

## 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 focus 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, 2003; Hyland & Hyland, 2002; Robb et al., 1986; Zamel, 1985).
  - L2 learners of writing prefer corrective feedback than other types of feedback from teachers (e.g., Ferris, 1995; Ferris & Roberts, 2001; Hyland, 1998; Nugraheny, 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 & Rissell, 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
  - Common in English for Academic Purpose (EAP) settings (Gebriel, 2009; Hale et al., 1996; Horowitz, 1986; Moore & Morton, 1999; Plakans, 2008, 2009).
  - Becoming more common in assessment (e.g., Gebriel & 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, useable 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, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self in ages, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63(3), 437–462.

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 vision of learners' future self-guides (the ideal and ought-to L2 self), and the learners' motivation is dependent on their ability to generate mental imagery. In order to test the assumption, they .....

## ANALYTIC SCORING RUBRIC

	Content	Language	Organization	Mechanics
	To what extent does a student accurately include the purpose of the study, research questions, and other details?	To what extent does a student use accurate grammar, spelling, punctuation, and mechanics?	To what extent does a student use accurate punctuation?	To what extent does a student use accurate punctuation?
	To what extent does a student use an article cohesively and write a logical critique?	To what extent does a student use appropriate cohesive devices (e.g., transitions, repetition, ellipsis, and so on) to connect?	To what extent does a student use accurate punctuation?	To what extent does a student use accurate punctuation?
5	- Excellent summary - Excellent critique	- Accurate - A broad range of forms - Single or complex sentences - Mostly increase with topic	- Completely coherent - Always accurate use of cohesive devices	- Accurate use of punctuation - Always accurate use of APA style
4	- Clear summary - (and/or) Logical critique	- Mostly accurate - (and/or) A relatively broad range of forms - Relatively complete sentences	- Generally coherent - (and/or) Mostly accurate use of cohesive devices	- Generally accurate use of punctuation - (and/or) Mostly accurate use of APA style
3	- At times unclear summary - (and/or) At times illogical critique	- At times inaccurate - (and/or) Somewhat narrow range of forms - Often limited to simple sentences	- At times incoherent - (and/or) At times inaccurate use of cohesive devices	- At times inaccurate use of punctuation - (and/or) At times inaccurate use of APA style
2	- Often unclear summary - (and/or) Lack of logical critique	- Often inaccurate with some topic errors - (and/or) Often limited to simple sentences - Significant topic errors	- Often incoherent - (and/or) Often inaccurate use of cohesive devices	- Often inaccurate use of punctuation - (and/or) Often inaccurate use of APA style
1	- Mostly unclear summary - (and/or) Lacks back of logical critique	- Mostly inaccurate - (and/or) A very narrow range of forms - (and/or) Mostly limited to simple sentences	- Mostly incoherent - (and/or) Mostly inaccurate use of cohesive devices	- Mostly inaccurate use of punctuation - (and/or) Mostly inaccurate use of APA style
0	No evidence of content	No evidence for language	No evidence for organization	No evidence for mechanics

## 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.

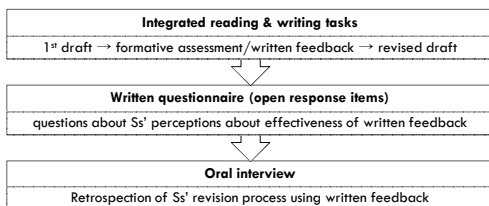
## METHODS—PROCEDURES FOR DATA COLLECTION (CONT.)

Week 1		Week 2		Week 3	.....	Week 6		Week 7
Task 1 1 <sup>st</sup> draft		Task 1 Revised draft		Task 2 Revised draft	.....	Task 5 Revised draft		Task 6 Revised draft
	Written feedback	+	Written feedback	+		+	Written feedback	
		Task 2 1 <sup>st</sup> draft		Task 3 1 <sup>st</sup> draft	.....	Task 6 1 <sup>st</sup> draft		

## METHODS—PROCEDURES FOR DATA COLLECTION (CONT.)

- 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.)



## METHODS—PROCEDURES FOR DATA ANALYSIS

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

Feedback type	Example
Direct error feedback	
Ask for information/question	What do you mean by this?
Direction/question	Can you make a better transition here?
Direction/imperative	Provide more details.
Give information/statement	This is the main study finding.
Positive comment	This is a great summary.
Negative comment	Awkward transition

## 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 1<sup>st</sup> and 3<sup>rd</sup> feedback. It noticeably decreased by the 6<sup>th</sup> 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*

	Task 1	Task 3	Task 6
<b>1<sup>st</sup> draft</b>	1) Not very concrete purpose 2) Lack of information about participants & questionnaire 3) Not comprehensible findings due to 1) & 2) 4) No critique	1) Unnecessary info at the beginning and in the end 2) Lack of information about participants 3) Not comprehensible findings due to the use of undefined terms 4) Attempt to add critique	1) Not very clear purpose 2) Lack of information about participants 3) Clear explanations about variables & findings 4) Attempt to add critique
	2 weeks	3 weeks	
<b>Feedback</b>	Feedback on 2) to 4)	Feedback on 1) to 4)	Feedback on 1), 2) & 4)
<b>Revised draft</b>	1) No change 2) Partly revised 3) Revised 4) Tried	1) Add definition & connect it to the purpose 2) Revised 3) Rewrote the findings 4) Partly addressed	1) Revised 2) Revised 4) Became much concrete

## 1<sup>ST</sup> DRAFT OF TASK 3 (1)

Is this information necessary for the summary? How is it connected to the study?

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).

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As a result, Hsieh 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 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).

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It seems to be an important concept in this study. Briefly define or explain it.

### REVISED DRAFT OF TASK 3 (1)

Definition was newly added.

Hsieh (2009) conducted a study based upon Dörnyei's conceptualization of Second language (L2) Motivational Self System (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009). According to Dörnyei's L2 Motivational Self System (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009) in which learners' L2 motivation is conceptualized as a part of language learners' self system, language learners' future self-guides—the ideal and the ought-to L2 selves—and L2 learning experience are the central components, and this L2 self system is dynamic and subject to change (Dörnyei & Ushioda, 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 .....

Makes more sense in relation to the purpose and findings

### SUSTAINED EFFECT OF FEEDBACK IN TASK 6

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 – 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 mental imagery. In order to .....

### 1ST DRAFT OF TASK 3 (2)

.....

Between two interviews?

As a result, Hsieh 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 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). Hsieh also indicated that the sources of the changes of the participants' goals, attitudes and self-concepts varied depending on the internal and external factors that individuals faced.

.....

Specify

### REVISED DRAFT OF TASK 3 (2)

.....

As a result, Hsieh (2009) found changes in the participants' goals in language learning, attitudes toward the English-speaking community and self-concepts as a result of the study abroad transition. The participants' ideal L2 self as a prospective student studying in an English-speaking country 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 a promotion-driven self-image and an ideal L2 self as a competent English user after 6 months of studying in the U.S.

.....

Rewrote the result part. The content became more concrete.

### LEE'S PROGRESS ON ORGANIZATION

	Task 1	Task 3	Task 6
<b>1<sup>st</sup> draft</b>	1) Gap/need for the study → purpose → method → findings 2) Overall coherent 3) Use of accurate cohesive devices (Not always used)	1) Introduction of a variable → gap → purpose → method → findings → contribution → critique 2) Overall coherent 3) Use of accurate cohesive devices (Not always used)	1) Theoretical basis → assumption → method → findings → conclusion → critique 2) Overall coherent 3) Use of accurate cohesive devices (Not always used)
<b>Feedback</b>	—	—	—
<b>Revised draft</b>	Same as the 1 <sup>st</sup> draft	1) Delete the introduction & gap 2) 3) Same as the 1 <sup>st</sup> draft	Same as the 1 <sup>st</sup> draft

### KIM'S PROGRESS ON CONTENT

	Task 1	Task 3	Task 6
<b>1<sup>st</sup> draft</b>	1) Not very clear purpose 2) Lack of information about data collection procedure 3) comprehensible findings, but not concrete 4) inappropriate critique	1) Unclear purpose 2) Not concrete information in method 3) Not concrete findings 4) Attempt to write a critique, but not very concrete	1) Clear purpose 2) Lack of information about materials, instrument, & analysis 3) Comprehensible findings 4) Attempt to write a critique, but not very concrete
<b>Feedback</b>	Feedback on 1) to 4)	Feedback on 2) to 4)	Feedback on 2) to 4)
<b>Revised draft</b>	1) Revised 2) Partly revised 3) Partly revised 4) Tried, but still not concrete	1) Same as the 1 <sup>st</sup> draft 2) Mostly revised 3) Mostly revised 4) Revised, but still not concrete	1) Same as the 1 <sup>st</sup> draft 2) Partly revised 3) Partly revised 4) Revised, but somewhat illogical

### 1ST DRAFT OF TASK 6

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What did they read?

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

Then what analysis?

Did they take writing tests?

### 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, and writing tests were implemented every five week in the same sessions for the Repeated Measures Analysis of Covariance or RMANCOVA. For the data analysis, participants were equally divided into two, high and low reading groups, according to the final reading amounts, and two groups' reading ability were analysed through a t-test. The results show that .....

### KIM'S PROGRESS ON ORGANIZATION

	Task 1 (score 4)	Task 3 (score 4)	Task 6 (score 4)
1 <sup>st</sup> draft	1) Purpose → method → findings → critique 2) Overall coherent 3) Use of cohesive devices (Not always accurate/appropriate)	1) Purpose → classification → example → critique 2) Overall coherent 3) Use of cohesive devices (Not always accurate / appropriate)	1) Purpose → method → findings → critique 2) Overall coherent 3) Use of cohesive devices (Not always accurate/appropriate)
Feedback	—	Feedback on 3)	—
Revised draft	Same as the 1 <sup>st</sup> draft	1) 2) Same as the 1 <sup>st</sup> draft 3) Revised	Same as the 1 <sup>st</sup> draft

### 1ST 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).

.....

Validity also may be concerns the use of (a) inadequate content coverage; .....

### REVISED DRAFT OF TASK 3

Brown and Hudson (1998) suggest a variety of assessments for language teachers to use in a particular situation for a specific purpose. 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; .....

Revised / Instead of "therefore"

Connector deleted

### 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.

## 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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