

**USING THE FEEDBACK LOOP TO
PROMOTE REFLECTIVE LEARNING IN
L2 CHINESE CLASSROOM**

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PROJECT BACKGROUND

- The White Rose Network for the Interdisciplinary Study of Second Language Learning (NISSLL) 第二语言学习跨专业研究协会
- Bridging the gap between second language (L2) research and teaching



PROJECT RATIONALE

- L2 teachers have voiced concerns that students are not sufficiently using written corrective feedback (CF) on writing
- Students have expressed feelings of frustration or confusion once they receive feedback (Lee 2011)
- This tension prompted me to create the 'Feedback Loop' with an interactional dimension
 - Involving students in the process of feedback
 - Promoting reflective learning



THEORETICAL BACKGROUND

- Autonomous learner (Holec 1981): take charge of one's own learning
- Noticing (Robinson 1995, Qi and Lapkin 2001, Mackey 2006): noticing the gap in L2 linguistic knowledge
- Noticing as a reflective learning skill

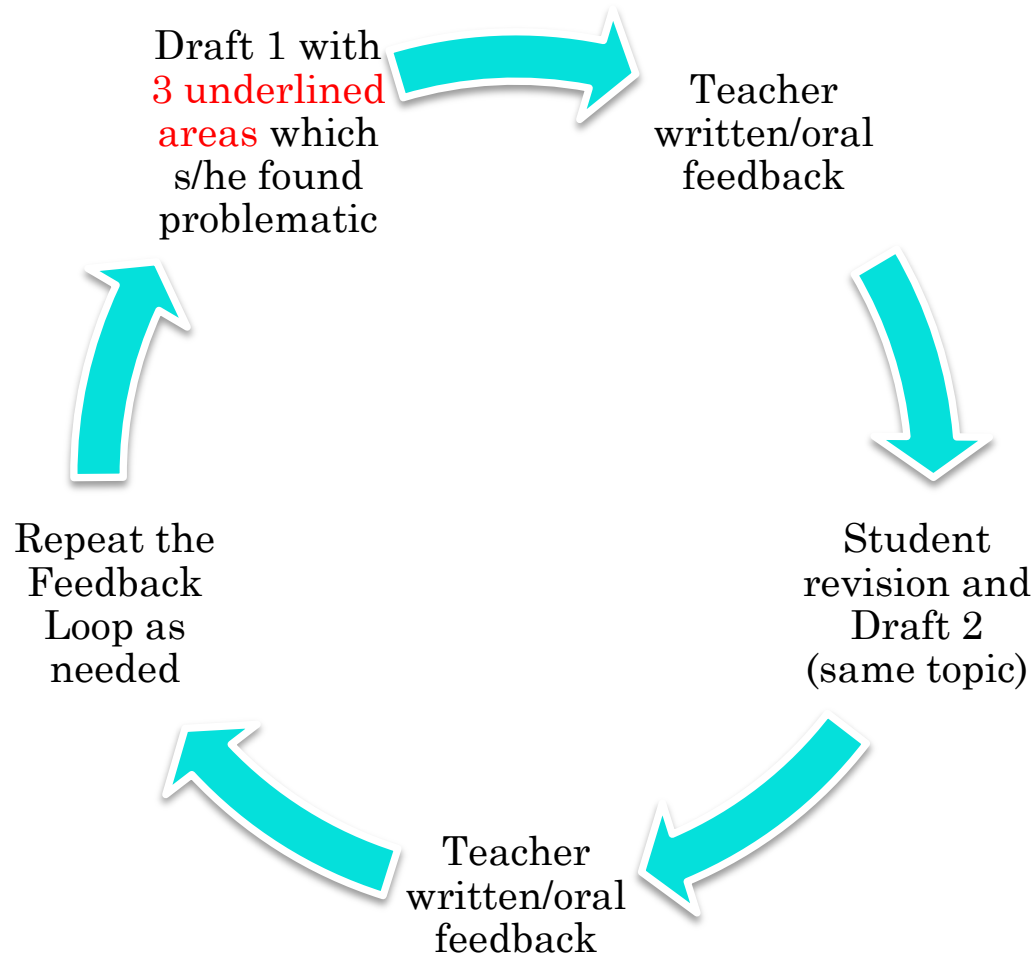


PROJECT OBJECTIVES

- To help students use CF more effectively through increased engagement in the process of feedback
- To facilitate the development of self-reflective skills, in particular, noticing
- To help teachers give more effective CF based on individual differences

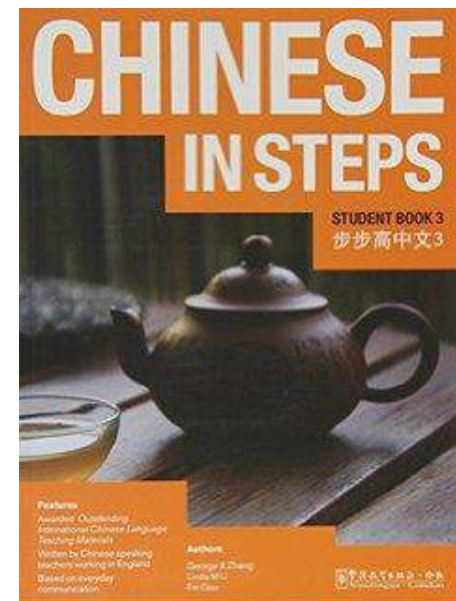


THE FEEDBACK LOOP



PARTICIPANTS

- Three Level 3 students (L1 English speakers) have studied Chinese over 3 yrs
- 19-week programme 2 hrs./week
- Textbook: Chinese in Steps Vol. 3



DATA COLLECTION

- L2 Chinese written work (formative assessment)
- Classroom observations
- Semi-structured retrospective interviews



STUDENT A: WRITTEN WORK IN CHOROLOGICAL ORDER

Week	Title/topic	Length	Teacher CF
2	My room (Draft 1)	195	Written
7	Cooking (Draft 1)	141	Written/oral
8	My room (Draft 2)	150	Written/oral
15	Applying for a job (Draft 1)	223	Written
16	Cooking (Draft 2)	163	Written/oral
18	Applying for a job (Draft 2)	280	Written



DISCUSSION

- Underlined areas are grouped into two categories: Sentence structures and Word choice
- Instances of Underlined Areas in A's Draft 1

Sentence structure			Word choice		
	Underlined	√		Underlined	√
<i>ba</i>	2	0	Noun	5	2
<i>shi...de</i>	2	0	Verb	4	2
<i>rang</i>	1	0	Preposition	1	1
<i>Comp.</i>	1	1	Adjective	1	1
Total n	6	1	Total n	11	6



- In Draft 2, more accurate uses of Chinese-specific structures are identified
- Instances of Underlined Areas in A's Draft 1 and Changes in Draft 2

	Draft 1		Draft 2	
	Underlined	√	Underlined	√
<i>ba</i>	2	0	2	3
<i>shi...de</i>	2	0	1	2
<i>rang</i>	1	0	-	-
Comp.	1	1	-	-



- Examples of written work in Draft 1 and Changes in Draft 2
- **Wo de iPhone shi Mama dai wo cong Meiguo*
My iPhone be mum bring me from the US
我的iPhone 是 妈妈 带我 从美国。
- *Wo de iPhone shi Mama cong Meiguo gei wo mai de*
我的iPhone 是 妈妈 从美国 给我买的。



- Non-underlined common errors were identified in Draft 1 with reference to locality nouns with *shil/you* and changes were tracked in Draft 2
- Non-underlined common errors in A's Draft 1 and Changes in Draft 2

	Draft 1		Draft 2	
	Underlined	×	Underlined	×
<i>shil/you</i>	0	4	0	2
Measure word	0	5	0	1



- Examples of written work in Draft 1 and Changes in Draft 2
- **Zai chuang de zuobian shi yi ge shafa*
At bed DE left-hand side be a MW sofa
在床的左边 是一个沙发。
- *Chuang de zuobian you yi zhang shafa*
床的左边 有一张沙发。



STUDENT'S REFLECTION

- '(the structure) very hard to figure out... even looking up in the Google translator is not reliable... (underline the area) just to say this is where I need help most...'
- 'benefited from feedback based on our own struggles'
- 'If a sentence was marked, I read the comment, couldn't really remember. I hear the comments again face to face (in class), which motivates me more...'



CONCLUSION

- Although the cases of this pilot represent highly individual responses, they provide evidence of progress in relation to students' self-reflection and CF based on individual differences
- More teacher-student and teacher-researcher **dialogues** are encouraged to gain a broader understanding of different feedback methods and learner differences



REFLECTION

- ?? How much do / should L2 teachers correct
- ?? Are reflective learning skills learnable; to which extent, the learning skills are measurable



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谢谢！ Xiexie

