



Testing
& Evaluation
Assessment

IATEFL TEASIG Online Event

Feedback Unbound: Learning Unlocked

10 September 2022, 9:00 – 12:30 (GMT+1)

Abstract

“one of the most powerful influences on learning” (Hattie & Timperley, 2007:81).

This often-cited quote captures the importance of feedback for learning. Feedback is a broad concept with several purposes achieved through a range of activities. Feedback can be summative, formative, developmental or judgemental, planned or ad hoc, it can motivate learning or diminish confidence. With such considerable impact on the learner and the learning process, feedback should be handled with thought, skill and care. Ideally feedback should be considered when planning a lesson to ensure the method befits the purpose to optimise learning opportunities. Learners need awareness of the importance of feedback and how it can help them to set learning goals and develop strategies towards meeting them. As a concept, feedback, if used well, promises benefits but can be challenging to implement effectively.

This online seminar will explore the value and challenges of feedback from different perspectives. Presenters will share insights and experiences from the field which will provide a platform for discussion with participants.

Session	Time (GMT+1)	Session title	Speakers
	9:00 – 9:10	Opening	
Session 1	9:10 – 9:50	<i>Efficient and effective strategies for marking writing</i>	<i>Clare Maas</i>
Session 2	9:50 – 10:20	<i>Feedback that counts. What teens think about feedback and its role in helping them progress</i>	<i>Jenny Simms & Ruth Horsfall</i>
	10:20-10:40	COMFORT BREAK	
Session 3	10:40 – 11:20	<i>Investigating factors affecting L2 learners' engagement with automated feedback</i>	<i>Sha Liu</i>
Session 4	11:20 – 11:55	<i>You corrected me so much that I forgot what I wanted to say</i>	<i>Maria Davou</i>
Panel	11:55 – 12:20	Panel Discussion	
	12:20 – 12:30	Closure	

Check the start time in your local time zone [here](#).

Abstracts and speakers' biodata

Session 1: Efficient and Effective Strategies for Marking Writing

Providing meticulous written corrective feedback (WCF) can be time-consuming, especially on longer texts, and often seems less effective than desired in helping students become autonomous writers in English. Thus, researchers and practitioners have developed alternative procedures for giving formative feedback. However, many teachers cannot access relevant publications discussing these WCF strategies and remain unsure about which more time-efficient procedures might be applicable and effective at moving students towards their learning goals in their context.

For this reason, this session provides teachers with time-efficient alternatives to traditional 'red-pen' WCF. The focus will be on practically demonstrating and evaluating examples of effective feedback strategies that are applicable to giving feedback on longer pieces of student writing in diverse contexts (particularly in EAP or at B2+ levels). Brief summaries of published research which explores the strategies' efficacy will also be presented. These touch on issues including learner autonomy, motivation, and the role of technology, which underpin the practical ideas.

Clare Maas



Clare Maas has been an EAP lecturer for 15 years now, having previously completed an MA in German & Translation and the Trinity College Dip. TESOL. Before moving to Trier University, she taught English at German secondary schools, and English for Specific Purposes at several language academies in the UK, France, and Germany. She has co-authored student workbooks and coursebooks for German publishers, and writes for the English learners' magazine Spotlight, based in Germany. She has also published research articles on the topics of written feedback, translation, and EAP vocabulary teaching.

Session 2: Feedback that counts. What teens think about feedback and its role in helping them progress

This presentation provides an overview of a pilot research project conducted in English language classrooms across Europe and Hong Kong, investigating how secondary students reflect on their progress when learning English and how they respond and value different kinds of feedback.

The main aims of the project were to discover what students' value most, what they feel helps them make progress and how it impacts on their motivation and enjoyment.

As teachers, we talk about student progress. We ask parents if they feel their children are making progress. Rarely do we collate information on how the students themselves reflect on, articulate, and analyse their own progress and opinions on feedback.

One of the key findings we will discuss is around feedback, the different kinds of feedback on progress that students experience and the role this plays in helping them improve their English language skills.

Jenny Simms



Jenny is the Global Lead for Teaching Excellence at British Council. She works with teachers and colleagues across the network of teaching centres to help ensure the best learning experience for learners. Jenny is based in UK and has previously worked overseas mainly in Japan, Turkey, Vietnam, Spain and Poland.

Ruth Horsfall



Ruth Horsfall is the Young Learner Courses Manager for the British Council in Spain. She has been working as a teacher, centre manager and academic manager in Spain for over 20 years. She works closely with language teachers, both in her organisation and in schools in Spain, and after completing her MA in Education and Applied Linguistics in 2010, she has been particularly interested in the areas of language and literacy as well as motivation and engagement in the classroom.

Session 3: Investigating factors affecting L2 learners' engagement with automated feedback

This presentation focuses on the factors affecting L2 learners' engagement with automated feedback. This topic is of direct relevance to the event abstract as automated feedback has become an important source of feedback in the current global pandemic and post-pandemic educational settings. The presentation is based on my doctoral study that used eye-tracking, in combination with stimulated recalls, questionnaires, and reflective journals, to investigate how L2 learners engage with automated feedback. Twenty-four Chinese EFL learners revised their writing through Write & Improve with Cambridge, a new automated writing evaluation (AWE) system that generates automated feedback with three different levels of explicitness. Data from multiple perspectives were collected and examined, including participants' eye movements, their stimulated recalls, their responses/revisions to automated feedback on their multiple drafts, their perception of automated feedback, and their English language proficiency. The results suggest feedback explicitness as a determining factor affecting learners' engagement with automated feedback and point to the need for timely, supplemental teacher or peer scaffolding in addition to automated feedback. The results also suggest that AWE tools need to be constantly updated to improve their feedback accuracy, as error-prone feedback may cause participants to make inaccurate amendments to their writing. In addition, teachers should help learners confirm the accuracy of AWE feedback. In addition to feedback explicitness and accuracy, participants' perception of automated feedback and their English language proficiency have also been found to affect how they engaged with such feedback.

Sha Liu



Sha Liu is a PhD candidate at the University of Bristol. She is the communication officer of British Association for Applied Linguistics Testing, Evaluation and Assessment Special Interests Group (BAAL TEASIG). Her research interests include second language writing assessment, automated writing evaluation, eye-tracking, and Rasch modelling. Her work has been published in journals including the Computer Assisted Language Instruction Consortium (CALICO), Assessing Writing, and Language Learning & Technology. See <https://orcid.org/0000-0002-0439-660X> for a list of her publications.

Session 4: You corrected me so much that I forgot what I wanted to say

Teachers are constant assessors. Giving feedback to students is not that simple though. It can make a difference for learner motivation but also for language development as it directly connects with learner risk taking with the target language. Luckily, there are principled ways for teachers to give corrective feedback that does not demotivate learners, but on the contrary, gives them a sense of achievement, promoting at the same time, learner agency. In this presentation we will see how we can practically give corrective feedback to learners without discouraging them. We will mainly focus on children and young teenagers, addressing all skills and systems, discussing the need for implicit and explicit feedback, based on learning outcomes, expectations, and task focus. We will also

explore ways for learners to implement self-feedback, while tracking their own progress, helping them become more autonomous and independent in their own learning and assessment. The presentation will focus on specific examples from classroom practices that can be easily transferred to both face to face and blended learning environments. More specifically, we will explore various tools for learner self-evaluation, peer-evaluation, progress tracking and goal setting. Finally, we will connect corrective feedback techniques with teacher roles and perceptions, mainly from a critical pedagogy lens.

Maria Davou



Maria is a school owner, teacher, teacher trainer and researcher. She has a BA in Philosophy, Cambridge DELTA, an MA in TESOL, St Michael's College, Vermont, and has studied for a PhD in Applied Linguistics at Lancaster University, UK. She is now completing her Doctorate degree in Athens. She held an ESRC research award. She has more than thirty years' experience in teaching, teacher training and syllabus design in Greece, the UK and the US. She is a language school owner in Athens, promoting alternative and experiential models of teaching. She is an international trainer and academic consultant for publishing companies, private schools and Ministries of Education. She is an adjunct professor for the Hellenic American University (HAEC), where she teaches TESOL Management and for the MA in Creative Writing at the University of Western Macedonia.

Updated 10/08/2022