USING AN INTEGRATED READING & WRITING TASK FOR LEARNING-ORIENTED ASSESSMENT IN AN ENGLISH FOR ACADEMIC PURPOSE SETTING

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CONTEXT OF THE PROBLEM

- Research on feedback in L2 academic writing generally focuses on feedback on form/grammar (i.e., corrective feedback).
- L2 writing teachers tend to give form-related feedback on students’ writing (e.g., Ferris & Roberts, 2001; Hyland, 2002; Hyland & Hyland, 2003).
- L2 learners of writing prefer corrective feedback over other types of feedback from teachers (e.g., Ferris, 1995; Ferris & Roberts, 2001; Hyland, 1999; Plakans, 2007).
- L2 writing teachers’ corrective feedback is effective for improving learners’ linguistic accuracy of their writing (e.g., Ashwell, 2000; Bitchener, 2008; Bitchener & Knoch, 2009, 2010; Ferris, 1995; Ferris & Roberts, 2001; Frantzen & Rissel, 1987; Lalande, 1982; Sheen, 2007).
- Lack of research on feedback in the areas of content or organization.

CONTEXT OF THE PROBLEM (CONT.)

- Integrated reading and writing task is common in English for Academic Purpose (EAP) settings (Gebril, 2009; Hale et al., 1996; Horowitz, 1986; Moore & Morton, 1999; Plakans, 2008, 2009).
- Becoming more common in assessment (e.g., Gebril & Plakans, 2009, 2013).
- Few studies on the role of feedback on reading and writing task in academic settings and learning-oriented assessment (LOA).

FEEDBACK IN LOA – INTEGRATED READING & WRITING TASK

- In LOA, feedback has a crucial role to play. Feedback is “information that provides the performer with direct, usable insights into current performance, based on tangible differences between current performance and hoped for performance” (Wiggins, 1993, p. 182).
- Important to understand the nature of teacher feedback and the functions it serves in the teaching-learning-assessment process in the writing classroom (e.g., Lee, 2007).

FEEDBACK IN LOA – INTEGRATED READING & WRITING TASK (CONT.)

- Limited research on how feedback promotes L2 processing required for successful learning. “In LOA, the role between the nature and quality of feedback in planned and unplanned assessments on the one hand and L2 processing and learning outcomes on the other are crucial areas for further research and practice” (Turner & Purpura, in press, p. 11).

PURPOSE OF THE STUDY

- Examine the effectiveness of LOA using an L2 integrated reading and writing task for the development of EFL learners’ academic writing ability in the areas of content and organization (i.e., learning is embedded into formative assessment).
- Investigate the feedback interaction between the learner and the teacher in an L2 academic writing setting.
RESEARCH QUESTIONS

- What is the nature of teacher feedback on L2 academic writing in the domains of content and organization?
- How does teacher feedback on L2 academic writing influence students’ writing in the domains of content and organization?
- What are the students’ perceptions of teacher feedback?

METHODS—RESEARCH DESIGN

- Qualitative research design, involving multiple sources of data
  - Student writing samples
  - Teacher feedback
  - Student questionnaire responses
  - Interview data

METHODS—PARTICIPANTS

- Ten MA TESOL students at a Korean university, enrolled in a research methods course
  - Second year MA students in their 20s or 30s, teaching EFL in various contexts; in the course, individuals selected a research topic of their interest and picked 6 research articles to read
  - Two students Lee and Kim (females in their 20s), relatively new to academic writing
- One female professor instructing a research methods course
  - Non-native speaker, proficient in English; taught the course for three years

METHODS—INSTRUMENTS

- Integrated reading and writing tasks (planned formative assessment); 6 tasks/student
  - Reading part: a scholarly research article, selected by the student based on their research interests
  - Writing part: a 1-page summary and critique of the reading material in concern

STUDENT SAMPLE WRITING


Dörnyei and Chan (2013) conducted a study using the Second Language (L2) Motivational Self System (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009) as their theoretical basis, which suggested that there are three core sources of the motivation in learning an L2 — the ideal L2 self, which is the L2-specific facet of one’s ideal self, the ought-to L2 self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes, and L2 learning experience (Dörnyei & Ushioda, 2009). Dörnyei and Chan (2013) assumed that motivation in L2 learning is visible when learners’ future self-guides (the ideal and ought-to L2 self) work together to improve their ability to generate mental imagery. In order to test the assumption, they…

ANALYTIC SCORING RUBRIC
METHODS—INSTRUMENTS

- Student questionnaire
  - 5 items on students' perception of the usefulness of teacher feedback
- Semi-structured interview questions

METHODS—PROCEDURES FOR DATA COLLECTION

- Data collected during a 7-week period within the research methods course
  - Each week, students read an academic paper of their choice and submitted a summary/critique
  - Instructor gave both specific and overall feedback to each student
  - After receiving feedback from the instructor, students revised and resubmitted the writing with their new writing of a subsequent task.

METHODS—PROCEDURES FOR DATA COLLECTION (CONT.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
<td>Task 6</td>
<td>Task 7</td>
</tr>
<tr>
<td>1st draft</td>
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<td>1st draft</td>
<td>1st draft</td>
<td>1st draft</td>
</tr>
<tr>
<td>Written feedback</td>
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<td>Written feedback</td>
<td>Written feedback</td>
<td>Written feedback</td>
<td>Written feedback</td>
<td>Written feedback</td>
</tr>
</tbody>
</table>

- After the 7-week period, each student completed
  - a questionnaire, used for examining the effectiveness of formative feedback
  - a semi-structured interview, used for identifying students' revision process (why or why not revisions were made)

METHODS—PROCEDURES FOR DATA COLLECTION (CONT.)

- Qualitative analysis on Tasks 1, 3, and 6
  - Analyzed using coding scheme (adapted from Perrin, 2003; Lee, 2007) to examine the nature of instructor's formative feedback in content and organization

METHODS—PROCEDURES FOR DATA ANALYSIS

1. Teacher feedback
   - Analyzed using coding scheme (adapted from Perrin, 2003; Lee, 2007) to examine the nature of instructor's formative feedback in content and organization

<table>
<thead>
<tr>
<th>Feedback type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct error feedback</td>
<td>What do you mean by this?</td>
</tr>
<tr>
<td>Direction/question</td>
<td>Can you make a better transition here?</td>
</tr>
<tr>
<td>Direction/imperative</td>
<td>Please write more details.</td>
</tr>
<tr>
<td>Clarification/comment</td>
<td>This is the main study finding.</td>
</tr>
<tr>
<td>Positive comment</td>
<td>This is a great summary.</td>
</tr>
<tr>
<td>Negative comment</td>
<td>Awkward transition</td>
</tr>
</tbody>
</table>
METHODS—PROCEDURES FOR DATA ANALYSIS (CONT.)

2. Students’ writing
   * Analyzed using scoring rubric to examine improvements/changes in the students’ writing in accordance with the feedback provided within each task and across different tasks over time

3. Relationship between teacher feedback and students’ revision
   * Analysis of 1 & 2
   * Analyzed questionnaire and interview data to confirm the relationship

RESULTS OF THE STUDY

RESULTS—NATURE OF INSTRUCTOR FEEDBACK

- Feedback focused mostly on content rather than on organization
- For content, the most frequent feedback types were direction/question, direct error feedback, and direction/imperative.
- For organization, most frequent feedback type was negative statement.
- The overall quantity of feedback was similar for 1st and 3rd feedback. It noticeably decreased by the 6th feedback.

RESULTS—CHANGES IN STUDENTS’ WRITING

- Student 1: Lee
  * Incorporated almost all feedback into her revisions
  * Showed noticeable improvement in her overall writing by the end of the instructional period

- Student 2: Kim
  * Incorporated over half of the feedback into her writing
  * Some feedback were ignored; others were not fully incorporated due to sentence rephrasing or sentence deletion
  * Showed improvement in her overall writing by the end of the instructional period

LEE’S PROGRESS ON CONTENT

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 3</th>
<th>Task 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st draft</td>
<td>1) Not very clear purpose 2) Lack of information about participants &amp; questionnaire 3) Not comprehensible findings due to 1 &amp; 2 4) No critique</td>
<td>1) Not very clear purpose 2) Lack of information about participants 3) Clear explanations about variables &amp; findings 4) Attempt to add critique</td>
</tr>
</tbody>
</table>

Feedback | Revised draft | Revised draft |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Feedback on 2) to 4)</td>
<td>Feedback on 1) to 4)</td>
<td>Feedback on 1), 2) &amp; 4)</td>
</tr>
</tbody>
</table>

REVISED DRAFT OF TASK 3 (1)

Second language (L2) motivation is one of the most researched individual difference factors in second language acquisition (SLA), and the most recent development in L2 motivation constructs is Dörnyei’s L2 Motivational Self System and the Process Model of Student Motivation (Hsieh, 2009). Hsieh pointed out that L2 motivation researchers are still far from knowing how L2 self images are built up over the course of learning a L2 and the sources of change that trigger the self developments (Dörnyei & Ushioda, 2009).

.......

As a result, Hsieh found changes in the participants’ goals, attitudes toward the English-speaking community and self-concepts as they had an experience of studying in the U.S. Particularly, the participants generated a new L2 self according to their situation and circumstance, and it can be interpreted as the study abroad transition had a significant impact on the development of the participants’ L2 motivational self system (Dörnyei, 2005, 2009).

.......

It seems to be an important concept in this study. Briefly define or explain it.
As a result, Hsieh (2009) found changes in the participants' goals, attitudes toward the English-speaking community and self-concepts as they had a experience of studying in the U.S. Particularly, the participants generated a new L2 self according to their situation and circumstances, and it can be interpreted as the ideal L2 self. The study abroad transition had a significant impact on the development of the participants' L2 self motivation system (Dörnyei, 2005, 2009). Hsieh (2009) concluded that the analysis of the participants' motivation suggested that the Dörnyei's notions of ideal and ought-to L2 selves are useful explanatory concepts in L2 motivation ……

As a result of the study abroad transition, the participants' ideal L2 self as a competent English user was a powerful motivator prior to the study abroad transition. However, they generated a new L2 self system, which was a prevention-focused L2 ought-to self, due to the increased difficulty in academic coursework and the need for survival in the U.S. However, they gradually developed in prevention-driven self-imagery and an ideal L2 self as a competent English user after 6 months of studying in the U.S. ……

As a result, Hsieh (2009) conducted a study based upon Dörnyei's conceptualization of the Second language (L2) Motivational Self System (Dörnyei, 2005, 2009). Dörnyei and Chan (2013) conducted a study using the Second language (L2) Motivational Self System (Dörnyei, 2005, 2009) on their theoretical basis, which suggested that there are three core sources of the motivation in learning L2 – two future language selves (the ideal L2 self and the ought-to L2 self) and L2 learning experience. The researchers assumed that the learners' motivation is dependent on the learners' capability to generate and maintain imagery. In order to ……

The content became more concrete.
1ST DRAFT OF TASK 6

For the data collection, the reading amount of each participant was totaled at the end of each five-week period, and writing scores were collected every five weeks in the same sessions as those of the reading amounts. For the data analysis, participants were equally divided into high and low reading groups. The results show that ...

REVISED DRAFT OF TASK 6

For the data collection relating to reading ability, the amount of time on pleasure reading was totaled at the end of each five-week period, and writing tests were implemented every five weeks in the same sessions for the Repeated Measures Analysis of Covariance or RM ANCOVA. For the data analysis, participants were equally divided into high and low reading groups, according to the final reading amounts, and the groups' reading ability were analyzed through a t-test. The results show that ...

KIM’S PROGRESS ON ORGANIZATION

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Purpose — method — findings — critique</td>
<td>1) Purpose — classification — example — critique</td>
<td>1) Purpose — method — findings — critique</td>
</tr>
<tr>
<td>2) Overall coherent</td>
<td>2) Overall coherent</td>
<td>2) Overall coherent</td>
</tr>
<tr>
<td>3) Use of cohesive devices (Not always accurate/appropriate)</td>
<td>3) Use of cohesive devices (Not always accurate/appropriate)</td>
<td>3) Use of cohesive devices (Not always accurate/appropriate)</td>
</tr>
</tbody>
</table>

Feedback | Feedback on 5 |
-------|----------------|
Same as the 1st draft | 
Revised draft | Same as the 1st draft |

REVIEWED DRAFT OF TASK 3

Brown and Hudson (1998) suggest a variety of assessments for language teachers to use in their particular situations for their specific purposes. In this manner, they have classified language assessments into three categories: (a) selected-response assessments (e.g., true-false, matching, and multiple-choice assessments); (b) constructed response assessment (e.g., fill-in, short-answer, and performance assessments); (c) personal-response assessments (e.g., conference, portfolio, and self- or peer assessment).

SUMMARY OF THE RESULTS

- The instructor’s formative assessment and written feedback/interaction influenced students’ improvement in academic reading as well as writing.
- Both participants had similar perceptions about the instructor’s feedback. They preferred feedback on content and indirect feedback.

Brown and Hudson (1998) suggest a variety of assessments for language teachers to use in a particular situation for a specific purpose. (In this manner,) They classify these assessments into three categories: (a) selected-response assessments (e.g., true-false, matching, and multiple-choice assessments)...

Validity may also be concerns because of “(a) inadequate content coverage; ……” (Brown, 1998, p. 662). Brown and Hudson argue that teachers can decide what type of assessment to use for a particular setting comparing pros and cons, and all type of assessments can be alternatives in assessment……
SUMMARY OF THE RESULTS (CONT.)

- Overall improvement in content: 
  - Lee > Kim
  - Lee: “When I wrote a draft, I kept thinking about the feedback given to previous writings not to make the same or similar mistakes again… I also referred to other academic writing such as journal articles or M.A. thesis to address the instructor’s feedback in the revision.”
  - Kim: “I focused on the feedback given to each writing… I could understand the instructor’s feedback, but didn’t know how to address it or couldn’t find relevant information in the article that I read.”

SUMMARY OF THE RESULTS (CONT.)

- Students’ improvement in revised drafts and subsequent writings appears to be related to not only the instructor’s formative feedback and repeated practice, but also their attempts/efforts to integrate it to writing.
  - Multiple revisions of the same draft and more interactions with the instructor might help students better understand the feedback and integrate it to further writing.

LIMITATIONS & SUGGESTIONS FOR FUTURE STUDIES

- Limited number of teachers and students
- Quantitative analysis
- Longitudinal observations

Thank you!

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