Efficient & Effective Feedback Strategies for Written Work

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Introductions

- I live & work in Trier - Germany’s oldest city.
- I teach advanced EFL & EAP.

Type in the chat box!
Where are you currently based?
What do you teach?
ASSESSING LEARNING

- Analysing learners’ errors and providing constructive feedback.
- Utilising a range of different types of assessment and feedback.
- Engaging learners in self- and peer assessment and develop their self- and peer assessment skills.
- Reflecting on the effectiveness of assessment of learners’ progress.
Feedback Strategies

Peer review,
Electronic feedback,
Audio-recording,
Learner-driven feedback.
Feedback Strategies

Peer review,
Electronic feedback,
Audio-recording,
Learner-driven feedback.

Mechanisms underpinning efficacy
learner autonomy,
motivation,
receptivity,
learner-centredness,
individualisation.
Peer Review - How To

- Anonymous essay-swap in class
- In Critical Friends Groups
- Online, e.g. Google Docs, Moodle
- Feedback worksheets: giving points / comments
  - Free worksheets on my blog!
Peer Review

- Type in the chat box!
  - Have you used peer review?
  - What are the advantages and disadvantages for you?
Peer Review - Evaluation

- **Bijami et al 2013**: Pros/Cons of Peer Review:
  - formative feedback
  - motivating
  - individual / learner-centred
  - develops learner autonomy & critical thinking
  - Saves teachers time

- **Lundstorm & Baker 2009**: Giving feedback benefits Ls’ writing

- **Nelson & Carson 2006**: low receptivity among Ls
Peer Review - Other Tips

- **Rahimi 2013**: Training makes feedback more effective

- **Zhao 2014**: Teacher’s support increases receptivity
Electronic Feedback - How To

“TRACK CHANGES” & IN-TEXT COMMENTS

EMAIL / TYPED TEXT
Electronic Feedback - Evaluation

“TRACK CHANGES” & IN-TEXT COMMENTS

- **Cloete 2014:** time-efficiency depends on tutor scope & amount of multi-dimensional feedback

- **Bitchener, Young & Cameron 2005:** more uptake of specific, metaling. feedback
Electronic Feedback - Evaluation

**EMAIL / TYPED TEXT**

- **Farshi & Safa 2015**: emailed feedback greater improvement, detailed
- **Bloxham 2015**: typed feedback easy to read, detailed, quicker, individual, easier links to other resources.

Type in the chat box:
Have you used electronic feedback?
Do you agree with these advantages?
Audio Recording - How To

- Line numbers in essays!
- Read & make notes
- Or talk ‘live’
- Record as mp3 & email
- Record online & email link
  - e.g. www.vocaroo.com
Audio Recording - Evaluation

- **Brearley & Cullen 2012; Rotherham 2007:** similar time per essay as written feedback but three minutes of audio feedback = 450-500 words

- **Soden 2013, Johanson 1999:** makes comments clearer, feels personal

- **Merry & Orsmond 2008:** Ls perceive and implement more meaningfully; personal; re-listening beneficial; T’s voice reaches them (?!)

👍 learner-centred, individual, time-efficient, high receptivity
Learner-Driven Feedback - How To

- **Cottrell 2001**: Responding to individual learner queries
- ‘Interactive Coversheets’
- Questions throughout text
- **Fielder 2016**: Choose delivery method

**Type in the chat box!**

Have you used any kind of learner-driven feedback?
Learner-Driven Feedback - Evaluation

Bloxham & Campbell 2010: Interactive Coversheets
- tutors found it quicker - focus thoughts
- good levels of uptake
- critical thinking about own writing

- helping better students to perform even better?
- Ls‘ lack understanding of expectations & weaknesses
- lower-level students lack metalanguage
Learner-Driven Feedback - Evaluation

Campbell & Schumm-Fauster 2013: Learner-Centred Feedback

- student control
- personal/individual
- motivating
- sense of progress
- engagement with feedback
- critical thinking skills
Conclusion

- Ferris 2008: advocates “a judicious mixture of different feedback sources throughout the writing process and course.”
- Depends on: level, goals, facilities, etc.
- Ls need training & should re-draft texts based on feedback
  - Formative *feedforward*

Any questions?
Type in the chat box, or keep in touch
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www.ClaresELTCompendium.wordpress.com
References

- Fielder, C., “Receptivity to learner-driven feedback in EAP”, *ELT Journal* (online access 2016)

Further Reading: