Electronic Feedback: Supporting Instruction to Optimize Students’ Voices

Aziah McNamara
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English Language Program
Fall 2019
https://rb.gy/92a1d7
Photo by Bradley Hook from Pexels
FACTORS INVOLVED IN PROVIDING FEEDBACK
TESOL Tech Standards for Learners (2008)

• **Goal 1:** Language learners demonstrate foundational knowledge and skills in technology for a multilingual world.

• **Goal 2:** Language learners use technology in socially and culturally appropriate, legal, and ethical ways.

• **Goal 3:** Language learners effectively use and critically evaluate technology-based tools as aids in the development of their language learning competence as part of formal instruction and for further learning.
Fisher and Frey (2011)

• **Feed-Up**
  - Where am I going? (Where am I now?)

• **Feedback**
  - How am I doing?

• **Feed-Forward**
  - Where am I going next?
Establishing Teacher Presence

- Tone
- Time
- Technology
STEPS INVOLVED IN PROVIDING FEEDBACK
“Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.” – Steve Jobs
• Learner characteristics
  ➢ needs, prerequisite knowledge, social/cultural background

• Context
  ➢ Motivation, learning environment, knowledge transfer

• Technology competency
  ➢ training, practice
“Accessibility allows us to tap into everyone’s potential.” – Debra Ruh
• **Access to device**
  ➢ What devices do students have? How

• **Access to internet**
  ➢ How do they connect to the internet?

• **Access to tools**
  ➢ What tools do they have access to?
INSTRUCTION

“You go girl.”
— Miss Noxeema Jackson
(Thomas, Mitchell, and Joseph, 2002)

• Intention
  ➢ What is the goal?

• Interaction
  ➢ What will I learn?

• Introspection
  ➢ What have I learned?
  ➢ How can I refine my what I have learned?
PRACTICE

“Abunct Studia in Mores.” – Just another Latin phrase
• **Time**
  - When will we use the tools and devices?
  - How much time is enough time?

• **(Spaced) Repetition**
  - How often will we use the tools and devices?
OF FEEDBACK
OPTIMIZING STUDENT VOICES
• Canvas
  ➢ Rubric and comment

• Microsoft Word
  ➢ Track Changes and comment

• OneNote

• Google Docs
<table>
<thead>
<tr>
<th>Task</th>
<th>Full description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully satisfies demands of level. Appropriate, clear, coherent, and detailed speaking for level. No effort required from interviewer/listener to engage in communication at level. Conversational listening skills consistent with above descriptors.</td>
<td>5 / 5 pts</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Fully satisfies demands of level. Interviewer/listener is not required to make any effort to connect parts of message.</td>
<td>5 / 5 pts</td>
</tr>
<tr>
<td>Oral Grammar</td>
<td>Generally free of errors. Generally effective repair strategies. Interviewer/listener is required to make frequent efforts to understand meaning. Comments: Your sentences are usually complete and you use a variety of sentence structures: simple, compound, and complex. This is good.</td>
<td>4 / 5 pts</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>No obvious or significant errors. Interviewer/listener is not required to make any effort to understand speech.</td>
<td>5 / 5 pts</td>
</tr>
</tbody>
</table>

Total Points: 19

Assignment Comments

There were at some points where Ben (the American student) simplified his language to accommodate you, which was very thoughtful. Did you notice this? You may want to listen to the conversation again, because there were some instances where he had more to say, but didn’t get the chance, and some statements that I thought was funny and could have been further explored. Let me know what you think of your group’s discussion.
<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Maturity</td>
<td>8 / 10 pts</td>
</tr>
<tr>
<td>Grammar</td>
<td>9 / 10 pts</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>9 / 10 pts</td>
</tr>
</tbody>
</table>

Total Points: 41

Assignment Comments

I have no idea about how to write a conclusion paragraph.

Please use 'Track Changes' to read my comments and suggestions for improvements. Your concluding paragraph is half-complete. After you have revised your thesis statement, you can simply restate this in your conclusion. Then complete the concluding paragraph with a final comment in the form of a recommendation or prediction.

Aziah McNamara, Oct 8, 2018 at 1:07pm

See attached files.

Aziah McNamara, Oct 8, 2018 at 1:08pm

Download Submission Comments
<table>
<thead>
<tr>
<th>Language Maturity</th>
<th>Comments</th>
<th>Total Points: 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>View longer description</td>
<td>This is because you have not fully developed your essay.</td>
<td>2 / 10 pts</td>
</tr>
<tr>
<td>Grammar</td>
<td>Comments</td>
<td>2 / 10 pts</td>
</tr>
<tr>
<td>View longer description</td>
<td>This is because you have not fully developed your essay.</td>
<td>2 / 10 pts</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>Comments</td>
<td>2 / 10 pts</td>
</tr>
<tr>
<td>View longer description</td>
<td>This is because you have not fully developed your essay.</td>
<td>2 / 10 pts</td>
</tr>
</tbody>
</table>

**Assignment Comments**

You have only presented an introductory paragraph and a topic sentence for the first paragraph. The essay is also very late. The final draft is due today (Wednesday, October 10). If you need an extension, be sure to make an appointment to meet with me so we can discuss how your essay can be developed.

Olivia Elofsson, October 10, 2018 at 9:17 am

I just turned in the part of the essay I had wrote after 35 min as it said in the instructions, that’s why I don’t have anybody paragraphs.

Best regards,

Olivia Elofsson

Olivia Elofsson, October 10, 2018 at 9:24 am

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</table>

Total Points: 19

Assignment Comments

I'm sorry but there is something happen and I can't open my work to reply for you. So I'm going to record myself on the message part. Thank you for you time.

Oct 26, 2017 at 2:03pm

Media Comment

Oct 26, 2017 at 2:05pm

Download Submission Comments
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
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<td>4 / 5 pts</td>
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<tr>
<td>Oral Grammar</td>
<td>Generally free of errors. Generally effective repair strategies. Interviewer/listener is required to make frequent efforts to understand meaning.</td>
<td>4 / 5 pts</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Generally free of errors. Interviewer/listener is required to make little effort to understand speech. <strong>Comments</strong>: You still need to work on the ‘th’ sounds.</td>
<td>4 / 5 pts</td>
</tr>
</tbody>
</table>

**Total Points: 16**

**Assignment Comments**

Aziah, I can not saw others record, I have no idea what’s wrong with this

You may want to listen to your conversation again because your partner provided the correct pronunciation of ‘mystery’ and she was very good about prompting you to speak so that she was not doing all the talking. It sounded like you had a great conversation.

Aziah McNamara, Oct 4, 2017 at 3:50pm
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Fully satisfies demands of level. Interviewer/listener is not required to make any effort to connect parts of message.</th>
<th>5 / 5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Grammar</td>
<td>Generally free of errors. Generally effective repair strategies. Interviewer/listener is required to make frequent efforts to understand meaning. Comments: You are using very appropriate vocabulary and a variety of sentence structures. There are minor errors, especially with word forms.</td>
<td>4 / 5 pts</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Generally free of errors. Interviewer/listener is required to make little effort to understand speech. Comments: You should carefully monitor words with 'th'. Sometimes it sounds like '/n/' or '/w' sound. Did you want to say 'habit'? It sounded like 'hobbit'.</td>
<td>4 / 5 pts</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Assignment Comments**

- I think that you have improved a lot compared to the first few weeks, not just in terms of the length of your speeches but also in terms of language. Your sentences are longer because you are using more variety of sentences (simple, compound, and complex). Good job!

- thanks :D

Aziah McNamara, Nov 2, 2017 at 12:36pm

Download Submission Comments
| Oral Grammar | Generally free of errors. Generally effective repair strategies. Interviewer/listener is required to make frequent efforts to understand meaning. | 4 / 5 pts |
| Pronunciation | No obvious or significant errors. Interviewer/listener is not required to make any effort to understand speech. | 5 / 5 pts |

**Total Points: 19**

**Assignment Comments**

- I can't do the homework because it's keep kicking me out whenever i try to record it, so I'm sorry that I can't send a reply for everyone but I will do my homework in here

- Media Comment

- That's okay. I hope you were able to take notes of your classmates' responses.

- I will do that
## Week 2 Speaking Quiz 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
</table>
| Pronunciation | Fair: Listeners who often speak with nonnative speakers can understand much, but not nearly enough, of what you say. Frequent pronunciation variations cause misunderstandings.  
Comments | You may want to continue to work on /l/ vs. /r/ sounds. There are also issues with vowel sounds, especially long vs. short. 3 / 5 pts |
| Grammar    | Fair: You are using grammar constructions that you are learning in this level. Minor errors may occur, but sometimes you are able to correct yourself effectively. Your choice of vocabulary may be limited but you are able to use them correctly.  
Comments | Most of your answers consist of phrases and not necessarily complete constructions. It seems like you have appropriate vocabulary, so you should get a high score for vocabulary. 3 / 5 pts |

**Total Points: 6**

### Assignment Comments

**Reader:** this is where you provided sufficient content in response to the questions, but there are some individual sounds that you will need to continue to work on. Please look at my comment in the ‘Pronunciation’ criteria.

Azilah McNamara, Sep 11, 2017 at 10:17am

**Reader:** Thank you for your comments, I already learned about human rights and constitution in middle school and high school. But I can't speak well because of lack of vocabularies. So I wrote down first using dictionary and then I recorded. Reading and listening are easier than speaking for me. Vocabularies that I know are not used when I talk about something. I hope get better. Have a good night.

**Reply:** Sep 11, 2017 at 9:30pm
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**Total Points: 44**

**Assignment Comments**

- This is kind of my brain storming and the beginning of the introduction paragraph
  - [Argument draft 1.docx](Attachment)
  - Oct 3, 2018 at 10:55pm

- I wanted to submit it because I'm not quite sure if I understood the topic so I wanted you to have a look at what I had in mind before I continue writing the rest of the essay
  - Oct 3, 2018 at 10:57pm

- I'm still working on it and might submit it again tomorrow if I had the chance to continue writing before the deadline.
  - It would be super helpful if I could get an extension or make an appointment with you to discuss this
  - Oct 3, 2018 at 11pm

- I'm not sure you got this yesterday.
  - I tried sending it but I think there was an issue with the internet
  - Oct 4, 2018 at 10:04pm

- Open the document and use 'Track Changes' to read my comments and suggestions for improvements.
  - [Argument Essay Draft 1 feedback.docx](Attachment)
  - Oct 8, 2018 at 1:47pm
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Total Points: 44

Assignment Comments

- this is kind of my brain storming and the beginning of the introduction paragraph
  
  argument draft 1.docx

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  it would be super helpful if I could get an extension or make an appointment with you to discuss this

- I'm not sure you got this yesterday
  
  I tried sending it but I think there was an issue with the internet

- Open the document and use 'Track Changes' to read my comments and suggestions for improvements.

- Download Submission Comments

Aziah McNamara, Oct 8, 2018 at 1:47pm
Hi Aziah,

Good job with your insights and questions!

Before we move on, let me reiterate what I believe should be your "key takeaways" from this discussion...

1. Designing any kind of performance intervention before establishing a clear need for it is akin to putting the cart before the horse ... you ain't going nowhere and you have just wasted your time and effort. Establishing the need for a potential intervention involves conducting one or more exercises.

2. The most important thing to understand about 'Needs Assessment' is that it does NOT involve going around asking people what they need. We aren't doing a wants assessment or a desires assessment. Needs Assessment means you identify the GAP between current and desired performance, and figure out what is needed to bridge it.
Aziah McNamara
aziahm@ksu.edu