at the end of any planned activity, the presence of feedforward in our day to day activities has not been much noticed or studied. Feedforward too has been made use of in enhancing the quality of the task at hand, but less frequently and less consciously too. Like the notion of feedback being not restricted to the field of academia, feedforward too is part of the cognitive processes at work in decision making in life in general. Though in real life, the emotional aspects of feedforward get foreshadowed in varying degrees of intensity such as premonition, anxiety, anguish, caution, warning and threat, it rarely has been given a deserving position in teaching-learning. This paper argues that, feedforward can be made use of better than feedback in second language learning, especially in writing.