



Pearson

Bright Ideas

Macro- and micro-level
teacher feedback –
balancing what works

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YEARS

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Research Purpose

Feedback is crucial for
enhancing EAL/EAP writing

Challenges with feedback
practices

Balance workload with
feedback efficacy

Feedback and student uptake in
higher education EAP writing

Research Design – Multiple Case Study

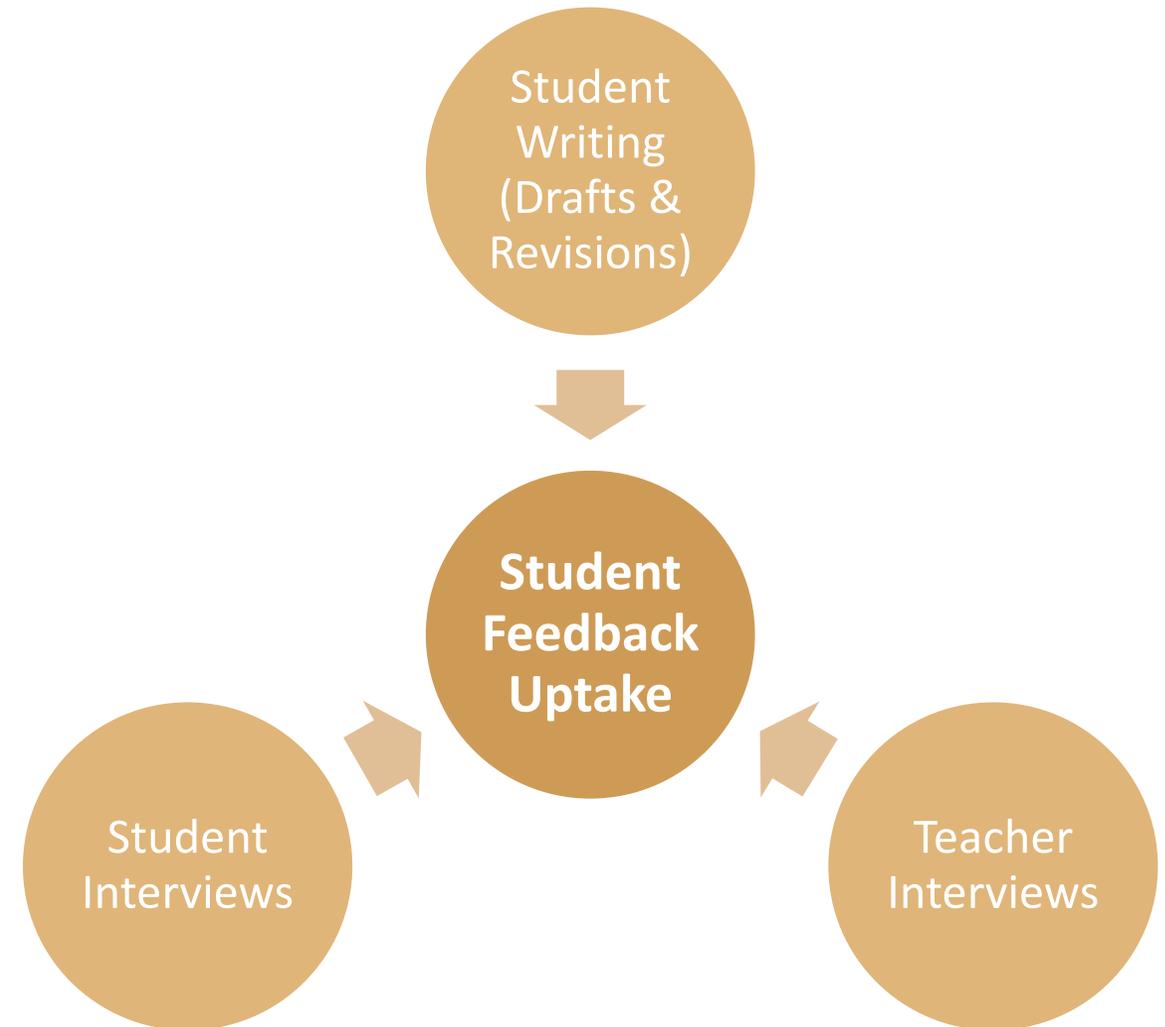
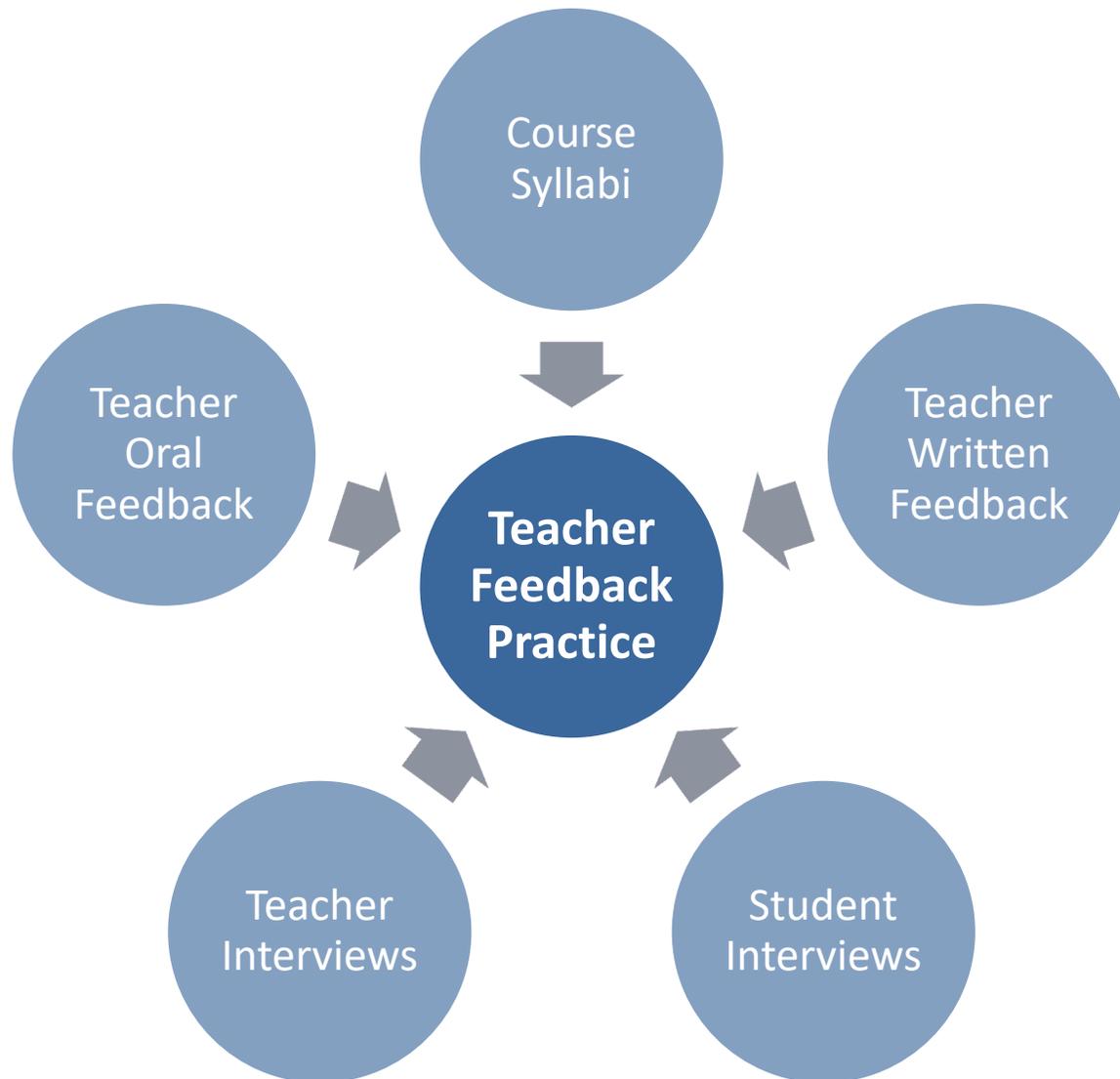
Public Taiwanese University

EAP Writing Classes

Teacher A
13 students

Teacher B
11 students

Data Collection



Macro-level Feedback	Micro-level Feedback
<ul style="list-style-type: none">• Content• Structure• Transition <p>(Conrad & Goldstein, 1999; Bakla, 2020)</p>	<ul style="list-style-type: none">• Grammar• Vocabulary/Phrases• Style• Technical issues

Conrad and Goldstein (1999)	This study
<ul style="list-style-type: none">• Successful• Not Successful• Not Attempted	<ul style="list-style-type: none">• Deleted• Not Attempted• Revised Accordingly• Revised Partially• Revised Incorrectly

Teacher A Feedback Practice

Phase 1

Pre-Draft

Peer
Review

Not read by Teacher A

Phase 2

Draft 1

Teacher
Written
FB

Teacher
Oral FB

Phase 3

Draft 2

Teacher
Written
FB

Optional
Teacher
Oral FB

Phase 4

Draft 3

Teacher
Written
FB with
Grading
Rubric

Teacher A: teacher-centric feedback approach



Teac

grammar
vocabulary
clarity
text structure
logic/cohesion/coherence
Draft 2



Don't trust unknown online sellers.

Do not buy anything from the internet ~~unless~~ (there's some reasons) you can absolutely

trust ^a the seller. I've been enjoying online shopping because I can easily compare the same products from multiple different sellers for a better price. Also, there would be

article
tense
use actions to help the reader "feel" the pressure you suffered.

~~no pressure from clerks~~ when I just want to do some window shopping.

Until one day, I left my earphone on the bus. (Although it's just one of the accessories

tense

I got along with my smartphone, it actually has a good quality and I enjoy it very much.

what kind of earphone were you planning to buy?

However, the same earphone is overpriced on HTC's official website to me. For the same money I can even buy a branded one. So, (as usual), I started searching for (it on)

conjunction

online-shopping websites and before long I found (there's) a bunch of sellers selling the

exact same earphone, but at half of the price. (At that time) I thought nobody was using

conjunction 的 用法
Avoid overusing

HTC phones these days, so there shouldn't be a scam anyway. And so I clicked the

"order" button.

there is/was
it is/was

Be careful with the development of this event. You need to write details to lead your reader to the key point of

irrelevant info to have the main event developed.

a quality earphone

there is/are

Are you sure that nobody was using HTC earphones?



Case A Students' Response to Feedback Design

- **Unfamiliar but appreciate a multi-drafting design**

“I had a set of fixed thoughts, so when the teacher told us that we needed to revise a lot of times, I had no idea why our writing needed to be revised so many times.” (Student A01)

“I was inspired because in high school, I wasn't given so much feedback.” (Student A02)

- **Oral feedback to be most helpful**

“She would very clearly tell you which parts you needed to revise.” (Student A11)

“It's more beneficial, because I need to ask questions to better understand what the teacher's [written] feedback.” (Student A13)

“For the oral feedback, the teacher would be more encouraging. She would not criticise us too much on how we write.” (Student A10)

5 out of 13 attended second meeting



Case A Students' Response to Feedback Design

- **Minimal effect on colour coding**

“Seeing many colours causes me to revise the article. It's better than being all red because I know that I have different aspects need to improve.” (Student A07)

- **Negative emotions triggered by written feedback**

12 out of 13 students felt “upset, worried, shocked, overwhelmed, and frustrated.”

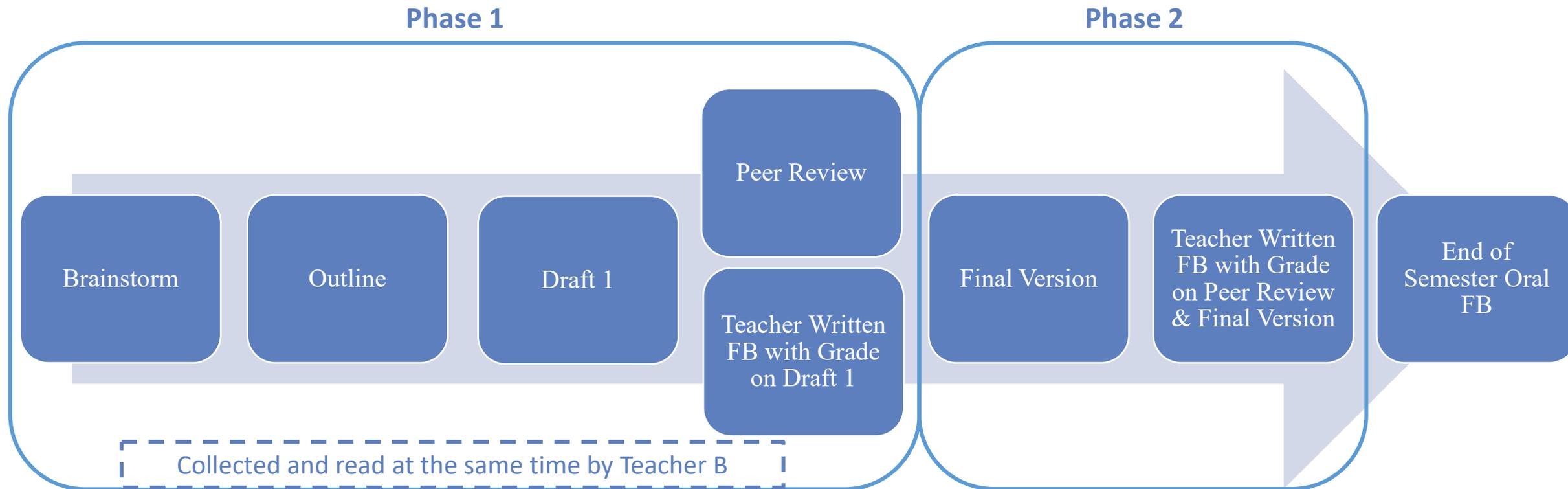
“The piece of paper that the teacher wrote down was completely full. I thought that I did a pretty bad job. It was hard to believe.” (Student A05)

“I don't know start from where. I feel overwhelmed. I see a lot of things I need to change at once.” (Student A06)

- **Devaluing peer feedback**

“it was like two people, who had no idea what they were doing, they were reading each other's work.” (Student A11)

Teacher B Feedback Practice



Grading: Draft 1 = Final Version = Peer Review

Teacher B: student-centred feedback approach

Case B Students' Response to Feedback Design

- **Constructive and supportive teacher feedback**

9 out of the 11 students used “encouraging, positive, and kind” to describe Teacher B and the feedback they received.

“The teacher always started with an encouragement, and then in the middle gave suggestions, and then at the end, encourage me again. I don’t feel bad about myself.”
(Student B03)

- **Peer feedback to be beneficial**

“After I read my classmate’s writing, I could also see what was lacking in my own writing, or what I already had, or places where I could improve on.” (Student B10)

“They almost revised all of my essay.... The teacher asked all students to give more suggestions in the peer review.... The peer feedback was more detailed than the teacher’s written feedback.” (Student B11)

It's a very interesting topic that you contrast the training of the College of Science and that of the College of Engineering. Below are some of my suggestions:

1. Please come up with at least 3 points in each of your supporting paragraph.

I find that you use the block method in this essay, but there seem to be only 2 points in each supporting paragraph: the goal of the training and the evaluation of students' performance on tests.

I saw that you listed 5 points in your outline. Maybe you need to reexamine if they are mutually excluded? Please choose three mutually exclusive points to be your supports. In that way, your essay will be more convincing.

2. Remember to include some concrete examples, too.

Keep up the good work!

Living in Hsinchu vs. living in Taipei - 不符格式 → That's okay.

不是該用 myself 或是換個方式 可以這樣用嗎?

Since my friends and people I met always like to ask me about the feeling of being a metropolitan elite, **consider us being** rich and living a decent life. However, in **my self-cognitive** I felt I was far from the Taipei people they have imagined. **Because of that** I decide to contrast the different between living in Taipei and the city I'm currently living right now--Hsinchu. To analyze and to tell why Taipei is consider as a better place to live in. 老師好像有說過不要這樣用 ✓ Yes, I did. ✓

When talking about living, the first thing that comes to our mind is the money issue. Although, in most people's concept we **consider the cost to be higher to live in** Taipei, but the reality is not. First, the price of food in Hsinchu is actually as high as Taipei's food price, sometimes even higher than Taipei. Nevertheless, it isn't as tasty as Taipei's. Second, being a junior student, while finding **internship I always try to find** **internship** in Taipei not only because the paid is higher but also more options and opportunities at there. Because of the higher paid it makes people easier to save money. 兩個 internships 轉換話題太快, 可以加一句 another one ✓

Next, what most people care about is the space. No matter you are commuting to work or renting a flat outside, we sometimes have to share a place with others **even** we reluctant to do that. It's common to see this kind of phenomenon when we took the public transportation in Hsinchu. Though both cities have transportation, Taipei's transportation are in an upper hand. There's no need to squeeze others to get in because the next car will come immediately. However, it is different in Hsinchu's public transportation, because of the long waiting time for the next car, people always try to push others even there's no space to go in. Because once they miss the bus it will probably make them late for school or work. Most of the time there is only a narrow spot to stand and it's easy to make commuters feel uncomfortable. 結尾有點奇怪, 用having好像怪怪的?

Last is the quality of living, **having** one of the densest convenience stores in Taiwan, citizens living in Taipei can buy anything at any time, at the same time because of the advanced technology, many stores are twenty-four seven so its not a problem for most of us to work during midnight. What's more the atmosphere is **buzzier** in Taipei because there's more entertainment and creativity, which is a good place for creators to work. **Last but not least**, living in Taipei actually can make you healthier because the air pollution is not that serious compare to Hsinchu and Taipei is actually surrounded by mountains. 這段很少提新竹, 只講台北的好

In conclusion, with the three main reasons above I think its obvious to choose which is the **best** place for us to stay. No matter to care about the living expenses of living quality, or you are people finding inspiration for work, there's no doubt Taipei

will be on the top of your list to consider.

因為我用平板手寫改, 字有點小, 所以在下面用打的重打一次, 會照文章畫的螢光筆順序打
中間有一些都是我覺得怪怪但不知道怎麼改, 可能是我不知道而已, 所以改錯還請見諒

1. 標題不符合老師的格式 That's all right. ✓
2. consider us being 可以這樣用嗎我不確定
3. myself 是不是該連在一起, 還是用法不同?
4. because of that 怪怪的
5. 紫色筆畫起來的部分, 老師好像有提到不要這樣用 ✓
6. consider the cost to be higher to live 建議改成 the cost to be considered higher to live
7. internship 好像多打一次, 前後都有
8. even 可以改成 even if
9. 轉換話題太快可以加一句中間過渡, another reason 之類的
10. 第三段的結尾有點奇怪, 很不像結尾, 突然斷掉的感覺
11. 用 having 好像怪怪的
12. 逗點改句點
13. 逗點改句點
14. 建議中間加個句點
15. for most of us who work during midnight
16. 第四段都在講台北的好, 沒什麼跟新竹比較
17. best 改 better 應該會好點, 因為只有兩個在比, 不是台北跟台灣的其他城市. ✓



Case B Students' Response to Feedback Design

- **Lack of a feedback dialogue**

“I think she is pretty busy, and I don't know how to make an appointment with her.”
(Student B05)

“In the email, she said okay about the opinion, the idea, my idea, and I wrote it in my first draft essay, but her feedback in my first draft essay said it is not okay. I confused.” (Student B07)

Amount & Timing of Teacher Feedback

Focus		Teacher A				Teacher B		
		Draft 1	Draft 2	Draft 3	Total	Brainstorm Outline Draft 1	Draft 2	Total
Macro	Content	231	169	57	457	75	58	133
	Structure	68	51	6	125	55	40	95
	Transition	39	25	19	83	7	18	25
	Others	5	5	12	22	22	16	38
	Total	343	250	94	687	159	132	291
Micro	Grammar	138	150	102	390	143	165	308
	Vocab/Phrase	100	143	89	332	36	74	110
	Style	19	6	5	30	29	21	50
	Technical	20	31	21	72	50	33	83
	Others	0	0	0	0	2	1	3
	Total	277	330	217	824	258	293	554
Total		620	580	311	1511	419	426	845

Case A Average: 116

Case B Average: 77 ¹⁶

Students' Actions towards Teacher Feedback

Action	Teacher A		Teacher B	
	Frequency	Percentage	Frequency	Percentage
Deleted	379	25%	72	9%
Not Attempted	174	12%	51	6%
Revised Accordingly	469	31%	130	15%
Revised Incorrectly	23	2% 46%	23% 16	2%
Revised Partially	221	15%	65	8%
No Action Required	245	16%	511	61%
Total	1511		845	



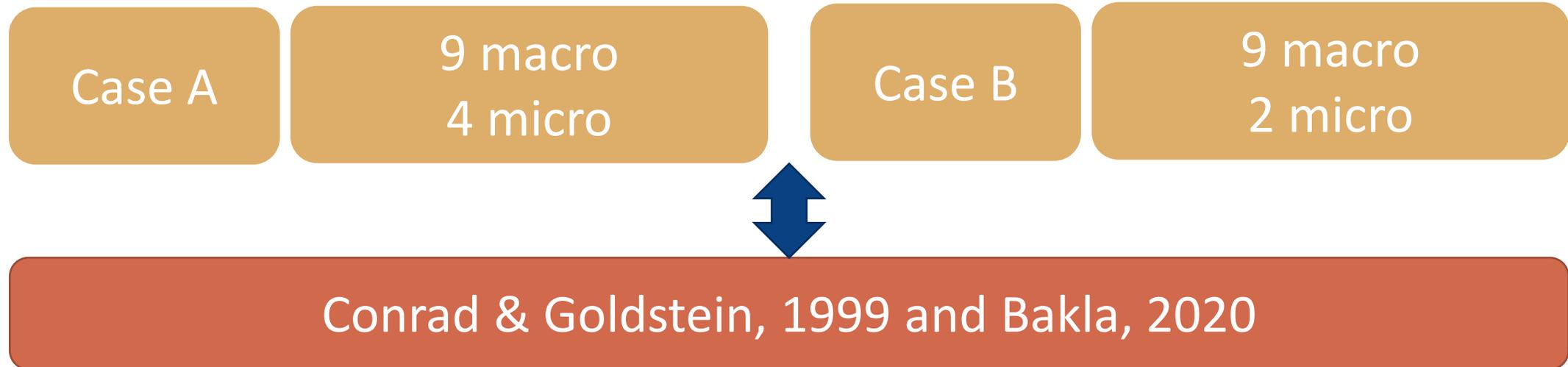
Case B Students' Actions

Actions	Macro-level Feedback				Micro-level Feedback					Total
	Content	Structure	Transition	Total	Grammar	Vocab/Phrase	Style	Technical	Total	
Deleted	128	9	24	161	127	73	0	18	218	379
Not Attempted	83	2	10	95	26	38	0	15	79	174
Revised Accordingly	125	27	33	185	104	139	9	32	284	469
Revised Incorrectly	7	2	0	9	8	5	0	1	14	23
Revised Partially	137	44	17	198	5	18	0	0	23	221
Total	480	84	84	648	270	273	9	66	618	1266

Actions	Macro-level Feedback				Micro-level Feedback					Total
	Content	Structure	Transition	Total	Grammar	Vocab/Phrase	Style	Technical	Total	
Deleted	6	1	2	9	31	18	3	11	63	72
Not Attempted	7	2	3	12	24	2	2	11	39	51
Revised Accordingly	8	8	2	18	58	17	24	13	112	130
Revised Incorrectly	1	1	0	2	4	1	1	8	14	16
Revised Partially	23	22	1	46	7	6	2	4	19	65
Total	45	34	8	87	124	44	32	47	247	334

Case A & B Students' Actions

- Revised more effectively at macro- than micro-level



- Macro-level: most effective on Content and Structure
- Micro-level: most effective on Grammar
- Grammar Deleted rate: 50%



Students' Insights of Feedback Focuses



- **Macro-level teacher feedback**

Case A: 7 students – structure; 4 students – content; 4 students – transitions

Case B: 6 students – structure; 5 students – content

No students regard feedback at micro-level to be of higher importance than at macro-level

- **Students' comments**

“I think the orange [structure] or the pink [clarity] one is more influential. I don't think I will be able to find answers online. I can't fix these on my own.” (Student A05)

“Grammar and vocabulary, because it's easier, and I can find answers myself.” (Student A07)

“I didn't use is mainly vocabulary and grammar because I didn't have enough time.” (Student A12)

“The classmate's feedback just focus on some grammar mistake or some vocabulary spelling wrong, I think it's more detailed than what the teacher gives.” (Student B06)

“Only the teacher has the ability to focus on structure or the logic of the ideas, the broader aspects of writing.” (Student B11)

Discussion & Conclusion

Revision Rate \neq Feedback Uptake

Teacher feedback practice influences
revision rates & student feedback uptake

Students are more dependent on teachers at macro-level



THE UNIVERSITY OF
MELBOURNE

Thank you

Macro- and micro-level teacher feedback – balancing what works

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Aug 2023

Enhancing Student Feedback Literacy through Peer Feedback

Action Research Colloquium 10:45am



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YEARS

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Celebrating 40 years of quality and innovation in ELICOS