I'M GONNA NEED MORE SPECIFIC FEEDBACK ON MY FORMATIVE ASSESSMENTS.

BAD DOG

FEEDFORWARD IS FUTURE FOCUSED FEEDBACK. NEXT TIME YOU ARE GIVING FEEDBACK ASK YOURSELF WHETHER IT IS FOCUSED ON WHAT CAN BE DONE, NOT WHAT HAS BEEN DONE.

Feedforward

TEXT RESPONSE TECHNIQUES THAT IMPROVE STUDENT WRITING

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Feedforward is not a real word but it is a teacher thing

Ways of giving feedback to individuals

See section 2 in our grammar book.
1. Since I arrived here, I <u>am</u> very lonely.
2. Since I arrived here, I <u>am</u> very lonely.
have been (wrong tense)
3. Since I arrived here, I <u>am</u> very lonely.
have been
4. Since I arrived here, I <u>am</u> very lonely.
wrong tense
5. Since I arrived here, I <u>am</u> very lonely.
I am sorry to hear that. Why don't you come and talk to me about it?
6. Since I arrived here, I am very lonely.
T
7. Since I arrived here, I <u>am</u> very lonely.
8. Since I arrived here, I am very lonely. (The teacher discussed the error with the student orally, face-to-face.)
Think about the tense here. Present simple or perfect verb form?
9. Since I arrived here, I <u>am</u> very lonely.

Feedback aim?

Feedback scope?

Direct or heuristic?

On content, language, organisation or all of it?

Teacher recasting or student editing?

Level of teacher input/ ownership?

Oral or written?

Learning oriented or for text-development?

Techers and text-response

WF	wrong form:	the best will be its achievements
WW	wrong word:	patient, funny and kindly WW
T	wrong tense:	in the last few weeks you didn't have much fun
∧	something is missing:	You arrived in Brighton ∧ the 1st
Sp	wrong spelling:	confortable Sp
WO	wrong word order:	You haven't seen [yet] London
P	wrong punctuation:	Look out. P
V	wrong verb form:	The Titanic sunk very quickly
//	new paragraph needed:	
Ø	not necessary:	John came in and (he) sat down
⌣	You don't need a new sentence. Join up the ideas	
?	I don't understand what you're trying to say.	
∿∿∿	This isn't quite right: it needs clearer expression (usually the teacher provides an alternative)	
[ ]	This part needs to be re-arranged or reworded.	
!!	You really should know what's wrong here because – we've just done it in class. – I've told you so many times.	

"Oh, but it's fine for you to grade papers?"

Teacher feedback, 'composition slavery' and student development

Johns & Davies (1983) Text as a vehicle for information or text as a linguistic object (TAVI vs. TALO)

Zamel (1985) Why focus on language-errors at the expense of other, larger areas of text in initial drafts? Do students understand teacher feedback?

Hairston (1986) Teacher should stop being "composition slaves".

R. Schmitt 1990 – The Noticing Hypothesis

General trend towards: Errors ≠ bad

Student perceptions of teacher feedback on writing

Radecki and Swales, (1988). Balance between content and language fdbk. Some sts are receptive and others are resistant. Sts. prefer direct feedback

Leki (1991). Students want grammar feedback and preferred to figure out their text errors from hints rather than get direct feedback. *(origin survey)*

Amrhein and Nassaji (2010). Students and teachers see feedback differently. *(my research model)*
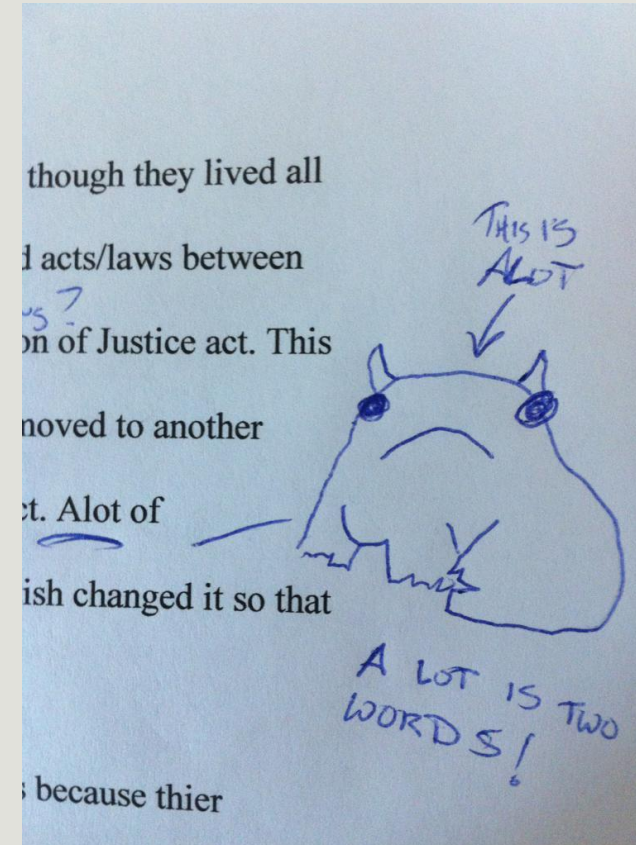
Corrective feedback and its discontents

Truscott (1996, 1999, Truscott & Hsu 2008) Teacher corrective feedback is not only ineffective and a waste of resources but can be detrimental to language development.

Ferris (1999, 2004, 2011, Ferris & Roberts 2001) is a 'feedback realist'. Corrective feedback is useful for rule governed errors and is a step towards self-editing .

John Truscott

Dana Ferris

Corrective feedback: Pushing against tradition

Icy Lee

I. Lee (2008, 2008, 2013, 2017, 2019)

Students, teachers and administrators expect detailed corrective feedback on student writing.

Too much feedback reduces it's effectiveness.

Teacher's stated beliefs and actual feedback do not always match (2009).

97.3% of self-described EAP teachers claim to give corrective feedback on student writing

Do you give written corrective feedback?

■ Yes ■ No
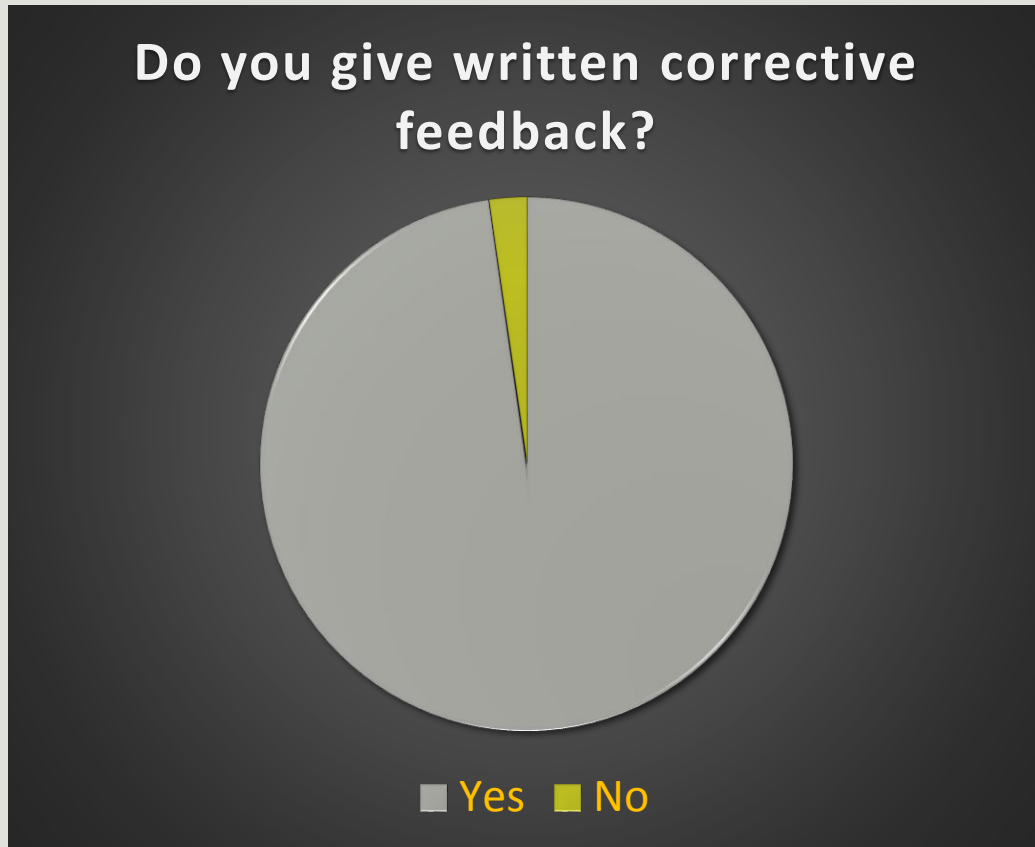
Contradictory research findings

Chandler (2003): Accuracy improved over time <u>as a result of unfocused CF</u> but holistically assessed writing quality did not.

Bitchener, Young and Cameron (2005): Experimental groups outperform control group on accuracy improvements for verb tenses and articles but not prepositions. Written feedback is more effective when supported by "oral meta-linguistic explanation" (114).

Bitchener, (2008): Increased accuracy <u>in new pieces of writing (not revisions)</u> as a result of form-focused corrective feedback (on articles specifically).

Truscott & Hsu, (2008). No accuracy gains on post writing test. Correction results in "shallow learning".

Outcomes from feedback (intended and unintended)
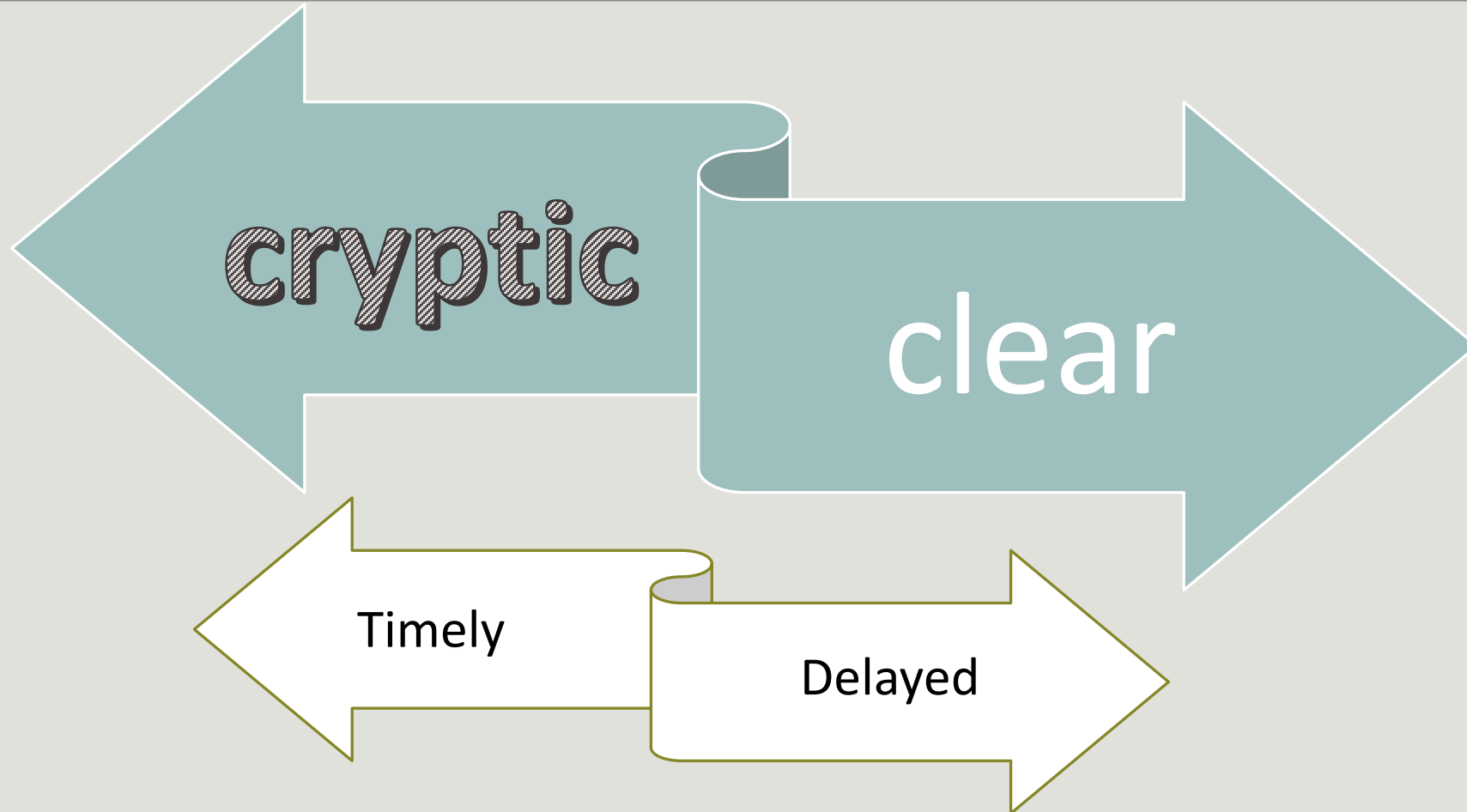
Feedback represents teacher choices
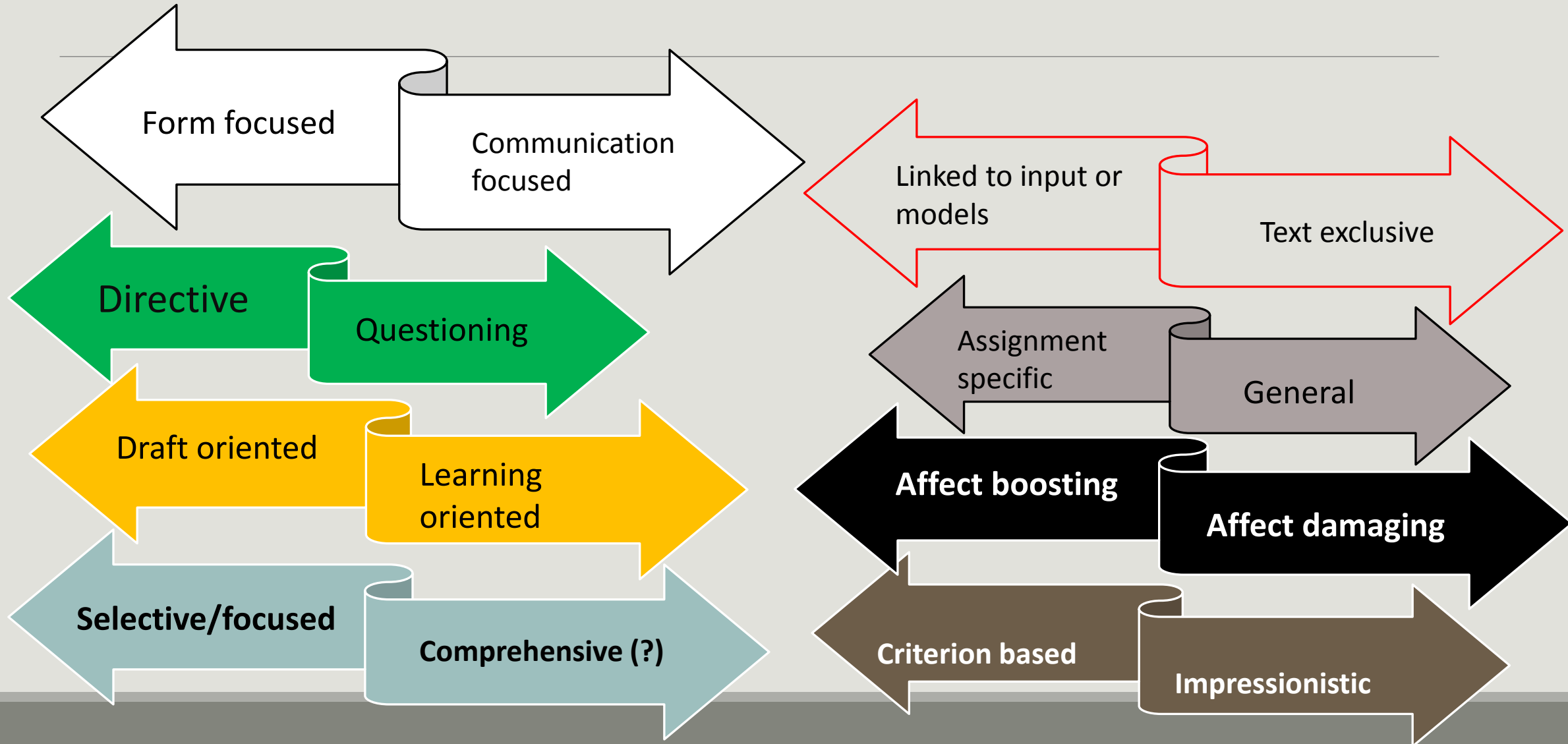
Research questions about feedback

What types of written corrective feedback do students in Macau think are the easier to understand?

What types of written corrective feedback are the most effective and useful for students to develop their language and writing skills?

How much amount of written corrective feedback do students expect from teachers?

How do students feel about the feedback process and feedback techniques?

The research

Data was collected from university students studying at different higher education in Macau, including IFTM, UM and MUST.

The online survey was created using Survey Monkey and available in both Chinese and English version, students can fill out any one of them based on their preference.

110 respondents started off the survey; **78 responses** are valid after data cleaning (incomplete survey, missing data etc.)

Year 1 students are the major respondents in this research

School	No. of Respondents	Year 1	Year 2	Year 3	Year 4
IFTM	44	27	12	1	4
UM	31	24	2	2	3
MUST	2			2	
Others	1			1	
	78	**51**	**14**	**6**	**7**

Students' experience with feedback

Times students look at their assessed work

1 Never looked at the feedback

13 Looked at the feedback once

54 Looked at the feedback 2-4 times

10 Looked at the feedback over 5 times

How frequently do you receive feedback from your English teachers on your written assignments or exercises?

How many times do you usually look at each piece of assessed work after you have gotten feedback from your English teachers?
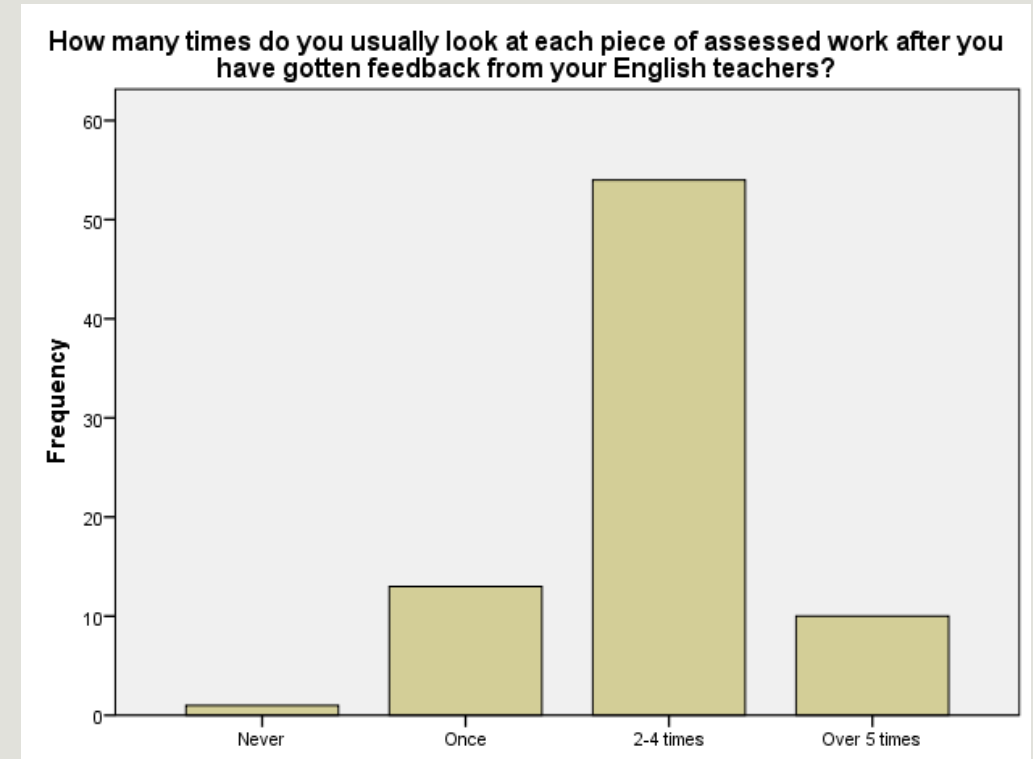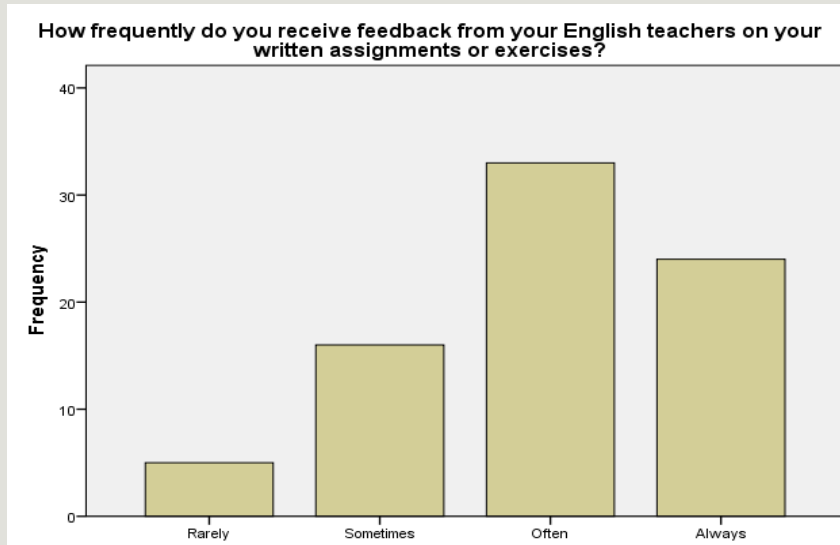
The frequency of teacher giving feedback on students' work

5 Rarely receive feedback   16 Sometimes receive feedback

33 Often receive feedback   24 Always receive feedback

→ Everyone or almost everyone sees CCF as a job requirement (Prof. Lee)

Feedback types students have received: most to least (N=78)

1. **Corrections with comments (Y=63;N=15)**

   have been (wrong tense)
   Since I arrived here, I am very lonely.

2. **Teacher correction / Commentary (Y=61;N=17)**

   have been
   Since I arrived here, I am very lonely.

   wrong tense
   Since I arrived here, I am very lonely.

3. **Error Identification (Y=41;N=37)**

   Since I arrived here, I am very lonely.

4. **Teacher questioning (Y=37;N=41)**

   Think about the tense here. Present or perfect verb form?
   Since I arrived here, I am very lonely.

5. **Clues or directions on how to fix an error (Y=36;N=42)**

   See section 2 in our grammar book.
   Since I arrived here, I am very lonely.

6. **Correction code (Y=27;N=51)**

   T
   Since I arrived here, I am very lonely.

7. **One-to-one conversation (Y=26;N=52)**

   Since I arrived here, I am very lonely.
   (Your teacher discussed the error with you orally, face-to-face)

8. **Personal comment on content (Y=22;N=56)**

   I am sorry to hear that. Why don't you come and talk to me about it?
   Since I arrived here, I am very lonely.

Students perceptions of close corrective feedback
(how **easy** the feedback is to understand)

Feedback type	Mean (1-very easy to understand; 6-very hard to understand) N=78	Std. Deviation	
1. Clues or directions on how to fix an error	2.99	1.525	
2. Error Identification	3.68	1.820	The easiest for students to understand
3. Corrections with comments	1.31	.651	
4. Teacher correction	1.77	1.044	
5. Commentary	2.41	1.086	
6. Personal comment on content	3.60	1.996	
7. Correction code	4.15	1.636	The most difficult for students to understand
8. One-to-one conversation	3.10	1.792	
9. Teacher questioning	2.58	1.363	

Students perceptions of close corrective feedback (how useful the feedback is to learning and improvement)

Feedback type	Mean (1-very useful; 6-not very useful) N=78	Std. Deviation
1. Clues or directions on how to fix an error	2.92	1.394
2. Error Identification	4.01	1.64
3. Corrections with comments	1.63	.884
4. Teacher correction	2.01	1.145
5. Commentary	2.38	1.096
6. Personal comment on content	3.91	1.759
7. Correction code	3.92	1.642
8. One-to-one conversation	3.05	1.682
9. Teacher questioning	2.24	1.25

More useful to students

Not as useful to students

Students perceptions of close corrective feedback

More favorable by students

Corrections with comments (M = 1.63, SD = .884)

have been (wrong tense)
Since I arrived here, I <u>am</u> very lonely.

Teacher correction (M = 2.01, SD = 1.145)

have been
Since I arrived here, I <u>am</u> very lonely.

Teacher questioning (M = 2.24, SD = 1.25)

Think about the tense here. Present or perfect verb form?
Since I arrived here, I <u>am</u> very lonely.

Commentary (M = 2.38, SD = 1.096)

wrong tense
Since I arrived here, I <u>am</u> very lonely.

Less favorable by students

Clues or directions (M = 2.92, SD = 1.394)

See section 2 in our grammar book.
Since I arrived here, I <u>am</u> very lonely.

One-to-one conversation (M = 3.05, SD = 1.682)

Since I arrived here, I am very lonely.
(Your teacher discussed the error with you orally, face-to-face)

Personal comment (M = 3.91, SD = 1.759)

I am sorry to hear that. Why don't you come and talk to me about it?
Since I arrived here, I am very lonely.

Correction code (M = 3.92, SD = 1.642)

T
Since I arrived here, I <u>am</u> very lonely.

Error Identification (M = 4.01, SD = 1.64)

Since I arrived here, I <u>am</u> very lonely.

Students' comments on "Corrections with Comments"

have been (wrong tense)

Since I arrived here, I <u>am</u> very lonely.

Feedback type	Mean (1-very useful; 6-not very useful)	Std. Deviation
Corrections with comments	1.63	.884

- *Explicit input* (error is flagged and correction is given)
- *Efficient* (time-saving, clear, useful)
- *Easy to understand*
- *Learning tool*

Explanations	Category	Students N=78	%
a) Mistake is pointed out directly and correct answer is given.	Explicit input	21	27.0
b) Students know where the mistake is and why.			
c) The feedback has clear and detailed explanation and it is useful for students to correct the mistakes	Efficient	33	42.3
d) The correct answers given by teacher are time-saving for students.			
e) Students can correct their mistakes immediately.			
f) Corrections with comments are the best.			
g) Students can understand the mistakes they made easily.	Understanding	15	19.2
h) The feedback makes it easier for students to understand where the mistake is and how to correct it.			
i) The feedback can help students to improve the next draft.	Learning tool	5	6.4
j) Students can pay more attention to the same mistakes in the future.			
k) Students can check the book for information about the mistakes and learn to avoid making the same mistakes again.			
l) The feedback can help students to realize their levels.			
m) The feedback is useful, but it is too time-consuming for teachers.	Teacher effort	1	1.3
n) Students did not think through the mistakes and forget them easily.	Student effortless	3	3.8
o) Students are lacking of thinking and thus have a negative impact on learning effectiveness.			
Total Responses		78	100.0

Students' comments on "Error Identification"

Since I arrived here, I <u>am</u> very lonely.

Feedback type	Mean (1-very useful; 6-not very useful)	Std. Deviation
Error Identification	4.01	1.64

- **Not understanding** (students do not know what is wrong and why)
- **Inefficient** (too simple, not detailed and clear)
- **No explicit input** (no hints)
- **Student effort** (time-consuming)
- **Teacher responsibility**

Explanations	Category	Students N=78	%
a) Error identification points out the errors directly and students can see where errors occur.	Clear indication	3	3.8
b) The clues are clear, useful and easy to understand.	Efficient	12	15.4
c) Error identification can prompt students to think and reflect on the errors, which allows them to self-correct so that they can better remember their errors.	Student autonomy	6	7.7
d) Students can ask others for help with the clues.			
e) Even though the errors are flagged, students do not understand what is wrong and why.	Not understanding	29	37.2
f) With no clear explanation, students are easily confused.			
g) If students do not know the knowledge, they still are unable to correct the errors.			
h) There are no hints on what types of mistakes students have made.	No explicit input	6	7.7
i) The clues are not effective as they are too simple, not detailed, not clear and not useful	Inefficient	17	21.8
j) Students need to guess and think about how to correct the errors by themselves.	Student effort	3	3.8
k) Teachers should point out the errors and correct them so that students can better understand.	Teacher responsibility	2	2.6
Total Responses		78	100.0

Students' overall preferences of feedback

When errors occur, students want their teacher to…

- **Point out all errors** (n=48)

- **Point out most of the major errors, but not necessarily all of them** (n=34)

When students repeat the same type of errors, students want their teacher to…

- **Mark it every time it occurs** (Y=61; N=17)

Students prefer their teacher to…

- **Write comments throughout their work** (e.g., on the relevant parts of the text) (n=53)

Students… Think that written corrective feedback helps them develop their writing (M=1.71, SD=.693)

- **Want their teachers to correct errors in writing by supplying the correct form** (M=1.92, SD=1.055)

- **Rewrite their texts based on the corrections given by teachers** (M=1.62, SD=.669)

Students' overall preferences of feedback

Students want to receive feedback on…

- **Organization errors** (e.g., paragraph, structure, sentence order) (n=68)

- **Grammar errors** (e.g., tense, word order, sentence structure) (n=64)

- **Content/idea errors** (e.g., ideas of writing) (n=64)

- **Vocabulary errors** (e.g., wrong word choice, meaning) (n=51)

- **Spelling errors** (n=44)

- **Punctuation errors** (n=30)

- **Request for further information** (n=28)

Students, teachers and other stakeholders

Extensive, correction and feedback are part of a teacher's job!

The feedback should be easy to understand.

The feedback can help me write a good composition.

The feedback can improve my English writing skill.

The feedback should clearly state the errors and let me know how to correct them.

Give feedback ASAP

Giving feedback is not easy -- THANK YOU LECTURERS and ALL TEACHERS!

How to feedforward for writing progress

Collect errors and make a group exercise or game of correcting sentence levels mistakes.

Use close corrective feedback if your contexts allows. Correction codes may be cryptic so explicit or interrogative feedback is better.

Be selective and try to find repeated errors or errors related to recent input so that the feedback connects with the input if possible.

Give feedback on orgainsation and content as well as language. Students LIKE comments.

Use drafting as an opportunity for learning not just polishing.

Be development oriented, not text-oriented.
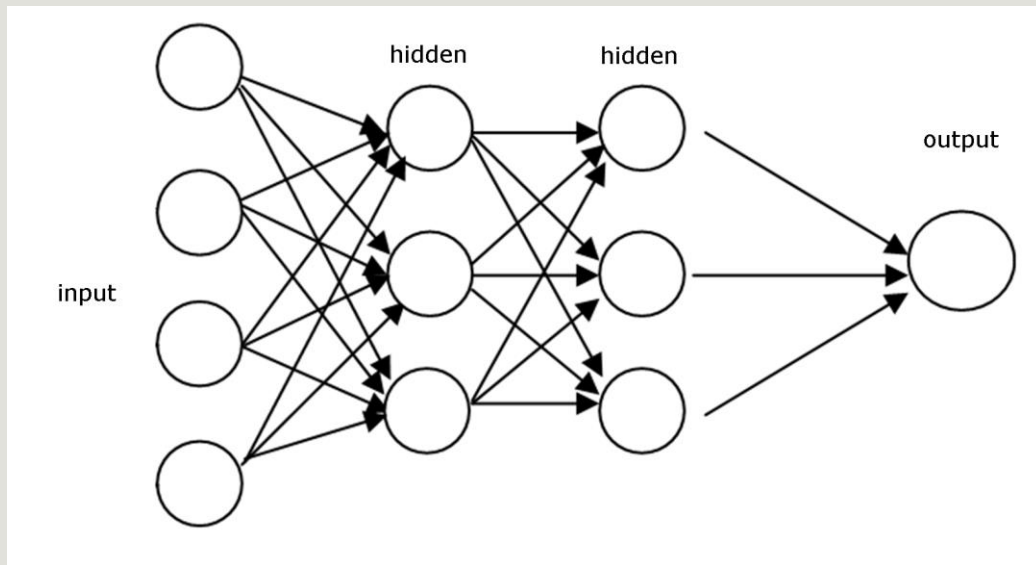
# Looking toward the future: Feedback by algorithm?

Beyond grammar and lexical accuracy: text coherence, text cohesion, style, organisation and overall effectiveness.

Making choices while writing: Getting learner to articulate their process.

Mistakes as opportunities for learning.

Feedback as a springboard for growth and development not text clean-ups.

Making student happy about writing in English.
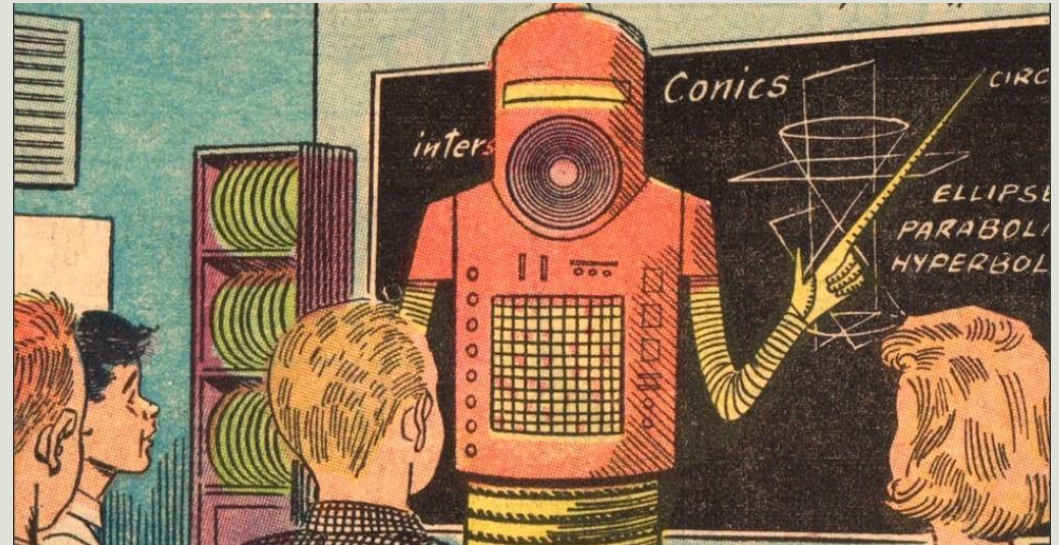
Thank you for your time and attention.

Useful reading in this area (books):

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Radecki, P. M., Swales, J. M. (1988). *ESL student reaction to written comments on their written work*. System 16(3): 355-365. DOI 10.1016/0346-251X(88)90078-4

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Truscott, J. & Hsu, Y.P. (2008). Error correction, revision, and learning. *Journal of Second Language Writing* 17 (4). 292-305. DOI: 10.1016/j.jslw.2008.05.003

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