

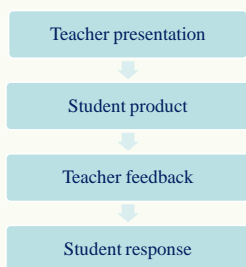
## Teacher feedback in EAP writing classrooms: from theory to practice

Jianying Du  
dujianying@mail.hust.edu.cn  
Huazhong University of Science and Technology

## Overview

- ◆ Factual and theoretical background
- ◆ Integrating teacher feedback in L2 instruction: a pedagogical model
- ◆ Application and implication of the model
- ◆ Conclusion

### (delayed and individual) Teacher feedback in linear L2 writing course module



### Linguistic orientation of teacher feedback

- ◆ Indicating the existence of error,
- ◆ Providing the explicit correction,
- ◆ Containing metalinguistic explanation of the error, or
- ◆ Any combination of the above.

Ellis, *et al.*, 2006

- ◆ Direct
- ◆ Indirect
- ◆ Metalinguistic
- ◆ The focus
- ◆ Electronic
- ◆ Reformulation

Options of subsequent student activities

- ◆ Revisions required:
- ◆ No revisions required

Ellis, 2009

### Effect and efficiency issues in teacher feedback

#### Negative messages contained in teacher feedback

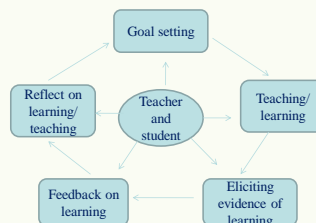
- ◆ L2 writing is a matter of linguistic accuracy.
- ◆ teacher as arbiter and supervisor is the sole source of standard.
- ◆ Low authenticity and validity of classroom assessment

(Hyland, 2006)

#### Issue of efficiency

- ◆ Teacher workload
- ◆ Student up-take

### Engaging teacher and students in feedback as integral part of instruction



## Three rationales behind the model

### 1. Dual functions of teacher feedback as formative assessment

Formative assessment, as an effective way of facilitating teaching and accelerating learning, is seen as assessment for learning rather than that of learning.

(Williams, 2007; Hyland, 2006; Alexander, *et al.*, 2008)

### 2. Cognitive maturity as the aim of instruction

The zone of proximal development is not simply a way to refer to development through assistance by a more competent other. This assistance is meaningful only in relation to maturing functions needed for transition to the next age period.

(Chaiklin, 2003)

### 3. Teacher's role in providing conditions to learn

$$K_f = K_p + A + M + O$$

$K_f$ : Future knowledge and skills

$K_p$ : Present Knowledge and skills

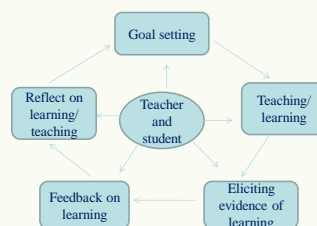
A: Abilities including physiological, biological, intellectual and cognitive skills

M: Affective factors such as motivation, attitude and anxiety

O: Opportunity for learning, consisting of time multiplied by kind

(Spolsky, 1989)

### Frequent, incidental and regular teacher-student communication in the integrative model



## Pedagogical implications of the model: results from the HUST case

- ♦ The study
  - Course title: advanced L2 writing
  - Teaching aim: understanding and practising writing as means of learning and academic communication
  - Participants: 18 postgraduates majoring in English
  - Duration: 8 weeks, (3 hours per week)
  - Feedback Methods: learner/teacher diary, workshop, portfolio, seminar, teacher-student conferences

### 1. Multiform teacher feedback meets affective needs and learning needs

- ♦ "... the class (is) more like a forum, which is a kind of flexible according to the real setting. This form of teaching writing gives us a complete new experience. Various kinds of problems arise and are dealt with effectively, and we don't feel bored or tired."
- ♦ "I rarely noticed hedging and thought using big word and complex sentences would definitely reflect the author's talent of writing, ... until the teacher pointed out the negative effect by comparing her writing and ours on the same topic. I then quickly pay special attention to hedging in my own writing."

## 2. More space for learner right facilitates cognitive growth

*“When the teacher asks us to find faults, everyone tries to find as many mistakes as possible. The assessment criteria are hard to follow in practice... Sufficient training is needed to equip students with necessary skills and judgments to effectively manage peer assessment”*



## 3. Instruction is more effective when the learner is in control

- ◆ Valuing student advice on teaching;
- ◆ Focusing on what is learned rather than what is taught and tested;
- ◆ Sharing with students the experience as a peer rather than a superior



## Conclusions

- ◆ **Learning** vs. **Learner opportunity**: The effectiveness of feedback lies in the balance between learning and opportunities for learning.
- ◆ **Motivation** vs. **Motivating**: The effect of feedback can be maximized with the active engagement of the learner and the teacher
- ◆ **Learning** vs. **development**: Teacher feedback should aim at students' development in the long run



## Discussions

- ◆ The issues of time and class size
- ◆ Social-cultural factors
- ◆ Teacher development in EAP in China



**THANK YOU**

Jianying Du  
[dujianying@mail.hust.edu.cn](mailto:dujianying@mail.hust.edu.cn)  
 Huazhong University of Science and Technology

