

Why do we use feedback in the EAP classroom?

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Structure

- **Benefits and drawbacks of peer feedback**
- **How peer feedback is done at UCL**
- **Learners' profile**
- **Context of our research**
- **Results**
- **Practical tips**

Definition

Peer feedback is a classroom activity which can take place in groups or pairs, involving students reading, reviewing and providing feedback on each other's work (Zhu, 2001).

Potential benefits of peer feedback

•Peer feedback...

- is linked to process-oriented instruction
- develops Ss' awareness of the social meaning of the language
- promotes learner autonomy
- promotes collaborative learning
- provides awareness of their skills and any potential gap in their interlanguage
- helps Ss develop a sense of audience
- fosters the development of revision strategies (Hu, 2005)

Potential drawbacks of peer feedback

- PP may not be reliable due to Ss' lack of knowledge of the TL
- **Ss tend to focus on surface level (local) mistakes instead of macro-textual (global) issues**
- Mangelsdorf and Schlumberger (1992) have reported that 68% of their Ss showed a hostile attitude or fear of being ridiculed
- **Cross cultural issues—> Ss from teacher-oriented cultures cannot trust their peers' feedback or Ss from collectivist cultures (e.g. China) avoid negative comments**

Our context

- **Pre-sessional course**
- **Duration: 12 weeks—>**
Intensity—>High-stakes

Who are the learners?

Total enrolment: 555

Degree level: 524 postgraduate (94%); 30 undergraduate (6%)

Gender: 68.1% female; 31.9% male

Who are the learners?

Nationality (top five):

1. China – 437 (78.74%)
2. Thailand – 24 (4.32%)
3. Kazakhstan – 21 (3.78%)
4. Saudi Arabia – 13 (2.34%)
4. Japan – 12 (2.16%)

Who are the learners?

• Disciplines (top five):

1. Law – 96 (17.3%)
2. Architectural Design – 32 (5.7%)
3. Urban Design – 24 (4.3%)
4. Pharmaceuticals – 20 (3.6%)
5. Comparative Business Economics -18 (3.2%)

How peer feedback is done at UCL?

- **Extended Essay and Oral presentations**
- **Both very pivotal in order to pass the course**
- **Whole lessons were dedicated to that purpose—>**
Duration: 1h 30 min.

In what tasks do we use P.F.?

- **Extended Essay** → **Weighting: 25%** → Students research one of three given topics through academic sources and write an original essay with references.

Word limit: 1,500-1,800 words, plus references.

In what tasks do we use P.F.?

- **Final Presentation** → **Weighting: 20%** → This presentation is made to class members and 2 examiners. The topic is related to the final assessed extended essay.
- **Listening Exam** → **Weighting: 10%** → Marks given for the question and answer section following the final presentation will count towards the listening grade.

In what tasks do we use P.F.?

- In both the extended essay and oral presentations we follow a **process oriented approach**.
- **E.g. Brainstorm → Plan → 1st Draft → Tutorial → 2nd Draft → 1st Peer feedback → 2nd Peer feedback → Final Submission**

Material (Feedback in Extended Essay)

Academic Language Skills – Peer to Peer Review EE (1)

The aims of this lesson are to:

- Enable your peers to read and review your essay
- Help you to improve your current draft with valuable feedback from a colleague
- Support you in identifying your key EE strengths and weaknesses

Peer Editor _____ Date: _____

1 Try to be as honest and constructive as possible in answering the questions. Remember this will help your colleague's review of their final draft. Where possible provide some examples.

Material (Feedback in Extended Essay)

Categories of feedback

- **A. Content/Argument** → Is the topic of the essay clear from the title and introduction?, Is there a clear thesis/argument?
- **B. Coherence and Cohesion** → Is there clear central topic in each paragraph? Does every paragraph contribute to fulfilling the thesis of the paper?

Material (Feedback in Extended Essay)

Categories of feedback

C. Academic conventions → Are all in-text citations also in the reference list?, Does the reference list follow Harvard conventions?

D. Lexis and register → Is the spelling correct?, Is the register adequately formal?

Material (Feedback in Extended Essay)

Categories of feedback

E. Grammar→ Is the word order logical?, Does the student attempt the use of complex structures?



Material (Feedback in Extended Essay)

Strengths	Weaknesses
A. Content/ <u>Argument</u>	A. Content/Argument
B. Coherence and Cohesion	<u>B. Coherence and Cohesion</u>
<u>C. Academic conventions</u>	C. Academic conventions
<u>D. Lexis and register</u>	D. Lexis and register
E. Grammar	<u>E. Grammar</u>

Material (2)

In the first session of peer-to-peer review you were given some clear indications as to the strengths and weaknesses of your draft (see previous worksheet).

1 Indicate if you still have any issues on your final draft and in which area they pertain to?

area	comments
A. Content/Argument	
B. Coherence and Cohesion	
C. Academic conventions	
D. Lexis and register	
E. Grammar	

2 Ask your peer three questions to help you strengthen your essay.

Feedback on Oral Presentations

- **Ss were divided in groups (4 or 5 people each)**
- **Categories → Body language, Slides, Content/Structure, Grammar/Lexis**



A. Content/Argument

Question	yes	could be better	Comments / Improvements
1. Is the topic of the essay clear from the title and the introduction?	✓		I can get the topic "Light pollution" from his title and introduction. He need a reference for t defini w
2. Does the author take a clear stance on the issue at hand?		✓	
3. Is there a clear thesis/argument?		✓	There seems to be No clear thesis statement. A clear outline.
4. Are both sides of the issues taken into consideration?	✓		Both benefits of light and light pollution are considered.
5. Is the argument supported by an adequate range of sources?	✓		Yes. But add some in-text citations for some paragraphs
6. Is there adequate criticality? (or do you think the essay is too <u>descriptive</u> ?)		✓	maybe a bit descriptive ??



D. Lexis and register

Question	yes	no	Comments / Improvements
18. Is there a sufficient range of vocabulary?	✓		
19. Are the word forms correctly used?	✓		(indicate some examples)
20. Is the register adequately formal?	✓		
21. Is the spelling correct?	✓		
22. Are the collocations used correctly?		✓	Some not. eg. "on the other hand"



1 Indicate if you still have any issues on your final draft and in which area they pertain to?

area	comments
A. Content/Argument	Need a clear thesis statement.
B. Coherence and Cohesion	Good expec except the "impact" paragraph. That paragraph is kind of confusing.
C. Academic conventions	He used academic style. I think it is good
D. Lexis and register	adequate vocabulary range
E. Grammar	No significant mistakes.

2 Ask your peer three questions to help you strengthen your essay.

- ① Do you answer the title directly?
- ② Do you have a clear thesis statement?
- ③ Do the main body and ^{the} introduction match with each other?

Students' perceptions

- **Survey → 69 pre-sessional students**
- **10 Questions**
- **After Ss completed the peer feedback sessions**

Questions

Q1 When you receive feedback, are you interested in positive or negative comments, or both?

Q2 Do you prefer giving feedback in writing/essays or presentations?

Q3 When you receive feedback, do you feel negative or positive emotions?

Q4 Do you think that peer feedback is useful?

Q5 Do you prefer giving feedback with or without a checklist?

Q6 In your EE peer feedback session, you had a checklist along with a comments' box, did you use it?

Q7 If yes, were you honest in your comments?

Q8 When you give feedback in presentations, do you prefer having a checklist/criteria to guide you or not?

Q9 Do you think your classmates are honest when they give you feedback during presentations?

Q10 Would you prefer receiving feedback ONLY from your teacher ?

Results

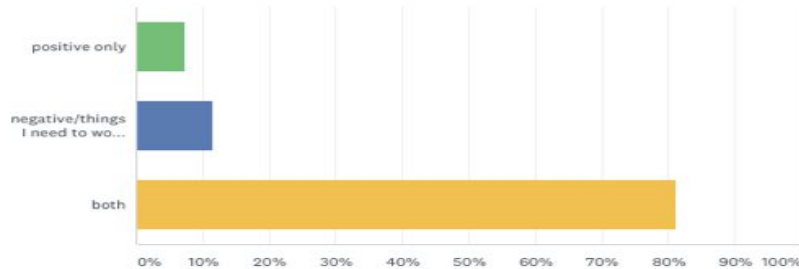
Q1

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When you receive feedback, are you interested in positive or negative comments, or both?

Answered: 69 Skipped: 0



The vast majority of Ss are interested in both positive and negative comments. —> The want constructive feedback.

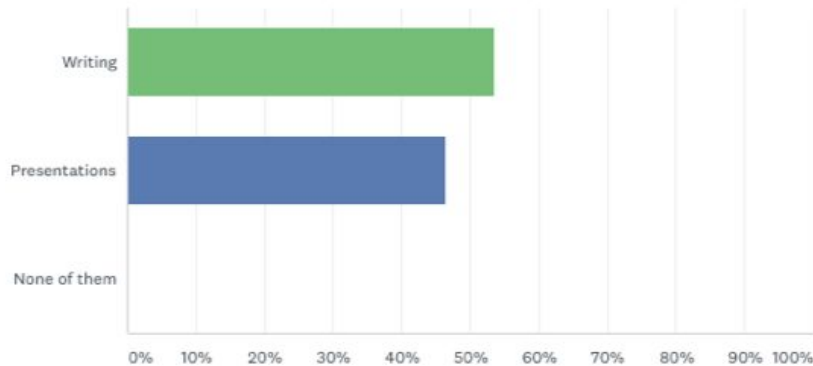
Q2

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Do you prefer giving feedback in writing/essays or presentations?

Answered: 69 Skipped: 0



Writing is slightly more popular because of the higher grade it required.



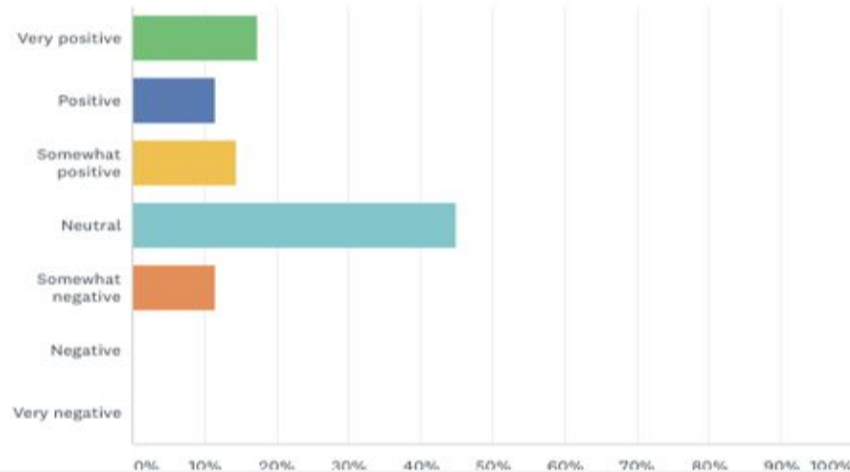
Q3

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When you receive feedback, do you feel negative or positive emotions?

Answered: 69 Skipped: 0



Mixed emotions among students. Neutral signals that peer feedback is not something they are used to and trust.

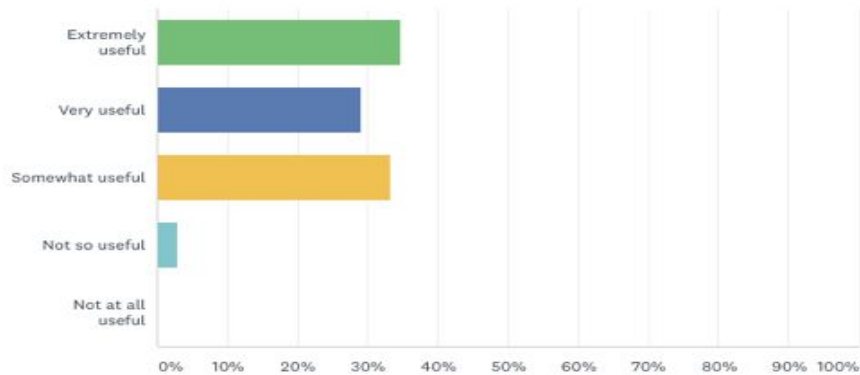
Q4

Do you think that peer feedback is useful?

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Answered: 69 Skipped: 0



Mixed emotions again but on the positive side. They still seem unsure about this procedure.

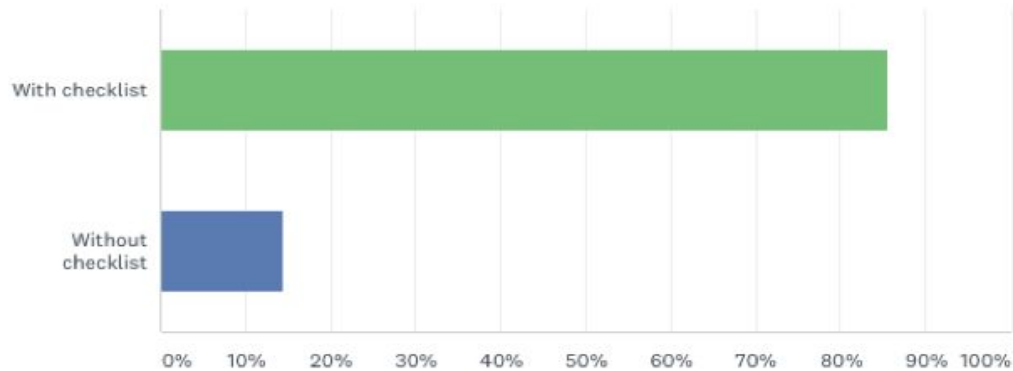
Q5

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Do you prefer giving feedback with or without a checklist?

Answered: 69 Skipped: 0



Almost all need a checklist—> shows their inexperience and lack of confidence to do this on their own.

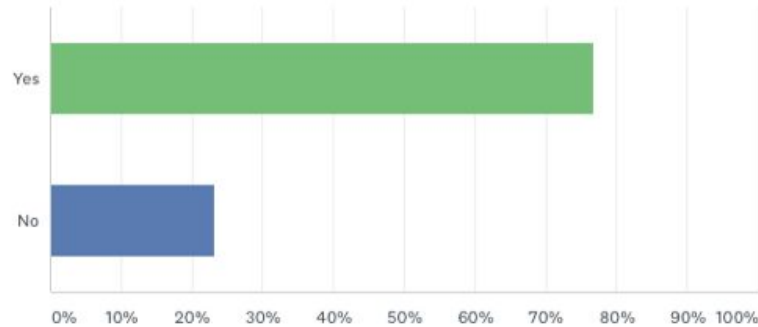
Q6

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In your EE peer feedback session, you had a checklist along with a comments' box, did you use it?

Answered: 69 Skipped: 0



The vast majority did not just tick a box, they tried to give more detailed comments.—Very positive.

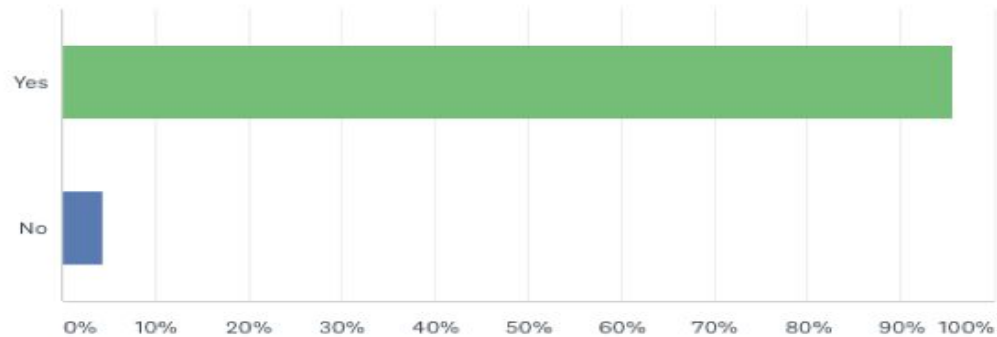
Q7

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If yes, were you honest in your comments?

Answered: 69 Skipped: 0



Most of the students are Chinese, so they went against their culture and gave reliable and honest feedback.

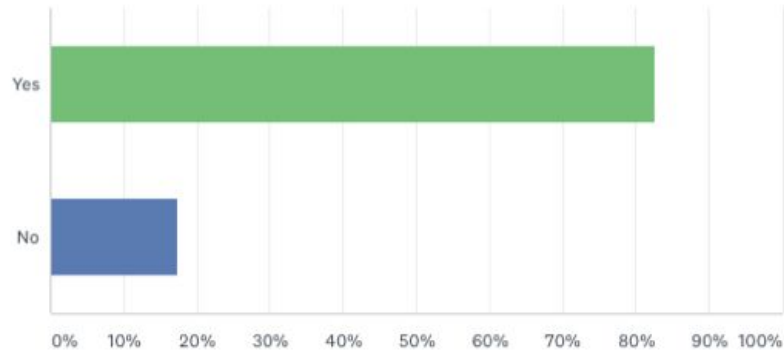
Q8

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When you give feedback in presentations, do you prefer having a checklist/criteria to guide you or not?

Answered: 69 Skipped: 0



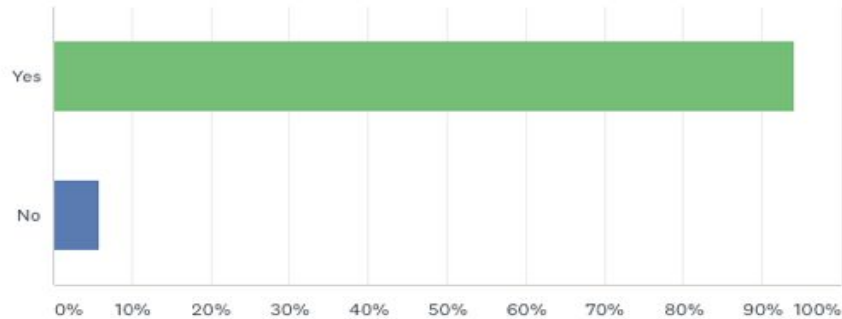
Q9

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Do you think your classmates are honest when they give you feedback during presentations?

Answered: 69 Skipped: 0



It seems they have created a bond and established an honest relationship among them.



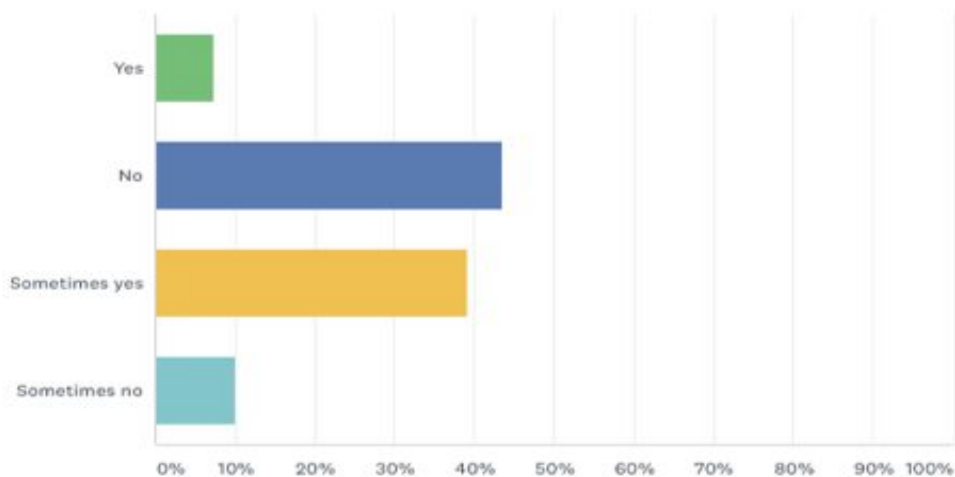
Q10

Customize

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Would you prefer receiving feedback ONLY from your teacher ?

Answered: 69 Skipped: 0



These are the students we need to convince.

Practical Tips

- **Train your students/ Explain the importance of Peer Feedback**
- **Implement Peer feedback with small tasks regularly, e.g. paragraphs/sentences**
- **Always have a checklist or specific questions**
- **Pairs/groups should contain both strong and weak Ss**
- **Each time rotate your groups**
- **Monitor as much as possible and intervene when necessary**
- **In oral presentations → your feedback should be heard last**

References

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