



Scholarship of English Language Teaching and Learning: Creating Spaces for Inquiring Teacher Practices and Evidencing Student Learning

Organized by

Centre for English Language Communication

4-5 December, 2019

Education Resource Centre, University Town

National University of Singapore

Roundtable Day 1 (December 4)

| | | | | |
|---|---|--|--|---|
| 8am – 8.45am NAK Auditorium | Registration + Collection of Workshop Tickets | | | |
| 8.45am – 9.30am NAK Auditorium | Opening Proceedings A/Prof CHNG Huang Hoon, Associate Provost (Undergraduate Education), National University of Singapore A/Prof WU Siew Mei, Director, Centre for English Language Communication, National University of Singapore | | | |
| 9.30am – 10.30am NAK Auditorium | Keynote Talk – Creativity: Sustainability and action research Prof Anne BURNS, University of New South Wales | | | |
| 10.30am – 11am ERC Level 2 | Tea Break | | | |
| 11am – 12pm NAK Auditorium | Invited Talk – Dialogic reflection: Creating space for teacher professional learning Prof Steve Walsh, Newcastle University; University of Hong Kong | | | |
| 12pm – 1pm Flavours @ Utown | Lunch | | | |
| Parallel Papers | Room 1 [ERC Seminar Room 8] <i>Approaches, Signature Pedagogies</i> | Room 2 [ERC Seminar Room 9] <i>Curricular Design</i> | Room 3 [ERC Seminar Room 10] <i>Evidencing Teaching Effectiveness</i> | Room 4 [ERC Seminar Room 11] <i>Impact of Change & Measuring Student Learning</i> |
| 1pm – 1.45pm | The search for the optimum in the teaching of meaning WONG Jock Onn | Embedding communications skills into the discipline: The good, the bad, and the challenges Misty COOK | PD 4.0 – Educational technology in English language teaching Lucas KOHNKE | Developing student feedback literacy to enhance peer feedback quality for academic writing Brenda YUEN |
| 1.45pm – 2.30pm | Orchestration of talk: A teaching reflection of dialogic scaffolding Nadya Shaznay PATEL | The role of teachers' emotions in blended EFL pedagogical reform Xiaochao ZHU | Integrating pedagogy with technology to ramp up active learning in EAP writing class Mary MAN Ching Cheng | "Do you see what I see?" – Exploring classroom interaction from both students' and educators' perspectives James STEPHEN |

| Parallel Papers & Workshops | Room 1 [ERC Seminar Room 8] | Room 2 [ERC Seminar Room 9] | Room 3 [ERC Seminar Room 10] | Room 4 [ERC Seminar Room 11] |
|--|--|--|---|---|
| 2.30pm – 3.15pm | Asking critical questions: Toward a framework for facilitating discussion of academic content Gene S NAVERA | | Teaching theme choice in IMRD literature reviews Mark BROOKE | Perspectives on EAP: How in-depth should it be in an analytic rubric? Frankie HAR |
| 3.30pm – 5.30pm | Workshop A: Developing your ideas for classroom action research Anne BURNS | Workshop B: Dialogic reflection Steve WALSH | Workshop C: Developmental writing Eniko CSOMAY | Workshop D: What is good English language teaching?: A bottom up approach LEE Kooi Cheng & WU Siew Mei |

Roundtable Day 2 (December 5)

| 8.30am – 9am NAK Auditorium | Registration | | | |
|---------------------------------------|--|--|--|---|
| 9am – 10am NAK Auditorium | Invited Talk – Grammar and vocabulary with corpus linguistics Prof Eniko CSOMAY, San Diego State University | | | |
| 10am-10.30am ERC Level 2 | Tea Break | | | |
| Parallel Papers | Room 1 [ERC Seminar Room 8] <i>Reflective Practice</i> | Room 2 [ERC Seminar Room 9] <i>Curricular Design</i> | Room 3 [ERC Seminar Room 10] <i>Evidencing Teaching Effectiveness</i> | Room 4 [ERC Seminar Room 11] <i>(Skype Presentation)</i> |
| 10.30am – 11.15am | “What would you do?” Reflective discussions in the language classroom Amelia YARWOOD, Crystal ROSE-WAINSTOCK, Michelle LEES, & Alecia WALLINGFORD | Negotiating curriculum design in integrated academic English writing course: The UTWP model Anuradha RAMANUJAN, Coleen ANGOVE, Mark BROOKE, Gene Segarra NAVERA, Lynette TAN, WONG Jock Onn, Walter Patrick WADE, Jason BANTA | Evidencing learning: Achieving improved learner responses through constructive feedback Chris BEDWELL | Praxis in EAP teaching: Interrogating discourses of diversity in higher education Heejin SONG & John McGAUGHEY |

| Parallel Papers | Room 1 [ERC Seminar Room 8] <i>Reflective Practice</i> | Room 2 [ERC Seminar Room 9] <i>Curricular Design</i> | Room 3 [ERC Seminar Room 10] <i>Evidencing Teaching Effectiveness</i> | Room 4 |
|---|--|--|--|---------------|
| 11.15am - 12pm | “I know it when I see it”: Improving e-learning videos Anita TOH Ann Lee & Tetyana SMOTROVA | Utilizing dentistry corpora to facilitate data-driven learning pedagogy Lisa CHEUNG | Focus on content or language? A self-examination through feedback practices Daron Benjamin LOO & Rowland Anthony IMPERIAL | |
| 12pm - 12.45pm | Using data-driven reflection to enhance practice Jonathan TANG | Developing critical thinking and writing skills in a blended learning environment Nadya Shaznay PATEL | | |
| 12.45pm - 1.45pm NAK Auditorium | Panel Discussion | | | |
| 1.45pm – 2pm | Closing Remarks | | | |
| 2pm – 3pm | Lunch | | | |

Creativity: Sustainability and action research

Anne BURNS

University of New South Wales, Australia

Abstract

Creativity has been a widely used term in education generally for some time but has only more recently come into focus in the language teaching field, notably through the publication of two recent books (Maley & Peachey, 2015; Jones & Richards, 2016). Creativity is often linked to the notion of innovation. In my talk I will consider what is meant by creativity, particularly as it might be applied to action research. I will also aim to link creativity and action research to the concept of sustainability, and will consider what conditions might need to be in place to support sustainability by drawing briefly on recent research conducted with English Language Intensive Courses for Overseas Students (ELICOS) teachers in Australia. I will also provide an example from Australian teachers' action research to illustrate what could be considered as creative and sustainable practices.

References

- Maley, A. and N. Peachey (Eds.). (2015). *Creativity in the English language classroom*. London: The British Council.
- Jones, R. H., & Richards, J. C. (Eds.). (2016). *Creativity in language teaching: Perspectives from research and practice*. New York: Routledge/Taylor & Francis.

Developing your ideas for classroom action research

Abstract

Following on from my keynote presentation, in this workshop, participants will have an opportunity to discuss the concept of action research in more depth. We will consider the philosophies of action research and its processes and procedures. We will also look at how action research differs from other types of research. It would be valuable if participants came with their own ideas about possible areas for action research so that we can work them through to a possible plan for doing action research after the conference. The workshop will be interactive and participants will have opportunities to discuss their ideas with colleagues from other institutions and programs.

Dialogic reflection: Creating space for teacher professional learning

Steve WALSH

Newcastle University/University of Hong Kong

Abstract

This talk offers a social view of learning and professional development, taking the position that learning is a dialogic process in which meanings are mediated by language. Dialogue allows meanings to be co-constructed, new understandings to emerge and professional learning to develop. Dialogic reflection (Mann & Walsh 2017) considers the ways in which practitioners make sense of their professional worlds, develop new understandings and improve their professional practice. A key element of a dialogic, mediated approach to reflection is the way in which tools and artefacts can act as a catalyst (e.g. metaphors, critical incidents, video) and help promote more systematic and focused professional dialogue.

This talk will focus particularly on the use data and evidence in reflection, arguing that finer grained, 'up-close' understandings of classroom practice can be best achieved through the use of recordings, transcripts, 'snapshot' lesson extracts and so on, supported by dialogue with a colleague or critical friend. Talking to and collaborating with others are often key elements of any reflective process, allowing new understandings to emerge, current practices to be questioned and alternatives to be explored. The very act of 'talking through' a recent experience, such as a segment of teaching, facilitates reflection and may ultimately result in changes to practice.

In order to understand how dialogic reflection 'gets done', a micro-analytic approach to data is adopted, following the principles and theoretical underpinnings of conversation analysis (CA). Using this approach, we are interested in the ways in which interactants achieve intersubjectivity (or shared understanding) to promote 'deep' rather than 'surface' understandings of pedagogy and professional practice.

Reference

Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices*. London: Routledge.

Dialogic reflection

Abstract

In this workshop, we'll be picking up some of the ideas around dialogic reflection presented in the plenary session. Participants will have an opportunity to try out a more dialogic approach to

reflective practice, using a range of tools, practices and artefacts to promote more systematic and focused professional dialogue. A heavy emphasis will be placed on data as evidence and we'll be looking at videos, transcripts, 'snapshot' lesson extracts and evaluating how they might be used to promote meaningful reflection. Participants will have an opportunity to consider how a more dialogic approach to reflection might be integrated in their own professional practice.

Grammar and vocabulary with corpus linguistics

Eniko CSOMAY

San Diego State University

Abstract

Scholars make use of large collections of authentic texts (i.e., 'a corpus' for singular and 'corpora' for plural) to track and describe patterns of language use. Linguistic research into register and discourse analysis applying corpus-based methods as well as textbook and materials development based on corpus findings has tripled during the past three decades. However, discussions on how English as a Second Language teachers and instructors in the academic, university setting can use corpora to inform their own teaching and action research, or how they can apply data-driven approaches to learning has been discussed less. Providing the principles of data-driven learning and action research, this lecture presents ways in which teachers can use corpora to inform their teaching, that is, how they can use corpora for their own materials development and how they can develop and analyze their own corpora for the purposes of action research in their classes. Focusing on grammar and vocabulary, specific examples will illustrate ways in which teachers have used or can use corpora in their classrooms. The talk will also highlight innovative ways to do your own action research especially when it comes to assessing the difficulty of reading materials and when it comes to action research as it relates to evidence-based assessment of student growth in academic writing.

WORKSHOP

Developmental writing

Abstract

Developmental patterns in English as a Second Language (academic) writing can be identified through multiple measures including the analysis of rhetorical patterns, e.g., the development of argumentation, or through tracking linguistic patterns, e.g., academic vocabulary or lexical bundles. A corpus (a large collection of text samples) provides us with evidence of language use. Researchers have described language use based on publicly available corpora while teachers typically compile their own corpora (typically of student writing) with the purpose to look for evidence of student growth. This workshop focuses on tracking linguistic patterns in university-level student writing looking for developmental patterns by means of Antconc, a freely available corpus tool. First, using a 3,000-item general academic vocabulary list (AVL developed by Gardner & Davies, 2014), participants will be shown and practice how to trace and calculate the per cent of academic words on the AVL list in student writing. Second, participants will be introduced to the notion of lexical bundles (frequently occurring four-word sequences) and their frequency in expert academic writing. Research has shown that expert writers use more phrasal bundles in their academic writing while

conversation contains more clausal bundles. Participants will be shown how to track previously identified bundles in student writing and how to interpret the results.

Reference

Gardner, D., & Davies, M. (2014). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327.

What is good English language teaching?: A bottom up approach

LEE Kooi Cheng & WU Siew Mei

Centre for English Language Communication, National University of Singapore

Abstract

This workshop presents a case study of how qualitative feedback may be analysed to provide for the construction of an effective ELT teacher profile. Qualitative student feedback forms a good data base of students' opinion about teaching practices, pedagogy and the general learning experience. However, patterns in these comments can only be derived and used as possible indicators of teaching effectiveness with further analysis of somewhat disconnected discourse that may even lack structure (Pan, Tan, Ragupathi, Booluck, Roop & Ip, 2009). This workshop recommends the use of text mining techniques and content analysis (Krisppendorff, 2004) to parse, code and categorize qualitative comments for insights on teaching impact. In doing so, the workshop also engages participants in a discussion on two critical questions – (a) What is good teaching in ELT in higher education? (b) What might an effective ELT teaching in higher education look like?

References

- Krisppendorff, K. (2004). *Content analysis: An introduction to methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Pan, D., Tan, G., Ragupathi, K., Booluck, K., Roop, R. & Ip, Y. K. (2009). Profiling Teacher/Teaching using descriptors derived from qualitative feedback: Formative and summative applications. *Research in Higher Education*, 50, 73-100.

“What would you do?” Reflective discussions in the language classroom

Amelia YARWOOD, Crystal ROSE-WAINSTOCK, Michelle LEES, Alecia WALLINGFORD

Kanda University of International Studies

Abstract

The Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) provides its students with access to a multitude of English-language resources, including conversation lounges and one-to-one language practice sessions with international students. Prior studies conducted within the SALC revealed inconsistencies between students’ desire to communicate in English and their actual engagement with these SALC resources (Yarwood, Lorentzen, Wallingford & Wongsarnpigoon, 2019). A partnership was formed between SALC staff and three teachers of non-English major students to address this finding. The 6-week intervention developed consisted of twice-weekly, 10-minute discussions during which students were asked to reflect on their experiences, opinions and share advice regarding their use of English in the SALC. It was hypothesised that by reflecting on, and sharing their experiences, students would feel encouraged by the support they received from their peers, and more likely to engage with personally-relevant language learning resources outside of class. To test this, pretest and post-test data were collected in the form of online surveys. Survey items derived from established instruments used to test the supportive nature of a classroom context, and autonomous vs. controlled self-regulatory styles (Black & Deci, 2000). Teacher observation notes and focus group data were also collected to explore the students’ experiences during the intervention. Data were analysed using Basic Psychological Needs Theory (BPNT), a sub-theory within Self-Determination Theory (Ryan & Deci, 1987). BPNT was selected due to its concern with the support and frustration of our fundamental needs – autonomy, relatedness and competence – and how that support could encourage more autonomous motivation within learners. The results indicated that non-English major students enjoyed having opportunities to reflect on their learning and felt increasingly supported by their peers. This sense of support, however, had mixed results in terms of greater engagement with SALC resources due to multiple factors.

Keywords

Self-reflection; autonomy-support; learner beliefs

Strand

Reflective practice in ELT

References

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- Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology, 53*, 1024-1037.
- Yarwood, A., Lorentzen, A., Wallingford, A., & Wongsarnpigoon, I. (2019). Exploring basic psychological needs in a language learning center. Part 2: The autonomy-supportive nature and limitations of a SALC. *Relay Journal, 2*(1), 236-250.

Praxis in EAP teaching: Interrogating discourses of diversity in higher education

Heejin SONG

York University

John McGAUGHEY

University of Toronto

Abstract

This paper discusses how two English for academic purposes (EAP) teacher practitioners at a large Canadian university scaffolded students' critical engagement in contested discussions of culture and power. Using action research (Burns, 2009; Kemmis, McTaggart & Nixon, 2014) as a methodological approach and critical multicultural education (Grant & Sleeter, 2010; Nieto & Bode, 2011) and critical race theory (Kubota, 2015) as theoretical and philosophical grounds, their teaching attempts to raise their students' critical awareness of how unequal power operates in social dimensions of language, culture, race and gender. In the initial action research cycle, the teachers observed students' tendency in their assignments to reproduce essentialist understandings of Canadian multiculturalism and neoliberal constructions of Canada's multicultural identity. As a response to this unintended and unexpected teaching outcome, the teachers' subsequent materials development aimed to facilitate critical discussions of culture and diversity. They invited their students to examine the power relations in social reality and how structural discrimination is created and reproduced through the analysis of various readings (e.g. academic articles, news media, and university's official policy documents) and semiotic representations of cultural diversity (e.g. video of racialized students, posters and banners of student services on equity and diversity). Upon reflection after their courses, the teacher-researchers found that their classes created opportunities for students to develop a critical understanding of Canadian multiculturalism and increased awareness of power relations that impact minority groups and Indigenous Peoples. The paper concludes that EAP teaching should raise students' critical awareness of unequal power relations and develop their capacity to resist societal inequalities.

Keywords

EAP; action research; multicultural education

Strands

ELT curricular (re) design

Reflective practice in ELT

References

- Burns, A. (2009). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Grant, C., & Sleeter, C. E. (2010). Race, class, gender, and disability in the classroom. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (7th ed.) (pp. 59-80). Hoboken: John Wiley & Sons.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner*. Springer: Singapore.
- Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. *Journal of Multilingual and Multicultural Development*, 36(1), 3-12.
- Nieto, S., & Bode, P. (2011). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Boston: Pearson.

Negotiating curriculum design in integrated academic English writing course: The UTWP model

Anuradha RAMANUJAN, Coleen ANGOVE, Mark BROOKE, Gene Segarra NAVERA,
Lynette TAN, WONG Jock Onn, Walter Patrick WADE, Jason BANTA

Centre for English Language Communication, National University of Singapore

Abstract

The University Town Writing Programme in the Centre for English Language Communication is an integrated part of the University Town Curriculum and provides writing and communication courses for the University Town residential colleges at the National University of Singapore. One of the challenges for an integrated programme like the UTWP is working to meet the needs of both the Centre and the individual residential colleges. In AY 18-19, the lecturers in the UTWP undertook a redesign of two of the major writing assignments for level 2 of the programme. This group presentation will explore the concerns the residential colleges brought to the coordinators that led to this redesign, the negotiation between the college needs and the Centre's mission, and the research and reflective process that helped revise the assignments. The UTW team made a large change to two of the writing assignments. The first assignment, an annotated bibliography, was changed from an individual to a collaborative project, designed in line with concerns raised in Burdett (2003) and Webb (2013). The second assignment, originally a written research proposal, was reconceived as a pitch style presentation incorporating the major thematic elements from the written version. This change adopts the idea of three minute thesis presentations from Hu & Liu (2018) into a longer 8 minute presentation. The goal of the presentation is to model a process of collaborative curriculum design that can negotiate the complex aims of multiple institutions through a reflective engagement with research on ELT as well as teacher expertise.

Keywords

Curriculum design; content; academic Writing

Strands

ELT curricular (re) design

Measuring student learning in the advanced
English language classroom

Reflective practice in ELT

References

- Burdett, J. (2003). Making groups work: University students' perceptions. *International Education Journal*, 4(3), 177-191.
- Hu, G., & Liu, Y. (2018). Three minute thesis presentations as an academic genre: A cross-disciplinary study of genre moves. *Journal of English for Academic Purposes*, 35, 16-30.
- Webb, N.M. (2013). Information processing approaches to collaborative learning. In C.E. Hmelo-Silver, C. A. Chinn, C. K. K. Chan, & A. M. O'Donnell (Eds.), *International handbook of collaborative learning* (pp. 19-40). New York, NY: Routledge.

Focus on content or language? A self-examination through salient feedback practices

Daron Benjamin LOO, Rowland Anthony IMPERIAL

Centre for English Language Communication, National University of Singapore

Abstract

Feedback to facilitate students' development of academic writing proficiency remains a point of contention (cf. Truscott, 1996). The efficacy of feedback is further problematized in an English for academic purposes (EAP) or English for specific purposes (ESP) setting that includes the evaluation of students' ability to critically examine a subject content, besides the development of students' language use (see Arnó-Macià & Mancho-Barés, 2015). In such situations, tensions may appear between feedback on content and on form (cf. Ashwell, 2000).

In this presentation, this tension is addressed by examining our corrective feedback of students' essays written for an undergraduate academic writing module. Students' essays are completed over three writing tasks, with feedback given to all tasks. Besides written corrective feedback, dialogic feedback is also provided for the first and second tasks. We examined feedback we gave to 14 students, using a mixed-methods approach. First, we categorized our corrective feedback on our own, and then provided explanations for the categories. Subsequently, these categories were compared, and we found that content-related feedback was salient, in that this feedback were valued more by the instructors, and required more revision effort by students (cf. Jamalinesari, Rahimi, Gowhary, & Azizifar, 2015; Tang & Liu, 2018). The saliency of this feedback type was also verified through correlation analysis of content-related feedback with marks awarded to content. Feedback on content asked students for further explanation, or inquired about the correctness of the interpretation of sources. Feedback on organization and language use, on the other hand, was not salient, which may be indicative of language being positioned peripherally.

From these findings, it appears that our feedback practice placed value on students' ability to examine content critically. A plausible reason for this may be the nature of the writing process, where all three tasks focused on content development. In response, we propose that content development should also affect the complexity of our feedback practices. Specifically, feedback should gradually build students' metacognitive awareness (cf. Court, 2014), and students' language use should emulate the language register of their respective disciplinary fields (cf. Kyle & Crossley, 2016).

Keywords

Written corrective feedback; academic writing; reflective practice

Strands

Approaches, Signature Pedagogies and Threshold Concepts in ELT
Reflective practice in ELT

References

- Arnó-Macià, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Purposes, 37*, 63-73.
- Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing, 9*(3), 227-257.
- Court, K. (2014). Tutor feedback on draft essays: Developing students' academic writing and subject knowledge. *Journal of Further and Higher Education, 38*(3), 327-245.
- Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, A. (2015). The effects of teacher-written direct vs. indirect feedback on students' writing. *Procedia - Social & Behavioural Science, 192*, 116-123.
- Kyle, K., & Crossley, S. (2016). The relationship between lexical sophistication and independent and source-based writing. *Journal of Second Language Writing, 34*, 12-24.
- Tang, C., & Liu, Y.-T. (2018). Effects of indirect coded corrective feedback with and without short affective teacher comments on L2 writing performance, learner uptake and motivation. *Assessment Writing, 35*, 26-40.
- Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46*(2), 327-369.

“I know it when I see it”: Improving e-learning videos

Anita TOH Ann Lee, Tetyana SMOTROVA

Centre for English Language Communication, National University of Singapore

Abstract

As part of a team of CELC tutors, we created an iMOOC called “What’s Your Point? Strategies for Writing Clearly and Concisely” to address the needs of students who have generally proficient writing skills, but still experience individual language issues, which are difficult to address in a whole-class format. After running the iMOOC for one semester, as part of our reflective teaching, we asked the following questions: How engaging are our iMOOC instructional materials and how can we improve them? What aspects do students attend to when they are trying to learn from iMOOC videos? These questions are important because despite their popularity, MOOCs are reported to suffer from high dropout rates reaching 90% (LeClaire & Ferrer, 2014). This is often due to the poor quality of the courses’ design, including instructional materials (Tay & Musib, 2017). To identify the ways of improving learner engagement with iMOOC videos, we recruited twenty-two undergraduate students, who were asked to watch the iMOOC videos and complete pre- and post-video quizzes. The students also completed a survey and participated in an interview. Findings show that although students welcomed videos with animation and music, what is most important is the newness and relevance of the video content. The bells and whistles, such as animation and background music, were deemed less important in credit-bearing modules than in non-compulsory modules. Students’ learning outcomes, however, were not significantly correlated to any of the videos. The study generated recommendations for effective MOOC instructional video design.

Keywords

e-learning; e-learning videos; MOOC

Strand

Reflective practice in ELT

References

- LeClair, J., & Ferrer, T. (2014). A case for MOOCs. In *Proceedings of the ASEE Gulf-Southwest Conference*, New Orleans, Louisiana, USA (pp. 1-8).
- Tay, A. & Musib, M. (2017). To MOOC or not to MOOC: A review of strategies to manage high attrition in MOOC participation. *Asian Journal of the Scholarship of Teaching and Learning*, 7(1), 67-82.

Teaching theme choice in IMRD literature reviews

Mark BROOKE

Centre for English Language Communication, National University of Singapore

Abstract

The research applies a Systemic Functional Linguistic (SFL) approach to analyse and then teach language specific to the IMRD (Introduction-Method-Results-Discussion) genre in the Social Sciences, and specifically the literature review section in the field of the Sociology of Sport. Using NVivo 12, corpus analyses of the module's twelve published articles from ranked journals (13,777 words), as well as analyses of student first drafts (13,949 words), were conducted. In contrast to these model texts, students used a very limited range and frequency of linguistic resources in Theme position for introducing other authors' research (also known as authorial attribution; see Martin & White, 2005). For this research, Theme is simplified to include everything up to and including the Subject of an independent clause (as proposed by Forey, 2002). Students' references to other authors were predominantly added indirectly at the end of the clause in brackets rather than as projecting clauses with a verbal process (e.g. Hoberman (2014) argues that ...) followed by the projected clause; or as Circumstantial Adjuncts (e.g., According to Hoberman (2014)/ In Hoberman's (2014) study on ...). With these findings, a text deconstruction in the form of a teacher-fronted scaffolded interaction cycle (SIC) (Martin & Rose, 2007) was implemented to raise students' awareness of the linguistic choices possible for Theme when referring to the research of other authors. The paper provides evidence from the intervention. Following students' redrafting of their literature reviews, another corpus analysis of students' texts was conducted, and the post-intervention texts (corpus size of 14,334) compared with the students' original drafts. Students' use of Theme resources for authorial attribution clearly developed from the input session demonstrating the effectiveness of raising awareness, through a scaffolded interaction cycle (SIC), of linguistic choices. A principal reason for the success is the simplified explanation of Theme for pedagogical purposes outlined by Forey (2002), and the decision not to use the more complex theorisation of Theme and Marked Theme as outlined by Halliday and Matthiessen (2004).

Keywords

Adverbial group; authorial attribution; prepositional phrase; scaffolded interaction cycle (SIC); theme

Strand

Evidencing teaching effectiveness in ELT

References

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Martin, J. R. & Rose, D. (2007). Designing literacy pedagogy: Scaffolding democracy in the classroom. In J. Webster, C. Matthiessen, & R. Hasan (Eds.), *Continuing discourse on language* (pp. 251-280). London: Continuum.

Martin, J. R. & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Houndmills and New York: Palgrave Macmillan.

Perspectives on EAP: How in-depth should analytical rubrics be?

Frankie HAR

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Abstract

In language assessment, rubrics can be used for scoring students' language ability or for giving students feedback on their language learning progress or achievement in meeting learning outcomes. In particular, rubrics provide useful tools for assessing students' abilities to use their productive language skills of speaking or writing (Brown, 2017). This empirical study aims at examining how precise writing analytic rubrics should be and how effectively Hong Kong EAP tertiary students, in both undergraduate and associate degree levels, can utilize the rubrics to improve their essay writing. At the end of the semester, each student was invited to fill in an online questionnaire to comment on the effectiveness of using the essay rubrics in their learning process. The questionnaire results suggested that around 80% of the students from both groups think it is useful to evaluate their performances based on written assessment rubrics. Amongst those undergraduate students, interestingly, about 85% prefer having simple assessment rubrics to ones with many break-downs and approximately 75% of associate degree students would prefer having simple and concise written assessment rubrics as they feel that they cannot manage detailed ones. This study suggests that, overall, striking a balance between simple and in-depth written assessment rubrics should be made for both tertiary teachers and student stakeholders in EFL classrooms as to enhance student learning especially in essay writing.

Keywords

Analytic rubric; Hong Kong; EAP; EFL classrooms

Strands

Measuring student learning in the advanced English language classroom
Modes, methods and technologies for assessment of advanced ELT learners

References

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Using data-driven reflection to enhance practice: A case study of a critical thinking and writing course in Singapore

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Abstract

The use of data by educators is not new; teachers and administrators have been using data all the time and for a long time, by asking questions, observing students, and examining their work, as a basis for diagnosing learning and reflecting on the roadmap to reform. However, there is also a growing recognition that the use of data to inform teacher reflection and practice needs to be more systematized and enculturated (Mandinach, 2012; Walsh & Mann, 2015). This paper documents an emergent attempt to respond to the call for more sufficiently data-led and enculturated practice by the application of a Many-Facet Rasch Model (Knoch & McNamara, 2015) to analyse the achievement of large cohorts of students on a case study assignment in a critical thinking and writing course for undergraduates. Following the approach of Mandinach, Honey, Light, and Brunner (2008), the teaching team undertook a conceptual process that saw them through the levels of data, information and knowledge to render data actionable for improving instructional decision-making. The paper will show how data on students' achievement on various categories of critical thinking and writing were summarized into person statistics, item statistics, Andrich thresholds and rater reliability profiles, and then transformed into instructional directions for refining assessment instruments, remediating assessment processes and assessors, and enhancing teaching and learning. It will conclude with an estimation of the challenges of data-driven reflective practice and suggest primarily the importance of taking cognizance of teachers' dispositions, beliefs, and habits of mind around data use for success to take hold.

Keywords

Data-led practice; teacher reflection

Strands

Reflective practice in ELT

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Embedding communications skills into the discipline: The good, the bad, and the challenges

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Abstract

Research has consistently reported that communications skills are most effectively taught in the discipline (Arkoudis & Starfield, 2007; Johnson, Veitch & Dewiyanti, 2015). Thus, in alignment with the National University of Singapore's (NUS) mission to develop students as "able communicators" (Tan, 2009) at the Faculty of Engineering, the Centre for English Language Communication (CELC) has begun embedding both written and oral communication skills in the Faculty of Engineering's four-year undergraduate curriculum based on the Murdoch Framework for Embedding Communication Skills Development Across the Curriculum (Johnson, 2015). While Murdoch's new curriculum has offered an opportunity to design and implement a Communication Skills Framework, researchers and practitioners have reported instructional, pedagogical and institutional challenges.

In the 2017/18 academic year, CELC embedded the teaching of communication skills in the first of a four-year curriculum, servicing approximately 1,500 undergraduate students at the Faculty of Engineering. This presentation reveals the benefits of embedding communications skills into the Faculty of Engineering, highlights the administrative and pedagogical challenges faced in the first year of this embedded programme, shares students' perceptions on their own pre- and post- course performance and attitude toward the embedded programme, and possible ways we have overcome the challenges. This presentation will also share some preliminary results obtained from students' writing performance in the embedded programme.

Keywords

Embedding communication skills

Strand

ELT curricular (re) design

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Evidencing learning: Achieving improved learner responses through constructive feedback

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Abstract

Teachers on English language proficiency programmes often hear their students express reservations as to their abilities in producing good quality written and spoken output. Whether or not such perception is justified, part of the role of the teacher is nonetheless to build students' confidence in their English proficiency and encourage self-direction and responsibility in their learning. Part of this confidence building can be achieved through the use of constructive feedback given either verbally in the classroom or by means of commentary and endnote on written work submitted. Although good quality feedback has been shown to be correlated with effective learning, some studies also indicate that poorly constructed feedback can have negative effects (Education Endowment Foundation, 2018). This paper argues that this crucial confidence can be enhanced (or indeed damaged) through the (in)judicious use of the language and recommends, therefore, that teachers should select their words with care. Drawing from communication strategies recommended by Faber and Mazlish (2003) in their work with young learners, and insights deriving from Bandler's work (2008) in Neuro-Linguistic Programming, examples of appropriate (and inappropriate-to-be-avoided) language that may be used are shared for discussion. This action-research project will assess the impact of such constructive teacher feedback through a combination of written, spoken and paralinguistic responses from students. It will argue that learners who feel confident in their learning are likely to be more self-directed and self-disciplined in their wider studies.

Keywords

Feedback; communication skills; teacher role

Strands

Evidencing teaching effectiveness in ELT

Impact of change on student learning outcomes in ELT

Reflective practice in ELT

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Integrating pedagogy with technology to ramp up active learning in EAP writing class

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Abstract

Technology-enhanced active learning is more prevalent in higher education. Chickering and Gamson (1987, p.3), early advocates of active learning, included “using active learning techniques” as one of seven principles of good practice in undergraduate education. Utilizing freely available student response system, i.e. clicker, is believed a relatively new interactive approach to promote active learning in class (e.g. Bruff, 2009; Blasco-Arcas, Buil, Hernández-Ortega, & Sese, 2013; Martyn, 2007). With a view to maximise meaningful student responses, build abundant practice opportunities for students to practise the skills related to the learning objectives, and provide useful and contingent feedback, a formative assessment tool – Pear Deck has been trailed to support existing principles of good teaching. This study examines strategies in using Pear Deck, an easy-to-implement tool on Google, to enable teacher to engage and interact with students in an EAP (English for Academic Purpose) course for year 1 undergraduate students and a disciplinary English course in proposal writing for year 3 undergraduate students in computer science. This study utilized students’ self-report questionnaire, teacher observation, and focus group interviews as data collection methods. The finding shows that using Pear Deck increased students’ focus in class, and increased student ambitions for success. This method thus has found to have a positive impact on student motivation. Findings on the effectiveness of feedback and reflection processes will be discussed. The teacher’s evaluation of the design process, its implementation and recommendations for further use will also be presented. The outcomes contribute to developing students’ writing and communication competence in a supportive and collaborative learning environment. This presentation will hopefully be of interest to academics who intend to turn to dynamic technology-enhanced active learning approach.

Keywords

EAP; technology-enhanced active learning

Strands

Evidencing teaching effectiveness in ELT

Modes, methods and technologies for assessment of advanced ELT learner

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The role of teachers' emotions in blended EFL pedagogical reform: Challenges and opportunities

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Abstract

In recent years, research related to the importance of teachers' emotions in online or blended learning process have been gaining more attention (Whiteside & Dikkers, 2016). Emotional factors are believed to influence language teachers' engagement in and outcome of learning activities (Prior, 2019). In this presentation, I explore the emotions of three EFL teachers in a Chinese university where the teachers, one male and two females, experienced a curriculum reform from traditional classroom language teaching to a blended approach. The research questions that guided this study are the following: (1) Which emotional experiences are connected to the blended EFL pedagogical reform? (2) How do these emotional experiences change over time in the blended pedagogical reform? (3) What are the factors leading to these emotional changes in the blended EFL pedagogical reform?

Narrative inquiry is employed to gain insights into the teachers' lived experiences and emotional tension in schooling and out-of-school contexts (Loh & Liew, 2016). Data was collected based on in-depth semi-structured interviews from 2017 to 2018. Data from interviews was coded (Glaser & Strauss, 1967) and analyzed, supplemented by classroom observations and policy documents analysis. Results show that three stages of emotional experiences can be identified. At Stage 1, curiosity and anxiety co-exist within all the teachers. Then they enter an adaptive period, with positive emotions like satisfaction compete with negative feelings like frustration. At Stage 3, a relatively stable emotional state is achieved, enabling the teachers to take agentive pedagogical practices. Teachers' emotions are influenced by internal factors like technological efficacy and external factors like institutional culture, as well as socioeconomic conditions. Implications to improve the blended EFL pedagogy and the learning space by facilitating positive teachers' emotions are suggested.

Keywords

Teachers' emotion; blending learning; curriculum reform

Strands

ELT curricular (re) design

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Asking critical questions: Toward a framework for facilitating discussion of academic content

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Abstract

One of the challenges of discussing scholarly content especially with and among students from various disciplines and with a variety of learning profiles (Riding and Rayner 1998) is how to sustain their interest while keeping them motivated to engage deeply and thoughtfully with our learning materials. Asking critical questions—an act that shapes the role of the teacher-facilitator both as an organizer and an evaluator (Beeman-Cadwallader, Buck & Trauth-Nare 2014; Hogan 2002; Hunter, Bailey, & Taylor 1995; Navera 2007; Navera 2013)—easily comes to mind as a solution to such a pedagogical concern. But how does one do it with efficacy especially in the context of academic writing courses that are content specific? In my presentation, I propose a framework that encourages students to ask questions during class discussions either as designated facilitators or as participants of the discussion process. The questions in this framework surface four elements or dimensions that are crucial to the teaching of ideas and exposition: (1) content (ideas, concepts, theory); (2) approach (analytical framework or methodology); (3) the rhetoric of writing (discursive practices in academic writing); and (4) reflection. I argue that asking these critical questions is not only in line with the spirit of teaching ideas and exposition modules (i.e., “content-specific and rhetorically intensive”), it also allows both the teacher and learners to systematically organize the exchange of ideas in the classroom and to evaluate insights generated from texts, cases, and other sources of discussion.

Keywords

Critical questions; facilitation; academic writing

Strands

Approaches, Signature Pedagogies and Threshold Concepts in ELT
Reflective practice in ELT

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PD 4.0 – Educational technology in English language teaching

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Abstract

ICT (Information and Communication Technology) is now incorporated by most English language teachers and learners (Healey, 2018). Teachers' skills and pedagogical abilities with ICT tools are fundamental to their effective integration of ICT in English language teaching (Hubbard, 2018; Son, 2018). Numerous studies have shown advantages to integrating ICT for second language acquisition (Cardenas-Claros & Oyanedel, 2015; Chappelle, 2012; Stockwell, 2012). However, in the Asian context, the integration of ICT into tertiary education remains a major challenge (Zhu, 2015). Currently, universities typically define the topics on which to provide teacher training, and teachers often have difficulties understanding how this training will relate to their own teaching.

This study investigated the current status of professional development involving ICT in tertiary institutions in Hong Kong. It explored teachers' engagement as well as their attitudes and beliefs regarding the potential of professional development activities to enhance their teaching. Data was collected using a questionnaire (n=56), which was analysed using descriptive statistics, followed by semi-structured interviews (n=12) analysed using thematic analysis.

Findings show that teachers prefer informal, collaborative, interpersonal professional development over more formal, institutionally mandated, isolated activities. Responses illustrate that teachers are largely enthusiastic about participation in professional development, though there exists a misalignment between teachers' own professional development goals and those of their host institutions. These results suggest that tertiary teachers' professional development could be more closely aligned with teachers' own goals and preferences while still serving the educational goals of their institutions. Activities should focus on incremental, manageable steps teachers can take themselves, with direct relevance to their teaching context. To some degree, professional development needs to be personalised to the needs of each teacher, increasing teachers' buy-in and ensuring their sense of agency. Institutions must be open to teacher-initiated interpersonal professional development networks that may elude easy quantification.

Keywords

Professional development; ICT

Strands

Evidencing teaching effectiveness in EL

References

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The search for the optimum in the teaching of meaning

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Abstract

When engaging in ELT discourse, many of us scholars and practitioners tend to forget that words in English, like in any other language, do not constitute an objective means of naming things but a culture-specific set of ways to interpret the world (Goddard, 2018). This implies that most words in any language do not have a semantic equivalent in many other languages. In the ELT context, we must understand that the meaning of each English word or phrase is in fact an English-specific way of interpreting something, be it a physical object or an abstract entity. Given that meaning is what language is primarily about, to learn English is to learn how to use its form to express meaning. To teach one how to express meaning in English, it is thus important to explain it using language-universals (Wierzbicka, 1996), so that any explanation is not culturally 'contaminated' by, e.g., the learner's L1. The importance of using a culturally neutral metalanguage, the natural semantic metalanguage (NSM), for ELT purposes is recognized (Sadow, 2018; Wong, 2018). This approach comes with several advantages. However, using it is not easy mainly because it can be very time-consuming if precision is the main objective. In this presentation, I will introduce the audience to NSM as a means to teach meaning and present the challenges in using it. I will then invite audience members to comment on the level of precision the teacher should aim for so as to strike a balance between quality and productivity.

Keywords

Meaning; natural semantic metalanguage; culture

Strands

Approaches, Signature Pedagogies and Threshold Concepts in ELT

References

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Orchestration of talk: A teaching reflection of dialogic scaffolding

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Abstract

It is hard to imagine a classroom without talk. Nevertheless, research shows that tutors are most effective when they scaffold learning by balancing the control of dialogue between the students and themselves (Kazak, Wegerif, & Fujita, 2015). Studies on scaffolding in English language teaching focus on creating the conditions where meaningful learning is fostered (e.g. Sahadi, & Ghaleb, 2012). Reiser (2004) points out that in scaffolding, students receive support and assistance to successfully perform certain tasks and move to more complex ones. During a dialogic discourse, a tutor's engagement in tutor-student interaction is considered a method of scaffolding, only if the latter consists of three parts: contingency teaching, fading, and transfer of responsibility (Van de Pol, Volman, & Beishuizen, 2010). However, the examination of dialogic interactions among the participants (tutor and students) in providing scaffolds to promote learning and developmental processes is still an area that is under represented in the literature (Rojas-Drummond et. al., 2013).

Indeed, most scholars concur how critical and important the quality of classroom talk as well as the use of effective scaffolding strategies are to students' learning and developing understanding. While many studies have tended to focus on scaffolding during the discourse that takes place in a face-to-face (f2f) classroom, there is a growing recognition to explore the dialogic scaffolding that takes place in a blended learning environment (BLE). Therefore, the study aims to extend the research conducted in recent years by the likes of, Michaels, O'Connor and Resnick (2008), on the importance of talk for "sensemaking and scaffolded discussions" to "promote deep understanding", with a special emphasis on a blended learning environment.

Reflecting on her experiences teaching a critical thinking and writing flipped class this semester, the researcher seeks to answer the following research question: How can the utilisation of scaffolding strategies be adopted in a BLE to achieve a dialogic approach to teaching and learning? A sample lesson was video recorded and all interactions during whole class instruction and group discussions were transcribed. Transcripts of the interactions in online forums were also examined in detail. The pilot study utilises an analytical approach, which employs 'codes' that are derived from the scaffolding principles of means and intentions of Tharp and Gallimore (1988), and Wood, Bruner, and Ross (1976). A coding scheme is developed, which codifies utterances that contribute to a dialogic interaction. This is done by linking communicative acts with the scaffolding principles to the characteristics of dialogic teaching and learning (DTL) – collective, reciprocal, supportive, cumulative, purposeful (Alexander, 2004). An adapted conversation analysis (CA) approach was also adopted in order to uncover the moment by moment experiences of the students and tutor. As the aim of CA in the classroom is to

identify organisations of interaction, as determined by the participants, it offered insights into how the tutor's scaffolds were taken up by the students.

Preliminary findings suggest that while the dialogic scaffolding played a central role in mediating learning in the f2f lesson, the accompanying online discourse not only favoured students' understanding of the concepts but also gave support to their construction of knowledge. It is through this interplay between online and f2f spaces that effective learning and deep understanding were achieved. Therefore, in elucidating the evidence of effective teacher practice, this study suggests that the support provided by a teacher can be timely, in a classroom culture of safety and success.

Keywords

Classroom discourse; scaffolding, dialogic teaching

Strands

Evidencing teaching effectiveness in ELT
Reflective practice in ELT

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Developing critical thinking and writing skills in a blended learning environment

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Abstract

In recent years, the flipped classroom (FC) and blended learning (BL) have been widely adopted across universities with some scholars referring to it as the “new normal” in course delivery (Norberg et al. 2011, p. 207). Blended learning (BL) has evolved from integrating face-to-face experiences with text-based, and web-delivered activities (Garrison & Kanuka, 2004) to a combination of online and face-to-face experiences that support each other. Most researchers concur that BL in universities promotes active learning (Freeman et al., 2014). A learner-centered environment that emphasizes interactivity, BL could include instructional activities to develop problem-solving skills, critical higher-order thinking, and application of knowledge (Breivik, 2015).

Since the start of AY1819, the module for Engineering undergraduates ES2531 Critical Thinking and Writing has undergone a curriculum redesign to include an engineering leadership focus and formatted into a FC. A question worth exploring is ‘How does the blended learning environment contribute to student learning in ES2531?’ Reflecting on her own experiences teaching the module this semester, the researcher conducted a pilot study to explore the affordances of blended learning and investigate students’ learning experiences from the perspective of the Community of Inquiry (CoI) model. The CoI model, based on Dewey’s social constructivist theory, was evaluated by Garrison, Anderson and Archer (2001) and proposed as a framework for blended learning (Garrison & Vaughan, 2008). The framework indicates the dynamic communities with cognitive, teaching and social presence (Garth-James & Hollis, 2014). Garrison and Vaughan (2008) shaped the practice of blended learning by describing the CoI framework as a unifying process that ‘integrates the essential processes of personal reflection and collaboration in order to construct meaning, confirm understanding, and achieve higher-order learning outcomes’ (Garrison & Vaughan, 2008, p. 29). With a tri-part conceptual framework consisting of blended learning, critical thinking and engineering leadership and problems, adopting the COI framework is appropriate for the critical thinking and writing course as it seeks to develop higher order critical thinking skills and critical reflections in students so as to enhance learning outcomes (e.g. the internalisation of engineering leadership).

Adopting a pragmatic choice to address the research question, the study adopts concurrent triangulation design (Creswell et al., 2003), a mixed methods. Integration of research findings from quantitative and qualitative inquiries in the study will maximise the affordances of each approach and can provide better understanding of the instructional model and student learning than either approach alone. Data collected will be analysed using a validated coding scheme informed by COI framework. Students’ assignments, critical reflections, scenario-based assessment and open-ended responses in surveys will be transcribed and coded. In interpreting the overall merged results, the

researcher will look for data convergence and divergence. This will be done using side-by-side comparison that discusses how the findings of one data set confirm or refute findings of the other data set.

It is expected that the learning outcomes are enhanced not simply because the module utilises a BL environment (or a FC format) but because there is a purposeful and meaningful integration of an adopted BL instructional model, pedagogical and conceptual frameworks to develop students' critical thinking and writing skills. The study will conclude with recommendations for other modules, interested in using BL as a complement to other learning ecologies, in their curriculum redesigning initiatives.

Keywords

Blended learning; critical thinking; writing

Strands

ELT curricular (re) design

Reflective practice in ELT

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Utilizing dentistry corpora to facilitate data-driven learning pedagogy

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Abstract

This paper explores the affordances of disciplinary corpora for ESAP materials development and data-driven learning pedagogy, with a specific focus on the integration of a purpose-built corpus query platform and accompanying corpus-based pedagogical activities into a fifth-year undergraduate ESAP disciplinary writing course for dentistry at HKU.

The rationale behind the adoption of a corpus-based approach for academic literacy lies in the central concept of “writing-to-learn” (Manchón, 2011). This approach focuses on getting students to become acquainted with disciplinary language features and practices to “take on new roles and engage with knowledge in new ways” (Hyland, 2014: 142). Given the new constructivist approach as featured under ‘writing-to-learn’, the role of the learner has now changed from a passive observer to “being in the driving seat” (Flowerdew, 2015: 18). The use of corpora under a data-driven learning approach is well-suited for promoting exactly this kind of learning (Chambers, 2007), and the adoption of disciplinary corpora for this purpose would further enhance the learning to take place.

This paper will describe the functionalities of the online corpus site to facilitate student exploration of the professional and learner corpora of dentistry research reports. Users can perform single word or multi-word searches as well as searches including wildcards attached to or replacing words or phrases (e.g. “dent*” would display results including “dental”, “dentistry”, “dentalgia”). Users can also search via POS tags, or combine these with wildcards (e.g. ‘was *_v’ would bring up concordances for passive constructions). Other new features of the online corpus platform include corpus query functions (e.g. Frequency Breakdown and Frequency Distribution) and data visualisation procedures (e.g. collocation presents a visual display of collocates, with the search term located in the centre, and more frequent items shown in orange, with less frequent items more on the periphery and displayed in green).

This paper argues that with the right corpus platform and carefully structured accompanying activities, there is less need for students to have extensive technical skills and less need for teachers to devote time and effort on training students in corpus queries - both of which are claimed to result in teachers’ reluctance to incorporate corpus-based data-driven learning into their practice (Leńko-Szymańska & Boulton, 2015).

Keywords

Data-driven learning; disciplinary corpora; ESAP

Strands

Corpus analysis of ELT practice

ELT curricular (re) design

Evidencing the learning of communication skills
through learners' corpora

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Developing student feedback literacy to enhance peer feedback quality for academic writing

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Abstract

Although research in higher education has highlighted the significance of peer feedback on writing quality, students' dissatisfaction with feedback quality is a concern for ELT practitioners when feedback addresses linguistic accuracy and appropriateness. To ensure quality peer feedback, it is important to develop student feedback literacy, defined by Carless and Boud (2018) as 'the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies' (p.1315). This literacy, from an academic literacies perspective, is the ability to read, interpret and use written feedback (Sutton, 2012, p.31). Being feedback literate, one should be able to appreciate the value of feedback, develop evaluative judgement, manage affective reactions to feedback and act upon received feedback. In response to the need of enhancing the quality of peer feedback in a foundation academic writing module for undergraduates, this paper presents an intervention study in which students develop their feedback literacy by undertaking a 4-stage peer feedback process: i) analysing exemplars using a criterion-referenced rubric; ii) composing and receiving anonymous feedback based on a feedback rubric on Peergrade, an online peer review platform; iii) reacting to and grading received feedback; and iv) flagging feedback for teacher's review. This study is situated in the paradigm of a mixed-method research to investigate the level of students' perceived feedback literacy and its relationship with their writing performance through the use of a survey and reflective journals completed by 26 participants. The survey consisted of 12 Likert-scale items to elicit students' responses regarding their perceived feedback literacy after the first and final rounds of peer reviews based on Carless and Boud's (2018) framework in terms of four aspects: i) Appreciating Feedback; ii) Making Judgements; iii) Managing Affect; and iv) Taking Actions, and two open-ended questions related to the use of the technology-enhanced approach to feedback using Peergrade. Survey results indicate students perceived themselves as feedback literate and the correlations of their perceived literacy were positive with their writing performance. Students' reflections also show evidence of how the peer feedback processes have enhanced their academic writing skills. The study addresses students' resistance to peer feedback by using an online peer feedback and evaluation tool, and provides recommendations on how to adopt technology-enhanced approaches to feedback in order to aid peer feedback processes and enhance student learning.

Keywords

Peer feedback; academic writing

Strands

Impact of change on student learning outcomes in
ELT

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“Do you see what I see?” – Exploring classroom interaction from both students' and educators' perspectives

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Abstract

The clarion call in education recently has been "to engage students in the classroom" (Christenson, Reschly & Wylie, 2012; Shernoff, 2013) so that they may reap the most benefit from lessons. However, while the educator may think that s/he has engaged students, this may not necessarily be so. The objectives and activities that the educator sets for each lesson may not necessarily have engaged students, though the educator might have thought so. Furthermore, data for reflective teaching derived from student feedback at the end of the semester may be too late to gauge students' learning and plan for intervention. As Chalmers and Hunt (2016) assert, such feedback is often also too general to be helpful, or is out-of-sync with the current semester's teaching as it is only received midway or at the end of the semester. As such, a more timely gauge of the effectiveness of the lessons needs to be put in place to help the educator address pertinent issues that directly impact on teaching during the current semester (Shernoff, 2013). Using data collected over two semester from 1458 student responses via regular feedback, this paper explores the tension between intended lesson objectives and actual learning outcomes. With an Academic Writing class as the arena, and employing a modified Gottman's 3-2-1 feedback matrix (OCM,2013), this paper explores how receiving regular constructive student feedback can help the educator provide timely intervention to re-structure the next lesson to enhance learning. This paper argues that education can only be successful if both the educator *and* students contribute to an impactful difference i.e. a collaboration towards the outcomes. The implications of this are far-reaching in terms of planning intended lesson outcomes and enhancing students' learning.

Keywords

Lesson objectives; student feedback; millennials; student engagement

Strands

Impact of change on student learning outcomes in ELT
Measuring student learning in the advanced English language classroom
Reflective practice in ELT
Tracing advanced learners' communication skills growth with formative assessment

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